



# TOOLS FOR LEARNING **FITNESS KNOWLEDGE**

MIDDLE (6-8)

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# TOOLS FOR LEARNING **FITNESS KNOWLEDGE**



The  
Cooper Institute®  
WELL. INTO THE FUTURE.

**FITNESSGRAM™**

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## MODULE OVERVIEW

### ABOUT THIS MODULE

WOW! Too many fitness resources to waste space on an introduction.  
MANY THANKS to all of our contributors including the Cooper Institute® and the entire FITNESSGRAM® Team!

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## MODULE OVERVIEW

### National Standards Addressed

- **Standard 3 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
- **Standard 3 [M8.6-8]** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (6); Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (7); Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (8).
- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 3 [M10.6-8]** Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance (6); Describes the role of exercise and nutrition in weight management (7).
- **Standard 3 [M12.6-8]** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).
- **Standard 3 [M13.6-8]** Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale (6); Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise (7); Defines how the RPE Scale can be used to adjust workout intensity during physical activity (8).
- **Standard 3 [M15.6-8]** Designs & implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (6); Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (7); Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment (8).
- **Standard 3 [M17.6-8]** Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels (6); Develops strategies to balance healthy food, snacks, and water intake, along with daily physical activity (7); Describes the relationship between poor nutrition & health risk factors (8).
- **Standard 3 [M18.6-8]** Identifies positive and negative results of stress and appropriate ways of dealing with each (6); Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (7); Demonstrates basic movements used in other stress-reducing activities such as yoga & Tai Chi (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each fitness activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Warm-Up Activity	<i>5-10 minutes</i>
+ Fitness Activity with Debrief	<i>10-15 minutes</i>
+ Fitness Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Seven types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

**Self-Assessment**

This simple self-assessment provides each student with a structure for reflecting on current fitness levels, setting a goal for growth and development, and then reassessing progress toward that goal.

**Holistic Performance Rubric**

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric’s criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

**FITT Formula Activity Log**

This activity log provides structure for tracking physical activity while highlighting components of the FITT formula.

**Blank Tabata Card**

Allow students to create a Tabata fitness routine that they can complete in class or at home.

**Exit Slips**

3 types of exit slips are provided: Fitness Knowledge, Nutrition, and SEL.

**Summer Fitness Plan & Tracker**

This worksheet and activity log provides students with structure and guidance for setting Summer fitness goals and then tracking progress toward those goals.

**Academic Language Quiz**

This multiple-choice quiz can be used as is, or as a template for additional vocabular quizzes.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	FITness Warm-Up & AMRAP Teamwork	AMRAP, Borg Rating of Perceived Exertion (RPE) Scale, Health-Related Fitness, Skill-Related Fitness, Frequency, Intensity, Time, Type, FITT Formula, Moderate, Vigorous
2	FITness Warm-Up & Cupid Fitness Capacity	Aerobic, Aerobic Capacity, Anaerobic, Energy Systems, Pace, Prevention, Lactic Acid, Rate Perceived Exertion (RPE), Weight Management
3	Emotional Health Warm-Up & Tabata to Improve	Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance
4	Emotional Health Warm-Up & Stretch Arm Strong	Emotional Fitness, Work Independently, Safety, Benefits, Social Interaction, Actively Engage, Static Stretch, Stress, Dynamic Stretch, Warm-Up, Cool-Down
5	FITness Warm-Up & Make a MyPlate Meal	Nutrition, Protein, Grain, Fruits, Vegetables, Dairy, Appropriate Serving, Healthy Risks, Health-Related Fitness, Balance, Food, Food Groups, Calorie Intake, Calorie Expenditure
6	Emotional Health Warm-Up & Freeze Yoga	Emotional Health, Individual Performance Activity, Mental Health, Social Interaction, Stress, Tai Chi, Technique, Yoga
7	Freeze Yoga & Stretch Arm Strong	Emotional Fitness, Work Independently, Safety, Benefits, Social Interaction, Actively Engage, Static Stretch, Stress, Dynamic Stretch, Warm-Up, Cool-Down
8	FITness Warm-Up & Tabata to Improve	Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
2	Task Tents (Set of 6)	1389878	<a href="#">Link to e-Store</a>
1	Face Tuff Em Balls (Set of 6)	1453553	<a href="#">Link to e-Store</a>
2	18" Game Cones (My Class Color Set of 6)	1245875	<a href="#">Link to e-Store</a>
1	Colorz Foam Dice (Set of 6)	20029296	<a href="#">Link to e-Store</a>
6	Spot Markers (Set of 6)	6070	<a href="#">Link to e-Store</a>
3	POLAR OH1 Optical Heart Rate Sensor (10 pack)	1453278	<a href="#">Link to e-Store</a>
			
	Academic Language Posters		<a href="#">OPENPhysEd.org</a>
	Coach D's FITTness Warm-Up Cards		<a href="#">OPENPhysEd.org</a>
	Emotional Health Activity Cards		<a href="#">OPENPhysEd.org</a>
	AMRAP Teamwork Station Signs and Task Cards		<a href="#">OPENPhysEd.org</a>
	Aerobic and Anaerobic Capacity Cards		<a href="#">OPENPhysEd.org</a>
	Stretch Arm Strong Task Cards		<a href="#">OPENPhysEd.org</a>
	MyPlate Dice Chart and Activity Card		<a href="#">OPENPhysEd.org</a>
	Freeze Yoga Pose Posters		<a href="#">OPENPhysEd.org</a>
	Exit Slips		<a href="#">OPENPhysEd.org</a>



**NOTES**



## COACH D'S FITNESS WARM-UP

### STUDENT TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will identify and discuss each of the components of the FITT formula.
- **Fitness:** I will complete the FITT formula activity log to plan for and track my physical activity.
- **Personal & Social Responsibility:** I will stay focused on safe and appropriate participation while working cooperatively with my classmates.

### TEACHING CUES

- Follow Exercise Cues
- Listen for Start/Stop Signals
- Maintain a Warm-Up Exercise Intensity Level

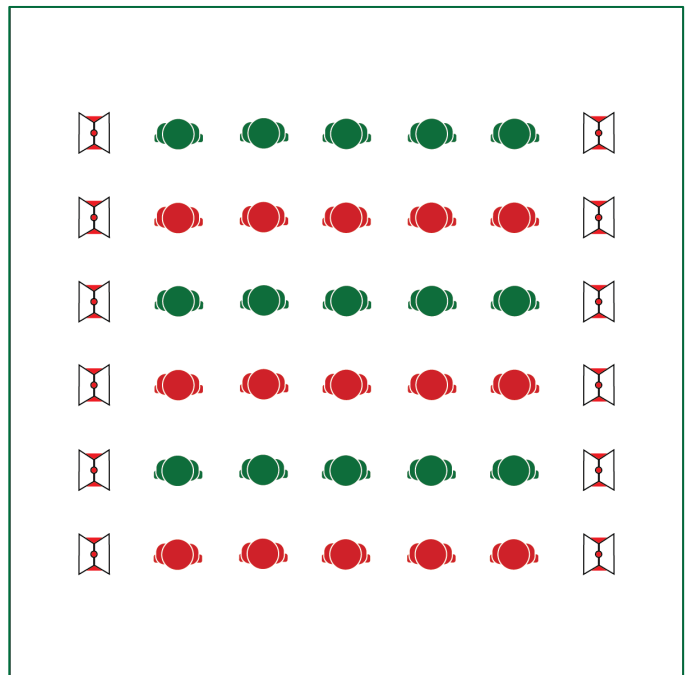
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 12 cones
- 12 task tents
- Coach D's FITTness Warm-Up Cards

#### Set-Up:

1. Use cones and task tents to designate 6 lines for student activity. Each line is a different activity. *(Tip: If you use a basketball court, use each baseline as 2 of your lines and space the other 4 evenly across the court.)*
2. Place FITTness Cards in task tents.
3. Create groups of 6. Each member in a group is on a different activity line, creating a team line that is perpendicular to the activity lines.



#### Activity Procedures:

1. Today's activity is called Coach D's FITTness Warm-Up. You will work together with your team to rotate through and complete Coach D's FITTness routine. (Teachers: Take a few minutes to introduce or review each component of the FITT formula.)
2. When the music starts, everyone will begin the appropriate exercise and continue for 40 seconds. Then the music will stop, and everyone will have 10 seconds to move forward to the next line. If you are in the front line, pick a sideline and jog safely down to get back to the other baseline. We will continue until everyone has completed all the activities.
3. After our warm-up, we'll take a few minutes to complete the FITT formula activity log.

#### Grade Level Progression:

**6<sup>th</sup>-7<sup>th</sup>:** Play the activity as described above.

**8<sup>th</sup>:** Allow students to create their own FITTness routines using the blank FITTness Routine Cards. For each exercise, students will identify a component of health-related fitness to focus on.

**COACH D'S FITT WARM-UP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Modify routine cards and exercises to meet the needs of all students.
- Decrease the intensity of this activity by providing a longer rest interval.

ACADEMIC  
LANGUAGE

Health-Related Fitness, Skill-Related Fitness, Frequency, Intensity, Time, Type, FITT Formula, Overload Principle, Physical Activity, Moderate, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What are the 4 components of the FITT formula?
- **DOK 2:** What do you know about the overload principle?
- **DOK 3:** How is the overload principle related to the FITT formula?
- **DOK 4:** Complete the FITT Formula Activity Log and create a plan to apply the overload principle to your physical activity routine.

TEACHING  
STRATEGY  
FOCUS

**Help students process content.** The debrief questions above will help students to begin thinking about how the FITT formula and overload principle apply to fitness as a general concept. In order to truly help students to process this information and apply it to their personal experience, use the FITT Formula Activity Log and then take time to review the questions and content in order to stimulate further discussion.

**EMOTIONAL HEALTH WARM-UP**

STUDENT TARGETS

- **Skill:** I will perform each dynamic warm-up exercise safely and with correct form.
- **Cognitive:** I will define emotional health and discuss ways to enhance personal emotional health.
- **Fitness:** I will participate in (and/or design) a warm-up routine that prepares my heart and muscles for movement.
- **Personal & Social Responsibility:** I will discuss the connections between personal fitness and emotional health.

TEACHING CUES

- Move at a Safe Pace
- Watch Where You Are Going
- Taggers: Tag with Tuff Balls, Shoulders Only, No Throwing

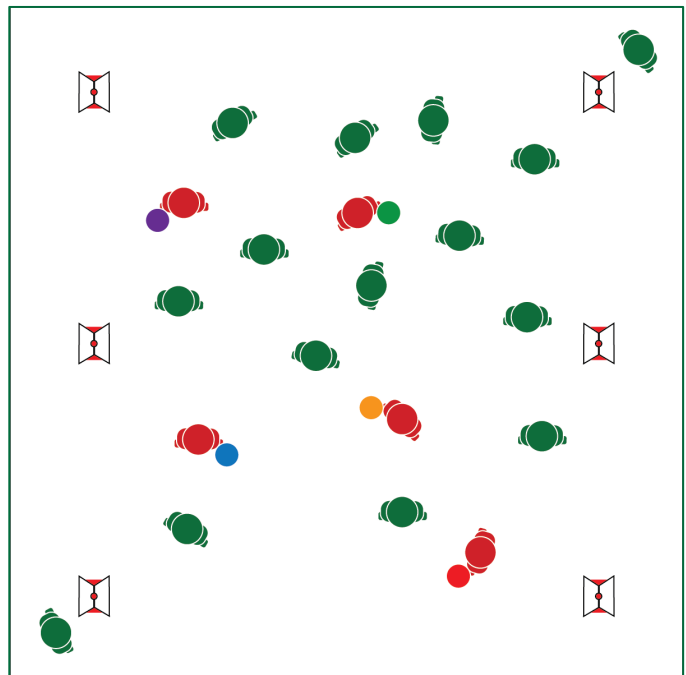
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 4–6 Face ‘Em Tuff Balls (or colored foam balls)
- 4–6 cones
- 4–6 task tents
- 4–6 Emotional Health Activity Cards

**Set-Up:**

1. Create boundaries by placing cones and task tents around the perimeter of a large activity area.
2. Scatter students in the activity area.
3. Give Face ‘Em Tuff Balls to 4–6 students to identify them as taggers.



**Activity Procedures:**

1. Today’s activity is called Emotional Health Tag. Physical activity and exercise are great ways to release stress and improve overall emotional health. Plus, warming up before vigorous activity helps you prevent injury and perform your best.
2. The object of this activity is to avoid being tagged while taggers try to tag you with a Tuff Ball. Taggers may not throw the ball.
3. When I say “GO!” begin playing at a speed-walking pace. Taggers will do 10 jumping jacks to give everyone else time to spread out. Notice that each Tuff Ball has an emoji face and color. The activity cards provide information that match the emoji.
4. If you are tagged, move to the cone that matches the color of the ball you were tagged with and perform the dynamic warm-up exercise on the card. Once you have completed the activity, re-enter the game.
5. Freeze when you hear the stop signal and we’ll change taggers.

**Grade Level Progression:**

- 6<sup>th</sup>: Play the activity as described above.
- 7<sup>th</sup>: Allow students to choose from a collection of activity cards to be used as re-entry stations.
- 8<sup>th</sup>: Give students time to create activity cards to be used as re-entry stations. As a class, develop cool-down routines with dynamic and static stretches to be used at the end of class.

**EMOTIONAL HEALTH WARM-UP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Use balloons (or other object) instead of foam balls and draw emojis before playing.
- Create activity cards based on student needs and abilities.

ACADEMIC  
LANGUAGE

Cool-Down, Design, Emotional Fitness, Fitness Planning, Stress, Warm-Up

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M12.6-8]** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).
- **Standard 3 [M18.6-8]** Identifies positive and negative results of stress and appropriate ways of dealing with each (6); Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise (7); Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi (8).
- **Standard 5 [M2.6-8]** Identifies components of physical activity that provide opportunities for reducing stress and for social interaction (6); Identifies positive mental and emotional aspects of participating in a variety of physical activities (7); Analyzes the empowering consequences of being physical active (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What would you include on a list about warm-ups and cool-downs?
- **DOK 2:** How would you apply warm-ups and cool-downs in personal fitness planning?
- **DOK 1:** What is emotional health?
- **DOK 2:** How does physical activity affect emotional health?
- **DOK 3:** What personal experiences would you select to support physical activity's effect on emotional health? Can you elaborate on why you chose that experience?

TEACHING  
STRATEGY  
FOCUS

**Help students elaborate on content.** In order to understand how to apply acquired fitness knowledge to personal warm-up and cool-down routines, students must first understand the importance of each. This is also true as students learn how physical activity can improve personal emotional health. Help students make inferences about the information that they've learned in class and ask them to provide support for their inferences. Then, in the activities that follow throughout this module, prompt students to apply their understanding to enhance personal fitness planning and physical activity routines.

## AMRAP TEAMWORK

### STUDENT TARGETS

- **Skill:** I will pace my exercise intensity to work within my target heart rate zone.
- **Cognitive:** I will compare my heart rate with my rate of perceived exertion (RPE) and discuss how this relates to exercise intensity.
- **Fitness:** I will identify the component of fitness related to each station activity.
- **Personal & Social Responsibility:** I will participate safely with a focus on exercise form and injury prevention.

### TEACHING CUES

- Focus on Form
- Constant Pacing
- Controlled Breathing
- Think Safety

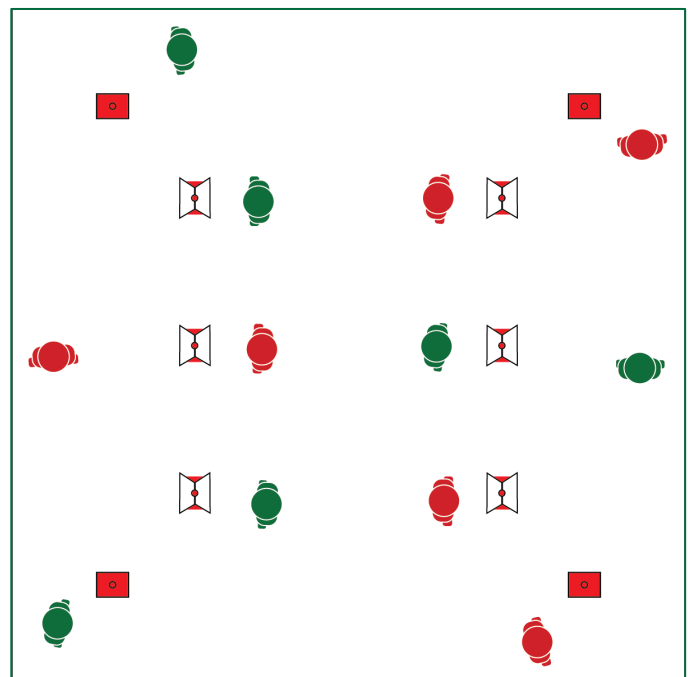
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 10+ cones
- 6+ task tents
- 6+ AMRAP Teamwork Station Signs
- 6+ AMRAP Task Cards

#### Set-Up:

1. Use 4 cones to create a large running track for student laps.
2. Use 6+ cones and task tents to create AMRAP teamwork workout stations. Choose exercises that work on different components of either health- or skill-related fitness.
3. Students in pairs or small groups around the perimeter of the running track.



#### Activity Procedures:

1. Today's activity is called AMRAP Teamwork. The object is to work in your target heart rate zone and complete each AMRAP station. You will also identify the components of fitness related to each station.
2. Before we begin, let's calculate our resting heart rate. As you exercise, your heart rate will increase, and you will move up the Borg Rating of Perceived Exertion (RPE) Scale. Your goal is to work within levels 4 through 8 in order to reach the "heart health" target heart rate zone.
3. AMRAP stands for *as many reps as possible*. During each 45 second interval, you and your partner will complete as many reps of your exercise as you can.
4. On the start signal, partner 1 will jog around the outside of the coned area, completing as many laps as possible. Partner 2 will work at an AMRAP station to complete the 1st exercise on the station sign.
5. After 45 seconds, on the change signal, you'll have 15 seconds to reverse roles with your partner.

#### Grade Level Progression:

- 6<sup>th</sup>:** Review the definition of resting heart rate and have students check their heart rate after the activity has been completed. Then have them choose an RPE level and discuss.
- 7<sup>th</sup>:** Discuss ways to modify exercises to increase intensity and move students higher on the RPE scale.
- 8<sup>th</sup>:** Use heart rate monitors and prompt students to adjust their exercise intensity in order to stay in the heart health heart rate zone.

**AMRAP TEAMWORK**

UNIVERSAL  
DESIGN,  
ADAPTATIONS

- Modify AMRAP Task Cards and exercises to meet the needs of all students.
- Decrease the intensity of this activity by providing a longer rest interval.

ACADEMIC  
LANGUAGE

AMRAP, Borg Rating of Perceived Exertion (RPE) Scale, Health-Related Fitness, Heart Rate Monitor, Heart Rate Zones, Intensity, Resting Heart rate, Skill-Related Fitness

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M25.6-8]** Demonstrates correct technique for basic skills in one self-selected individual-performance activity (6).
- **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 3 [M13.6-8]** Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale (6); Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise (7); Defines how the RPE Scale can be used to adjust workout intensity during physical activity (8).
- **Standard 5 [M3.6-8]** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is perceived exertion?
- **DOK 2:** What do you know about the different levels of perceived exertion? (RPE Scale 1–10)
- **DOK 3:** How is perceived exertion related to exercise intensity and heart rate?
- **DOK 4:** Using information from the Perceived Exertion Chart, analyze your effort and intensity during AMRAP Teamwork.

TEACHING  
STRATEGY  
FOCUS

**Identify critical content:** Working to meet student outcomes and identifying critical content from sets of national and state outcomes are the first steps in backward-design planning. As students progress through their academic careers, the complexity of critical content increases. Perceived exertion is a complex fitness concept that students can experience and understand as their bodies respond to physical activity of different intensity levels. This is an important strategy for personalizing fitness education and helping students find relevance in complex concepts taught in the physical education classroom.

**CUPID FITNESS CAPACITY SHUFFLE**

STUDENT TARGETS

- **Skill:** I will maintain proper body alignment while performing fitness activities.
- **Cognitive:** I will discuss the difference between aerobic and anaerobic exercise.
- **Fitness:** I will monitor my heart rate while performing aerobic and anaerobic exercise.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

TEACHING CUES

- Stay in Personal Space
- Safely Push Your Limits
- Rehydrate

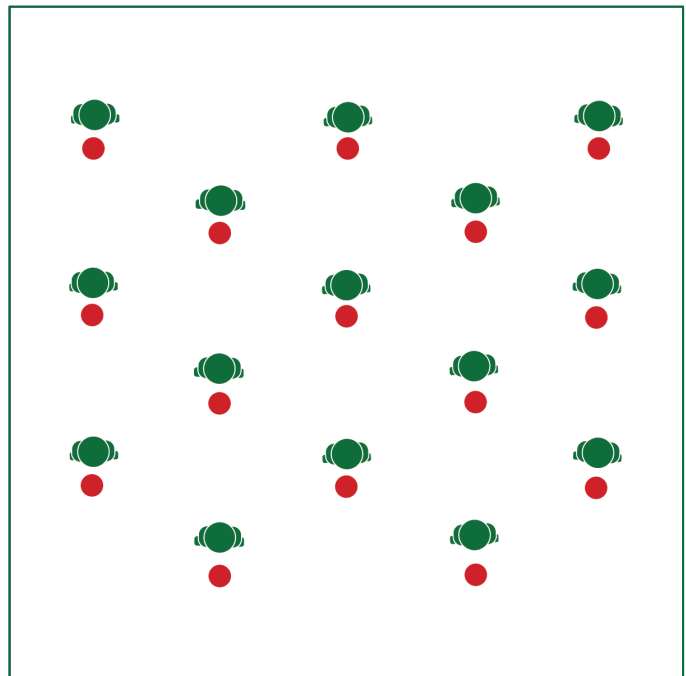
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Cupid Shuffle Song ([iTunes](#))
- 1 spot marker per student
- 1 Cupid Anaerobic Capacity Task Card
- 1 Cupid Aerobic Capacity Task Card

**Set-Up:**

1. Scatter spot markers in a large activity area. Each student at a spot.
2. Be sure all students have enough space to complete the movements safely.



**Activity Procedures:**

1. Today's activity is called the Cupid Fitness Capacity Shuffle. We're going to test our aerobic and anaerobic capacity. The object of the activity is to complete the Cupid Shuffle using aerobic and anaerobic movements in order to feel our body's physiological response.
2. First, we'll practice the Cupid Shuffle to learn the basic dance steps. Next, we'll use the Aerobic Capacity and Anaerobic Capacity Task Cards to increase our heart rates and test our energy systems.
3. 1 version of the dance is designed to be an aerobic activity. The other version is designed to be an anaerobic activity. We'll use heart rate monitors to track which zone we're working in (optional).
4. Teachers: Allow students to rehydrate as needed and carefully note their perceived level of exertion.
5. At the end of the lesson, we will discuss how our bodies reacted to each performance.

**Grade Level Progression:**

6<sup>th</sup>: Complete both versions of the dance and discuss RPE.

7<sup>th</sup>: Complete the both versions of dance and then approximate the calorie burn from the activity. Next, compare calorie burn to the calories in various snacks.

8<sup>th</sup>: Complete both versions of the dance in 2 consecutive classes. First, students will use heart rate monitors to adjust workout intensity. Next, they will use monitors to track average heart rate, but they won't look at them during the activity. Instead, use RPE to adjust intensity.

**CUPID FITNESS CAPACITY SHUFFLE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Modify both versions of this dance to meet the needs of all students.
- Focus only on aerobic steps as students become comfortable and understand RPE.
- Extension: Prompts students to take another popular party dance and develop their own progression that shows aerobic and anaerobic capacity.

ACADEMIC  
LANGUAGE

Aerobic, Aerobic Capacity, Anaerobic, Energy Systems, Pace, Prevention, Lactic Acid, Rate Perceived Exertion (RPE), Weight Management

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M10.6-8]** Differentiates between aerobic and anaerobic capacity, and muscle strength and endurance (6); Describes the role of exercise and nutrition in weight management (7).
- **Standard 3 [M13.6-8]** Defines resting heart rate (RHR) and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale (6); Defines how the RPE Scale can be used to determine the perception of the work effort or intensity of exercise (7); Defines how the RPE Scale can be used to adjust workout intensity during physical activity (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is aerobic capacity? What is anaerobic capacity?
- **DOK 2:** How does each type of activity affect how long you can perform a specific exercise?
- **DOK 3:** How is each type of activity related to rate of perceived exertion (RPE)?
- **DOK 4:** Using information gathered from your heart rate monitor, analyze your ability to pace your activity using only perceived exertion.

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes.** Each year, personal fitness devices generate billions of dollars in revenue in the home fitness market. Exploring the functionality of these devices is a critical part of modern physical education instruction. By using heart rate monitoring systems as a part of the physical education classroom, you're helping students practice the skills and strategies commonly used for personal fitness assessment and motivation.



## TABATA TO IMPROVE

### STUDENT TARGETS

- **Skill:** I will perform fitness exercises with proper form and a focus on safety.
- **Cognitive:** I will choose fitness activities in order to maintain or improve my overall level of fitness.
- **Fitness:** I will use a heart rate monitor to track and adjust exercise intensity so that I am working in my target zone.
- **Personal & Social Responsibility:** I will work independently and with consideration for others.

### TEACHING CUES

- Follow Exercise Cues
- Focus on Safety
- Listen for Start/Stop Signals
- Rotate Quickly

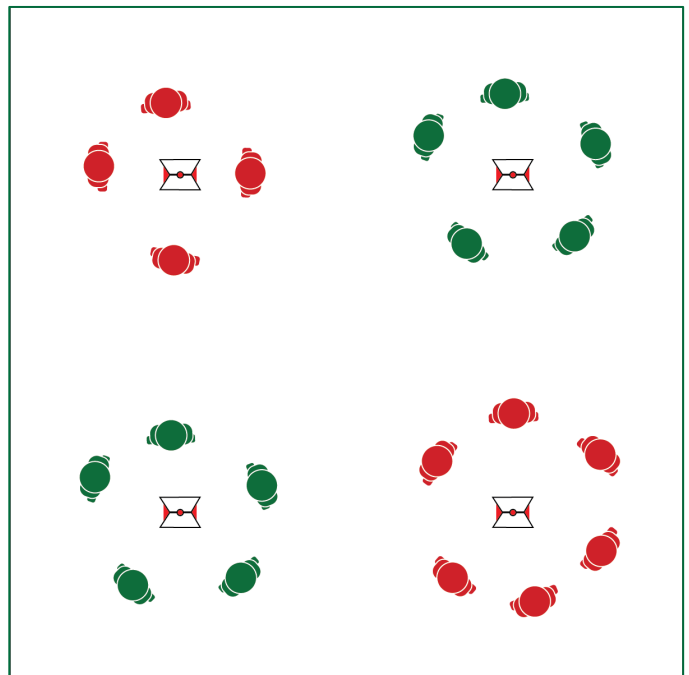
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones
- 4 task tents
- Tabata to Improve Station Cards
- Blank Tabata Station Cards (optional)
- Tabata audio cues (Tabata timer app)
- Heart rate monitors (optional)

#### Set-Up:

1. Create 4 stations using cones, task tents, and Tabata Station Cards.
2. Place station cards in task tents on cones.
3. Distribute station equipment (if any) at spots.
4. Allow students to choose which station they'd like to begin.



#### Activity Procedures:

1. Today's activity is Tabata to Improve – Tabata-style training with a focus on improving areas of fitness not in the Healthy Fitness Zone. For example, you'll work on upper body muscular strength and endurance if your push-up score is not in the healthy fitness zone.
2. Tabata training was created by a Japanese scientist named Dr. Izumi Tabata. True Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest. Dr. Tabata's research showed that even 4-minute workouts using his timing formula can have positive results on a person's overall fitness.
3. There are 4 stations, and each one corresponds with a fitness testing category. You can choose which station to work at for each 4-minute Tabata routine. After each routine, choose a new station for the next one. The full workout will be 16 minutes. Pace your activity to stay in your target heart rate zone.
4. Listen for the audio cues to start and stop your activity and rest intervals.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Allow students to create custom Tabata to Improve Station Cards based on personal fitness test results and improvement plan.

**TABATA TO IMPROVE**

UNIVERSAL DESIGN, ADAPTATIONS

- Adjust the duration of work and rest intervals to meet the needs of your students.
- Provide modifications at each station and allow students to work at a level of their choice.

ACADEMIC LANGUAGE

Aerobic Capacity, Abdominal Strength and Endurance, Fitness, Flexibility, Healthy Fitness Zone, Heart Rate Monitor, Improve, Interval, Maintain, Tabata, Upper Body Strength and Endurance

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M8.6-8]** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level (6); Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (7); Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (8).
- **Standard 3 [M15.6-8]** Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment (6); Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment (7); Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- **DOK 1:** What is the Healthy Fitness Zone (HFZ)?
- **DOK 2:** What do you know about improving fitness scores that are not in the HFZ? What do you know about maintaining scores that are in the HFZ?
- **DOK 3:** How would you adapt an exercise that we did today so that it works to improve more than one fitness testing category?
- **DOK 4:** Analyze the consequences of past behavior with respect to lifestyle and physical activity. How have your choices and behaviors either enhanced or hindered your level of fitness? Why?

TEACHING STRATEGY FOCUS

**Help students elaborate on content:** The debrief question set above requires students to make inferences about the information presented in class as it relates to prior experiences and past behavior. Allow students to explore these inferences through focused discussion, prompting them to give evidence and context to support their thinking.

## STRETCH ARM STRONG

### STUDENT TARGETS

- **Skill:** I will participate in dynamic stretching activities that involve locomotor movements and balance activities.
- **Cognitive:** I will discuss the difference between static and dynamic stretches.
- **Fitness:** I will perform all dynamic stretches with a focus on form and safety.
- **Personal & Social Responsibility:** I will work with others by following the rules and etiquette of the game.

### TEACHING CUES

- Tag Safely
- Make Passes to Close Space and Help Execute a Tag
- Tag Safely

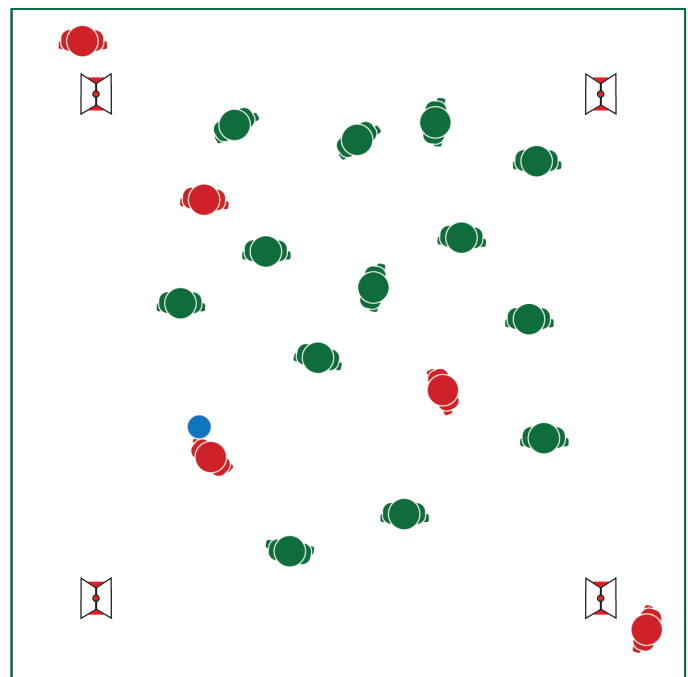
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 foam ball
- 4 cones for boundaries
- 4 task tents
- 4 Stretch Arm Strong Task Cards

#### Set-Up:

1. Create an activity area using 4 cones.
2. Place task cards in task tents and display them on the cones.
3. Students scattered in the area.
4. Designate 1 player as the Super Stretch Student (tagger). The Super Stretch Student starts with the foam ball.
5. Create multiple games for large class sizes.



#### Activity Procedures:

1. Today we're going to warm up with a fast-paced game of Stretch Arm Strong.
2. The object of the game is for the Super Stretch Student to build an army by tagging other players with the foam ball. Once tagged, players will find a Stretch Arm Strong Task Card, perform all dynamic stretches on the card, and then reenter the game as a member of the Stretch Arm Strong Army.
3. The Super Stretch Student can pass the ball to new teammates in order to quickly gain an advantage and tag others with super stretch powers.
4. When everyone but 1 player has been tagged, that player wins and becomes the next Super Stretch Student.

#### Grade Level Progression:

6<sup>th</sup>: Play the activity as described above.

7<sup>th</sup>–8<sup>th</sup>: The students will design their own Super Stretch Task Cards with developmentally appropriate dynamic stretches.

**STRETCH ARM STRONG**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Limit student speed to fast walking pace.

ACADEMIC  
LANGUAGE

Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage, Static Stretch, Dynamic Stretch, Warm-Up, Cool-Down

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M25.6-8]** Demonstrates correct technique for basic skills in one self-selected individual-performance activity (6).
- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 3 [M12.6-8]** Describes the role of warm-ups and cool-downs before and after physical activity (6); Designs a warm-up/cool-down regimen for a self-selected physical activity (7); Designs and implements a warm-up/cool-down regimen for a self-selected physical activity (8).
- **Standard 4 [M6.6-8]** Identifies the rules and etiquette for physical activities/games and dance activities (6).

DEBRIEF  
QUESTIONS

- **DOK 1:** What are dynamic stretches? What are static stretches?
- **DOK 2:** How does warming up your muscles impact your performance?
- **DOK 3:** How are the components of health-related fitness related to Stretch Arm Strong? Explain your answer for a specific component.

TEACHING  
STRATEGY  
FOCUS

**Identify Critical Content:** Warming up the body at the start of a physical activity is essential to performance and safety. Providing this critical content in a fun and interactive way will help students relate to and retain key cognitive objectives. However, it's important to take time for discussion before and after the activity in order to teach the content. Use academic language cards to introduce the concept before the activity. Use the DOK debrief questions after the activity to help students process the information.

**MAKE A MYPLATE MEAL**

STUDENT TARGETS

- **Skill:** I will perform health-related fitness activities in personal and general space.
- **Cognitive:** I will design a MyPlate meal with a focus on balanced nutrition.
- **Fitness:** I will identify foods in each of the 5 food groups.
- **Personal & Social Responsibility:** I will use positive communication and encouraging language with my teammates.

TEACHING CUES

- Stay Alert While Moving
- Encourage Others
- Have Fun

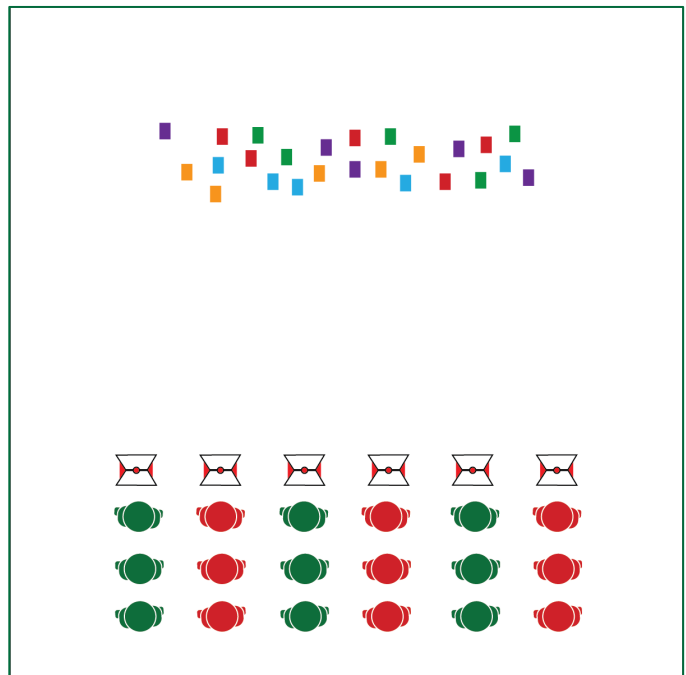
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- Food Group Cards
- 6 cones and 6 task tents
- 6-color set of foam dice
- MyPlate Dice Chart
- MyPlate Activity Card

**Set-Up:**

1. Scatter food cards on 1 side of the gym, face-down.
2. Place 6 cones at the opposite end of the boundary area from food cards.
3. Place dice next to each cone.
4. Create groups of 3–6 students behind each cone in relay-style formation.



**Activity Procedures:**

1. Today's activity is called Make a MyPlate Meal. Your goal is to make a meal with balanced nutrition while dealing with life's roadblocks. We will use MyPlate from the USDA to make our balanced meals.
2. On the start signal, the 1st player on each team will sprint and pick up a food card that is face-down on the other side of the gym. They will bring the card back to the group. In order to "buy" the food, 1 player will roll the dice and the entire team will complete the fitness activity that aligns with the number rolled.
3. If you roll 1 of life's roadblocks, the entire group must complete 1 lap around the perimeter before rolling again.
4. Repeat this process until the group has enough food to build a balance MyPlate meal. Place the items on the plate for a quick teacher check. If you finish building a plate, keep building others until you hear the stop signal. Each healthy plate built is worth 1 point.

**Grade Level Progression:**

- 6<sup>th</sup>: Play the activity as described above.
- 7<sup>th</sup>: Students create their own MyPlate Activity Card with appropriate activities and realistic barriers related to maintaining an active lifestyle.
- 8<sup>th</sup>: Students complete the Nutrition Knowledge Exit Slip.

**MAKE A MYPLATE MEAL**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide students with large pictures of food.
- Change the size of the activity area to meet the needs of all students.
- Students complete all components of this activity with a partner.

ACADEMIC  
LANGUAGE

Nutrition, Protein, Grain, Fruits, Vegetables, Dairy, Appropriate Serving, Healthy Risks, Health-Related Fitness, Balance, Food, Food Groups, Calorie Intake, Calorie Expenditure

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M17.6-8]** Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels (6); Develops strategies to balance healthy food, snacks, and water intake, along with daily physical activity (7); Describes the relationship between poor nutrition and health risk factors (8).
- **Standard 3 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What are the 5 food groups? How many servings do you need in 1 day for each food group?
- **DOK 2:** How would you summarize the importance of creating meals that are balanced nutritionally?
- **DOK 3:** Can you describe some of the physiological responses that your body has to poor nutrition? How does that relate to stress management?
- **DOK 4:** Let's design a stress management plan that includes healthy snacks, balanced meals, and a physical activity routine that you enjoy. Then we'll identify potentially stressful times when this plan could help you feel better.

TEACHING  
STRATEGY  
FOCUS

**Organize students to interact with content.** This activity provides students with rich opportunities to engage with nutrition content while interacting with their peers in a team environment. When implemented in its full form, this activity gives students a vigorous dose of exercise, provides an opportunity for them to learn and process critical content, and reinforces the use of academic language.

## FREEZE YOGA

### STUDENT TARGETS

- **Skill:** I will demonstrate correct technique for basic yoga poses.
- **Cognitive:** I will identify and discuss positive and negative results of stress and appropriate ways of dealing with each.
- **Fitness:** I will demonstrate basic movements used in the stress-reducing activity of yoga.
- **Personal & Social Responsibility:** I will identify positive mental and emotional aspects of participating in yoga.

### TEACHING CUES

- Control Movement to the Tempo
- Freeze and Pose
- Focus on Form and Safety

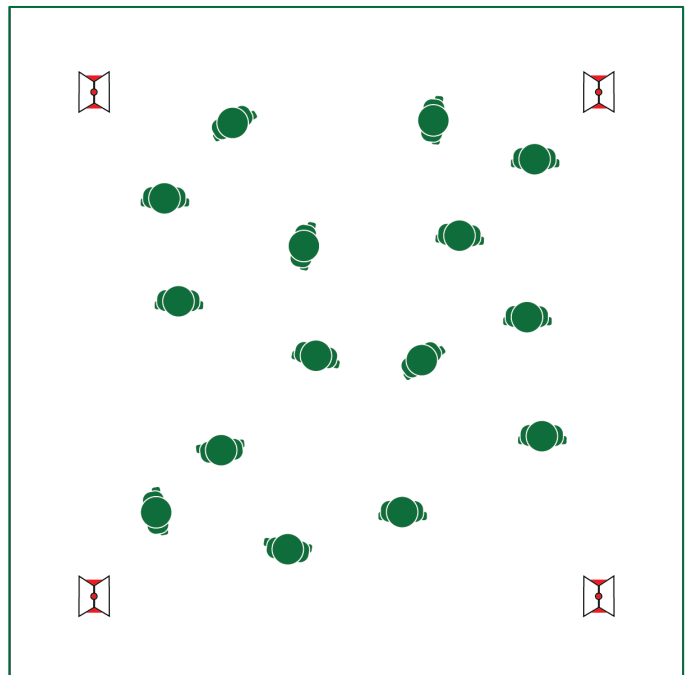
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 4 cones
- 4 task tents
- 4 Freeze Yoga Pose Posters
- Slow to medium music and music player

#### Set-Up:

1. Use 4 cones to create the perimeter of a large activity area.
2. Place pose posters in task tents and display on cones.
3. Scatter students throughout the activity area.



#### Activity Procedures:

1. Today's activity is called Freeze Yoga. The object of the activity is to perform a yoga pose within 5 seconds of the music stopping. Before we begin the game, we'll practice a series of yoga poses using our Freeze Yoga Pose Posters.
2. When the music starts, begin moving throughout open space, taking large, slow, and controlled steps matching the tempo of the music. When the music stops, get into one of the yoga poses that we've learned in class with a focus on form and safety. We will hold our yoga pose for 10 seconds before beginning the music again.
3. If you do not get into a yoga pose within 5 seconds, quickly move to a Freeze Yoga Pose station and practice 2 of the yoga poses on the pose poster before re-entering the activity.
4. We'll continue this activity through a series of 10–15 yoga poses.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>:** Students complete the Mental and Emotional Health Exit Slip.

**8<sup>th</sup>:** Introduce Tai Chi to students and allow them to choose to complete yoga poses or Tai Chi movements when the music stops. See OPEN's High School Tai Chi module for ideas.

**FREEZE YOGA**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Give students longer than 5 seconds to move into a pose.
- Project 1 or 2 poses onto the wall. When the music stops, students all perform the same pose together.

ACADEMIC  
LANGUAGE

Emotional Health, Individual Performance Activity, Mental Health, Social Interaction, Stress, Tai Chi, Technique, Yoga

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M25.6-8]** Demonstrates correct technique for basic skills in one self-selected individual-performance activity (6).
- **Standard 3 [M18.6&8]** Identifies positive and negative results of stress and appropriate ways of dealing with each (6); Demonstrates basic movements used in other stress-reducing activities such as yoga and Tai Chi (8).
- **Standard 5 [M2.6-8]** Identifies components of physical activity that provide opportunities for reducing stress and for social interaction (6); Identifies positive mental and emotional aspects of participating in a variety of physical activities (7).

DEBRIEF  
QUESTIONS

- **DOK 1:** How can you recognize stress?
- **DOK 2:** What do you know about the negative effects of stress?
- **DOK 2:** What do you know about the positive effects of stress?
- **DOK 3:** How are physical activities like yoga related to stress reduction?

TEACHING  
STRATEGY  
FOCUS

**Help students examine their reasoning.** Stress and anxiety are a part of modern students' reality, but many students have never learned about or discussed stress in a way that helps them explain the purpose of their feelings. Stress happens for a reason. There are both positive and negative consequences. Help students explore and analyze their understanding of stress. If there are errors in their reasoning, help students process factual information in order to clarify their understanding.



## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- **Standard 3 [M7.6-8]** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (8).

### FOCUS TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will identify and discuss each of the components of the FITT formula.
- **Fitness:** I will complete the FITT formula activity log to plan for and track my physical activity.
- **Personal & Social Responsibility:** I will stay focused on safe and appropriate participation while working cooperatively with my classmates.

### ACADEMIC LANGUAGE

- Health-Related Fitness
- Frequency
- Intensity
- Time
- Type
- FITT Formula

### SELECTED ASSESSMENT

- Perceived Exertion Chart
- DOK Questions
- Self-Assessment
- FITT Formula Activity Log

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Warm-up cards and interval music is set up and ready to go. As students enter the gym, prompt them to look at and read the FITTness Warm-Up Cards. When most of the students are in the gym and ready to move, begin the activity.</p>	<p>→</p> <p>Coach D's FITTness Warm-up</p> <p>→</p>	<p><b>DOK 1:</b> What are the 4 components of the FITT formula?  <b>DOK 2:</b> What do you know about the overload principle?  <b>DOK 3:</b> How is the overload principle related to the FITT formula?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Pair students. In each pair designate a Partner 1 and a Partner 2. Send pairs to AMRAP Teamwork Stations (there will be multiple pairs per station depending on attendance numbers). Give students 1 minute to read and review exercise tasks, then demonstrate exercises as needed to ensure safe form and participation. RPE Chart is displayed on wall.</p>	<p>→</p> <p>AMRAP Teamwork</p> <p>→</p>	<p><b>DOK 1:</b> What is perceived exertion?  <b>DOK 2:</b> What do you know about the different levels of perceived exertion? (RPE Scale 1–10)  <b>DOK 3:</b> How is perceived exertion related to exercise intensity and heart rate?</p>
<p><b>3</b> LEARNING TASK</p>	<p>Stretch Arm Strong Task Cards set up in corners of activity area. Prompt students to clear AMRAP cards. Scatter students in activity area and designate 1 Super Stretch Student. Review Task Card exercises as needed to ensure safe form and participation.</p>	<p>→</p> <p>Stretch Arm Strong</p> <p>→</p>	<p><b>DOK 1:</b> What are dynamic stretches? Static stretches?  <b>DOK 2:</b> How does warming up muscles impact performance?  <b>DOK 3:</b> How are the components of health-related fitness related to Stretch Arm Strong? Explain your answer for a specific component.</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Allow enough time at the end of the lesson to explain and complete the self-assessment. Students will need access to their FITNESSGRAM® student reports.</p> <p>If time permits, display the FITT Formula Activity Log using a projector and screen. Discuss the log, how to use it, and when it will be completed.</p>		

# ABDOMINAL STRENGTH AND ENDURANCE

(noun)

A key component of musculoskeletal fitness that affects posture and functional movements. It's assessed using the curl-up test in FitnessGram<sup>®</sup>.

Kendra wanted to score in the Healthy Fitness Zone<sup>®</sup> for **abdominal strength and endurance**, so she completed a routine of core-strengthening exercises every day.



# AEROBIC

(adjective)

Relating to, involving, or requiring oxygen.

**Aerobic** exercise is usually performed for an extended duration at a low to moderate intensity, like going for a two-mile jog.



# AEROBIC CAPACITY

(noun)

The maximum amount of oxygen that can be used by the body.

Giselle knew that if she exercised regularly, she could increase her **aerobic capacity**.



# AMRAP

(noun)

An acronym that stands for “as many reps as possible.”  
A circuit in which you perform as many reps of a given exercise as you can within a specific period of time.

---

Today we are completing a 12-minute **AMRAP** to increase our lactic threshold.



# ANAEROBIC

(adjective)

Relating to, involving, or requiring an absence of oxygen.

---

**Anaerobic** exercise is usually performed for a short duration at a high intensity, like weightlifting or sprinting.



# APPROPRIATE SERVING

(noun)

The recommended portion size of a food group.

---

When making breakfast, fill your plate with **appropriate servings** of fruit, grains, vegetables, and protein.





# BALANCE

(noun)

An even distribution of weight that allows someone or something to stay upright and steady.

---

Bree was able to maintain her **balance** as she performed the side plank exercise circuit.



# **BORG RATING OF PERCEIVED EXERTION (RPE) SCALE**

(noun)

A scale that allows an athlete to rate how hard they believe they are exercising. The range goes from “no effort” to “max effort.”

Brian rated his effort as a 8 on the **Borg RPE Scale**.



# CALORIE EXPENDITURE

(noun)

The number of calories burned (expended) during an activity.

Mike measured his **calorie expenditure** as he recovered from his distance run.



# CALORIE INTAKE

(noun)

The number of calories consumed through food or drink.

Gia measured her **calorie intake** the night before her 5K race so that she could be sure she'd have enough energy for the big day.



# COOL-DOWN

(noun)

A period or act of slowing physiological movement back to normal after a game, performance, or exercise session, involving gentle exercise or practice.

---

It is important to perform a **cool-down** after strenuous exercise, like running.



# DAIRY

(noun)

A product containing or made from milk.

---

Make sure you have the appropriate number of servings of **dairy** (or a dairy substitute) each day.



# DESIGN

(verb)

To create a plan with a specific purpose or intention.

---

Tabata training is **designed** to allow your heart rate to spike and then recover multiple times within one workout.



# EMOTIONAL FITNESS

(noun)

The degree to which the mind can be resilient to negative thoughts in order to focus on creative and constructive tasks.

When preparing for a 5K race, a runner must develop her **emotional fitness** in order to push past any self-doubt and make it to the finish line.





# EMOTIONAL HEALTH

(noun)

A person's overall state with regard to their psychological well-being; the capacity to handle the thoughts, feelings, and behaviors of daily life.

Rick knew that it was important to monitor his **emotional health** during a stressful week of tests at school.



# ENERGY SYSTEMS

(noun)

Metabolic processes that relate to the flow of energy inside the body. There are three energy systems working in the human body: phosphagen, anaerobic glycolysis, and aerobic glycolysis.

Victoria was interested to learn that the human body uses three **energy systems** to convert the food she eats into fuel for physical activity and exercise.



# FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

---

Loren learned that developing her **fitness** really helped to improve the way her body and mind felt.



# FITNESS PLAN

(noun)

A proposed course of action to reach a desired level of fitness, typically including an exercise schedule and approach to nutrition.

---

Ainsley's **fitness plan** included doing cardio five times a week and strength training three times a week.



# FITT PRINCIPLE

(noun)

A personal fitness concept that requires the inclusion of frequency, intensity, time, and type of exercise as four elements necessary for a comprehensive and successful fitness plan.

---

Malory included all elements of the **FITT principle** in her personal fitness plan.



# FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

---

If you wish to increase your **flexibility**, it is important to stretch regularly and with good form.



# FOOD

(noun)

Any nutritious substance that people or animals eat or drink or that plants absorb in order to maintain life and growth.

---

The **food** that you eat becomes the energy that moves your body throughout the day.



# FREQUENCY

(noun)

The rate at which something occurs or is repeated over a particular period of time.

Jose wanted to implement the FITT principle in his workout routine, and he decided that the **frequency** of his cardiovascular workouts would be 3 days per week.





# FRUIT

(noun)

The sweet and fleshy product of a tree or other plant that contains seeds and can be eaten as food.

---

Marie likes to eat **fruit** throughout the day to keep her energy levels balanced.



# GRAIN

(noun)

A wheat or other cultivated cereal crop used as food.

---

My favorite **grain** is wheat because it produces yummy bread for sandwiches.



# HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Shanika did a pre-assessment of all the components of **health-related fitness** and concluded that she needed to work on her muscular strength.



# HEART RATE MONITOR (HRM)

(noun)

A personal monitoring device that allows you to measure and display heart rate in real time or record heart rate for later study.

---

When running, we use **heart rate monitors** to track our progress and determine personal fitness levels.



# HEART RATE ZONES

(noun)

A range that defines the upper and lower limits of training intensities.

---

When running, try to remain in your target **heart rate zone** to maintain or improve your fitness level.



# IMPROVE

(verb)

To achieve a higher standard or quality; to make or become better.

---

Amanda practiced pacing and running so often that she **improved** greatly.



# INTENSITY

(noun)

The amount of exertion used when performing an exercise or activity.

Kristen was careful not to push past her personal limit of exercise **intensity** in order to avoid muscle or joint injury.



# INTERVAL

(noun)

An intervening time or space.

---

Tabata training uses **intervals**; it's focused on short rounds of intensity.





# LACTIC ACID

(noun)

A chemical produced during exercise that arises when the body's demand for oxygen exceeds its capacity to take in oxygen. Lactic acid buildup during exercise causes a burning feeling in the muscles that is associated with fatigue.

---

Jamila began to feel **lactic acid** build up in her legs during the 200M dash.



# MAINTAIN

(verb)

To cause or enable (a condition or state of affairs) to continue.

---

Mike met all his fitness goals, so now he wants to **maintain** his fitness levels throughout the semester.



# MENTAL HEALTH

(noun)

A person's overall condition with regard to their psychological and emotional well-being.

---

**Mental health** is just as important as physical health to building a long, happy life.



# MODERATE

(adjective)

Average or medium intensity, amount, or degree.

After her injury, Caitlin began a walking routine so she could start her recovery with **moderate**-intensity exercise.



# NUTRITION

(noun)

The process of providing or obtaining the food necessary for health and growth.

To become your healthiest self, you must pay attention to both exercise and **nutrition**.



# OVERLOAD PRINCIPLE

(noun)

The scientific hypothesis that in order to improve, athletes must continually work harder as their bodies adjust to existing workouts.

When training to improve your personal fitness, use the **overload principle** to make gains.



# PACE

(noun)

A steady and consistent speed at which a person moves or works, often in order to avoid becoming overly tired.

---

Jogging at a moderate, steady **pace** is a form of aerobic exercise.



# PHYSICAL ACTIVITY

(noun)

Any physical movement that uses the body's energy.

---

Tabata-style workouts are a great **physical activity** to improve strength and overall health.





# PREVENTION

(noun)

The action of stopping something from happening or arising.

---

Injury **prevention** is important to maintaining a healthy body.



# PROTEIN

(noun)

A nutrient found in food (like meat, milk, eggs, and beans) that is made up of many amino acids joined together. Protein is a necessary part of a healthy diet and essential for the body.

---

Beans are a great source of **protein** in a person's diet.



# RESTING HEART RATE

(noun)

The lowest number of beats per minute possible when an individual is fully relaxed and without distraction. It is an indicator of physical fitness, as your resting heart rate will decrease as your heart becomes stronger with aerobic exercise training.

When laying in your bed, you can find your **resting heart rate** by placing two fingers at the pulse point on your neck and counting how many times your heart beats in 60 seconds.



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

The lacrosse team worked hard to improve their **skill-related fitness** in order to gain every advantage on the field.



# SOCIAL INTERACTION

(noun)

What happens when two or more people talk or exchange nonverbal cues.

Kennedy and I had a **social interaction** at lunch as we discussed fruits and vegetables.



# STRESS

(noun)

A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances.

---

I have a lot of **stress** this week because I have several projects due for class.



# TABATA

(noun)

A form of high-intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by eight rounds with 20-second intervals of high intensity exercise followed by ten seconds of rest. Oftentimes, this 4-minute interval pattern is repeated four times to create a 20-minute workout routine.

**Tabata** interval training makes my heart rate switch between hard work and recovery, which has many health benefits.



# TAI CHI

(noun)

An ancient Chinese tradition that, today, is practiced as a graceful form of exercise. It involves a series of movements performed in a slow, focused manner and accompanied by deep breathing.

Nicole started practicing **tai chi**, which improved her balance and helped her learn new breathing methods while exercising.





# TECHNIQUE

(noun)

A skillful or efficient way of performing an activity.

**Technique** is just as important for fitness running as strength and endurance are.



# TIME

(noun)

The duration of an event or period.

---

Marco improved his endurance and increased the length of **time** that he could exercise without stopping.



# TYPE

(noun)

The activity category associated with a given exercise (e.g., strength training, cardio, etc.).

---

Bethany's favorite **type** of workout is Tabata-style.



# UPPER BODY STRENGTH AND ENDURANCE

(noun)

A key component of musculoskeletal fitness that affects important functional movements. It is assessed using the push-up test in FitnessGram<sup>®</sup>.

Joshua wanted to score in the Healthy Fitness Zone<sup>®</sup> for **upper body strength and endurance**, so he used a medicine ball during his daily Tabata workouts every day.



# VEGETABLES

(noun)

A plant or part of a plant used as food, such as lettuce, potatoes, carrots, and peppers.

---

Bode likes to eat his **vegetables** for dinner.



# VIGOROUS

(adjective)

Done with great force and energy.

---

Forrest's heart rate was 175 beats per minute after his **vigorous** run up Church Street Hill.



# WARM-UP

(noun)

A brief (5–15 minute) period of exercise that precedes the workout. The purpose of the warm-up is to elevate muscle temperature and increase blood flow to the muscles that will be engaged in the workout, exercise, or competition.

---

Preparing your muscles with a proper **warm-up** is an important way to keep your body safe while you maximize your effort and intensity.



# YOGA

(noun)

An eastern exercise discipline that includes breath control, mental focus/meditation, and the adoption of specific body postures intended to improve physical, mental, and spiritual health.

Andrea does **yoga** two times per week to help her manage stress and keep her body strong.





## UNIVERSAL DESIGN ADAPTATIONS

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by creating suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

**Potential Universal Design Adaptations for Fitness Knowledge**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide activity cards in large-print versions or use an LCD projector</li> <li>• Provide a variety of equipment choices</li> <li>• Use mats to add comfort and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with the opportunity to modify activity parameters to match their skills and interests</li> <li>• Create custom exercise cards and charts to meet the needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide visual cues and reminders throughout the activity area</li> <li>• Create smaller versions of activities managed in a station-style format</li> <li>• Play music with a tempo that promotes safe pacing</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of demonstrations and cues to help students experience perfect exercise form</li> <li>• Provide ongoing verbal cues</li> <li>• Use pictures and/or video for instruction</li> <li>• Individualize instruction with one-to-one interactions</li> </ul>

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics.



**COACH D'S FITNESS WARM-UP CARDS**

(FLEXIBILITY)

**Slow, Swimming**

**Arm Circles**

**COACH D'S FITNESS WARM-UP CARDS**

(MUSCULAR ENDURANCE)

**Perfect**

**PLANK**

**Position**

**COACH D'S FITNESS WARM-UP CARDS**

(AEROBIC CAPACITY)

**Arms in Front**

**Mummy Jacks**

**COACH D'S FITNESS WARM-UP CARDS**

(FLEXIBILITY)

# Mountain Pose

**COACH D'S FITNESS WARM-UP CARDS**

(MUSCULAR STRENGTH)

**Super Slow Motion**

**PUSH-UPS**

**COACH D'S FITNESS WARM-UP CARDS**

(AEROBIC CAPACITY)

**Perfect Alignment**

**Jumping Jacks**



**EMOTIONAL HEALTH ACTIVITY CARDS**

	<b>Excited</b>	<b>10 Star Jumps</b>
	<b>Sad</b>	<b>10 Mountain Climbers</b>
	<b>Silly</b>	<b>10 Ski Jumpers</b>
	<b>Disappointed</b>	<b>20 Second Plank Hold</b>
	<b>Happy</b>	<b>20 Second Tree Pose</b>
	<b>Anxious</b>	<b>10 Jumping Jacks</b>

**AMRAP PARTNER WORKOUTS**

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

**AMRAP Challenge Card No. 1**

**AMRAP #1: Squats**

**AMRAP #2: Perfectly Modified Push-Ups**

**AMRAP #3: Side-to-Side Skier Jumps**

**AMRAP #4: Mountain Climbers**

**AMRAP #5: Hold High Plank Position**

**AMRAP PARTNER WORKOUTS**

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

**AMRAP Challenge Card No. 2**

**AMRAP #1: Lunges**

**AMRAP #2: Perfect Form Jumping Jacks**

**AMRAP #3: Burpees**

**AMRAP #4: Jog in Place High Knees**

**AMRAP #5: Shoulder Taps (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 3

**AMRAP #1: Raised Arm Circles**

**AMRAP #2: Plank Jacks**

**AMRAP #3: Sitting Core Twists (Tap Floor Side to Side)**

**AMRAP #4: Half Jacks (Legs/Feet Only)**

**AMRAP #5: 1-Arm Plank Supermans (Alternate Arms)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 4

**AMRAP #1: Super-Slow-Motion Push-Ups**

**AMRAP #2: Perfect Form Jumping Jacks**

**AMRAP #3: Side-to-Side Skier Jumps**

**AMRAP #4: Half Jacks (Legs/Feet Only)**

**AMRAP #5: Alternate Bird Wings (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 5

**AMRAP #1: Power Jumps (with knee tucks)**

**AMRAP #2: Zombie Walks (stay on spot)**

**AMRAP #3: Perfectly Modified Push-Ups**

**AMRAP #4: Mummy Jacks**

**AMRAP #5: Shoulder Taps (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 6

**AMRAP #1: Scissor Arm Chops**

**AMRAP #2: Plank Jacks**

**AMRAP #3: 1-Arm Plank Supermans (Alternate Arms)**

**AMRAP #4: Shoulder Taps (from High Plank Position)**

**AMRAP #5: Perfect Form Jumping Jacks**





**PERCEIVED EXERTION CARD**

RPE Scale	Rate of Perceived Exertion
10	<p><b>Max Effort Activity</b> It feels almost impossible to keep going. I'm completely out of breath and can't talk. I can't keep this up for long.</p>
9	<p><b>Very Vigorous Activity</b> It's really hard to maintain this intensity. I can barely breathe and can only speak a few words at one time.</p>
7-8	<p><b>Vigorous Activity</b> This is almost uncomfortable. My breathing is very heavy, but can speak a full sentence.</p>
4-6	<p><b>Moderate Activity</b> My breathing is heavy, but can hold a short conversation. I'm not uncomfortable, but I can feel the challenge in the activity.</p>
2-3	<p><b>Light Activity</b> I can maintain this activity for hours. It's easy to breathe and carry on a conversation.</p>
1	<p><b>Very Light Activity</b> I don't have to try hard at all, but I'm not watching TV or taking a nap.</p>



**AEROBIC CUPID CAPACITY DANCE**

<b>Music Cue</b>	<b>Movement</b>
<b>To the Right</b>	<p>Jumping Jacks to the <b>R</b> 4 times, jumping on the beat. (Counts 1-&amp;-2-&amp;-3-&amp;-4-&amp;)</p>
<b>To the Left</b>	<p>Jumping Jacks to the <b>L</b> 4 times, jumping on the beat. (Counts 5-&amp;-6-&amp;-7-&amp;-8-&amp;)</p>
<b>Now Kick</b>	<p>Perform <b>R/L</b> high knees. Repeat 4 times. (Counts 1-&amp;-2-&amp;-3-&amp;-4-&amp;)</p>
<b>Now Walk It by Yourself</b>	<p>Take 4 shallow squats in place and make a ¼ turn to face the next wall. (Counts 5-&amp;-6-&amp;-7-&amp;-8-&amp;)</p>



**ANAEROBIC CUPID CAPACITY DANCE**

<b>Music Cue</b>	<b>Movement</b>
<b>To the Right</b>	Large vertical jumps to the R 4 times, jumping on the beat. (Counts 1-2-3-4)
<b>To the Left</b>	Large vertical jumps to the L 4 times, jumping on the beat. (Counts 5-6-7-8)
<b>Now Kick</b>	1 perfect burpee to the beat. (1-&-2-&-3-&-4-&)
<b>Now Walk It by Yourself</b>	Take 8 small steps in place and make a ¼ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)

**STRETCH ARM STRONG DYNAMIC CARD**

**CARD 1**

**Perform 8 walking lunges on the perimeter and then re-enter the game as a part of the Super Stretch Army.**

**STRETCH ARM STRONG DYNAMIC CARD**

**CARD 2**

**Perform 8 side lunges on the perimeter and then re-enter the game as a part of the Super Stretch Army.**

**STRETCH ARM STRONG DYNAMIC CARD**

**CARD 3**

**Perform 8**

**high knee marches**

**on the perimeter and then  
re-enter the game as a part of  
the Super Stretch Army.**

**STRETCH ARM STRONG DYNAMIC CARD**

**CARD 4**

**Perform 8 zombie walks  
on the perimeter and then  
re-enter the game as a part of  
the Super Stretch Army.**



## TABATA TO IMPROVE ACTIVITY CARD

4-Minute Tabata for Aerobic Capacity

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Exercise: Burpees</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Exercise: Mountain Climbers</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Exercise: Jumping Jacks</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Exercise: Jogging in Place with High Knees</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Exercise: Burpees</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Exercise: Mountain Climbers</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Exercise: Jumping Jacks</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Exercise: Jogging in Place with High Knees</b>	<b>3:30</b>
	Rest 10 Seconds	

## TABATA TO IMPROVE ACTIVITY CARD

4-Minute Tabata for Muscular Strength

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Exercise: Side-to-Side Lunges</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Exercise: Walking Push-ups</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Exercise: Air Squats</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Exercise: Crunches</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Exercise: Side-to-Side Lunges</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Exercise: Walking Push-ups</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Exercise: Air Squats</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Exercise: Crunches</b>	<b>3:30</b>
	Rest 10 Seconds	

## TABATA TO IMPROVE ACTIVITY CARD

4-Minute Tabata for Muscular Endurance

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Exercise: Plank Jacks</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Exercise: Mountain Climbers</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Exercise: Curl-ups</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Exercise: Plank Position</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Exercise: Plank Jacks</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Exercise: Mountain Climbers</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Exercise: Curl-ups</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Exercise: Plank Position</b>	<b>3:30</b>
	Rest 10 Seconds	

## TABATA TO IMPROVE ACTIVITY CARD

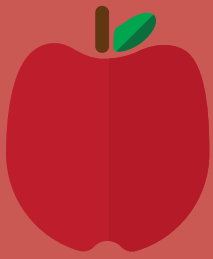
4-Minute Tabata for Flexibility

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Exercise: Shoulder Stretch (15 seconds on each arm)</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Exercise: Cross Leg Stretch (15 seconds then switch)</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Exercise: Chest Raises</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Exercise: Figure 4 Stretch (15 seconds on each leg)</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Exercise: Shoulder Stretch (15 seconds on each arm)</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Exercise: Cross Leg Stretch (15 seconds then switch)</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Exercise: Chest Raises</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Exercise: Figure 4 Stretch (15 seconds on each leg)</b>	<b>3:30</b>
	Rest 10 Seconds	

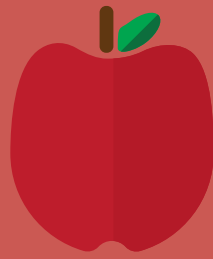
**MYPLATE DICE CHART**

	<b>Protein</b>	<b>Grain</b>	<b>Vegetable</b>	<b>Fruit</b>	<b>Dairy</b>
<b>1</b>	A friend is upset by a mean social media post.	10 Ski Jumpers	10 Calf Raises	10 Ski Jumpers	10 Arm Circles Front & Back
<b>2</b>	10 Invisible Jump Ropes	You forgot about a quiz and didn't study.	10 Lunges	20 Jumping Jacks	10 Star Jumps
<b>3</b>	15 Jumping Jacks	10 Arm Circles Front & Back	You weren't selected for a part in the school play.	10 Lunges	10 Calf Raises
<b>4</b>	10 Ski Jumpers	10 Invisible Jump Ropes	10 Squats	You lost a text book and haven't found it.	10 Squats
<b>5</b>	10 Star Jumps	10 Marching Knees and Arms	20 Invisible Jump Ropes	10 Arm Circles Front & Back	You weren't invited to an important event.
<b>6</b>	5 Squat Jumps	10 Shoulder Shrugs	10 Star Jumps	10 Invisible Jump Ropes	15 Mummy Jacks





**FRUIT**



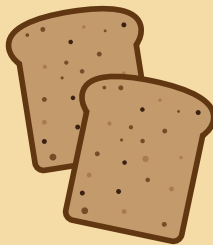
**FRUIT**



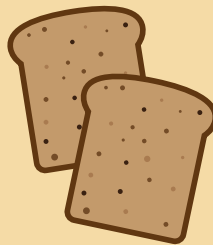
**PROTEIN**



**PROTEIN**



**GRAIN**



**GRAIN**



**VEGETABLES**



**VEGETABLES**



**DAIRY**



**DAIRY**





# FREEZE YOGA POSE POSTER

Practice 2 poses (hold for 10 seconds each), and then re-enter the game.





SELF-ASSESSMENT

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

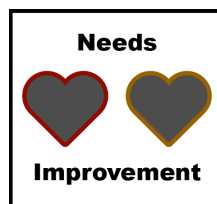
Choose the level that describes your fitness assessment and color that number of hearts in the space provided. If this is your pre-assessment, choose a level in the “Goal” column to show how much you’d like to improve your fitness assessment.

Look at these descriptions to help you decide what to draw.



**Level 1:**

My FITNESSGRAM® report indicates my results are a risk to my personal health.


















**Level 2:**

My FITNESSGRAM® report indicates my results need improvement.



**Level 3:**

My FITNESSGRAM® report indicates my results are in the Healthy Fitness Zone!

COMPONENT	PRE	GOAL	POST
<b>HEART HEALTH</b>			
<b>MUSCULAR STRENGTH &amp; ENDURANCE</b>			
<b>FLEXIBILITY</b>			
<b>BODY HEALTH</b>			
<b>FITNESS KNOWLEDGE NEEDED TO IMPROVE</b>			

HOLISTIC DUAL PERFORMANCE RUBRIC

MIDDLE (6-8)

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs a variety of fitness exercises with safe and controlled form. Demonstrates an understanding of health-related fitness concepts and the benefits of an active lifestyle and can track personal physical activity and progress toward fitness goals. Demonstrates the ability to create a basic fitness plan based on the FITT Formula.	Conducts herself/himself safely and with consideration for others. Demonstrates an understanding of physical activity as a way to manage stress.
Competent 3	Performs fitness exercises safely with cues and instruction from the teacher. Demonstrates an understanding of health-related fitness concepts. Attempts to track personal physical activity and progress toward fitness goals. With guidance, creates a basic fitness plan.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Requires guided instruction to perform fitness exercises safely. Lacks a general understanding of health-related fitness concepts. Attempts to track personal physical activity. Attempts to create a basic fitness plan.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

## FITT FORMULA ACTIVITY LOG

**FITT Formula** (*noun*) A personal fitness concept that includes 4 elements of fitness planning: frequency, intensity, time, and type. These elements create the foundation of a comprehensive fitness plan.

The FITT Formula helps us define and remember the 4 essential elements to a well-written personal fitness plan. Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity                      M=Moderate Intensity                      V=Vigorous Intensity  
 AC=Aerobic Capacity                      MF=Muscular Fitness                      FL=Flexibility

*(Note: This can be done in real-time as a log, or as an activity recall exercise)*

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**How many days per week did you...? [Frequency]**

- participate in an activity to improve aerobic capacity?
- participate in an activity to improve muscular fitness?
- participate in an activity to improve flexibility?



## TABATA TO IMPROVE ACTIVITY CARD

4-Minute Tabata [Blank Card for Student Assessment]

Set #	Exercise Name	Interval Start
<b>1</b>	<b>Exercise:</b>	<b>0:00</b>
	Rest 10 Seconds	
<b>2</b>	<b>Exercise:</b>	<b>0:30</b>
	Rest 10 Seconds	
<b>3</b>	<b>Exercise:</b>	<b>1:00</b>
	Rest 10 Seconds	
<b>4</b>	<b>Exercise:</b>	<b>1:30</b>
	Rest 10 Seconds	
<b>5</b>	<b>Exercise:</b>	<b>2:00</b>
	Rest 10 Seconds	
<b>6</b>	<b>Exercise:</b>	<b>2:30</b>
	Rest 10 Seconds	
<b>7</b>	<b>Exercise:</b>	<b>3:00</b>
	Rest 10 Seconds	
<b>8</b>	<b>Exercise:</b>	<b>3:30</b>
	Rest 10 Seconds	





**FITNESS EXIT SLIPS**

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

**Question 1: How does being physically active lead to a healthy body?**

Answer 1:

**Question 2: How is personal fitness related to overall physical and mental health?**

Answer 2:

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

**Question 1: List 2 positive and 2 negative results of stress.**

Answer 1:

**Question 2: Name 1 strategy for stress management. Why does this strategy work?**

Answer 2:

**NUTRITION EXIT SLIPS**

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

Question 1: **List the 5 food groups.**

Answer 1:

Question 2: **List 1 food from each food group that you like to eat.**

Answer 2:

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

Question 1: **What can you do to ensure that the snacks you are eating are good for you?**

Answer 1:

Question 2: **What can you do to ensure that you're drinking enough water each day?**

Answer 2:

**SOCIAL & EMOTIONAL LEARNING EXIT SLIPS**

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

**Question 1: Goal setting is an important aspect of self-management. Write 1 fitness goal below.**

Answer 1:

**Question 2: Write a 2<sup>nd</sup> fitness goal related to physical activity and stress management.**

Answer 2:

Name(s): \_\_\_\_\_ Class: \_\_\_\_\_

**Question 1: A part of living an active lifestyle is self-discipline. What does self-discipline mean to you?**

Answer 1:

**Question 2: List 1 strategy for self-discipline with respect to fitness. Why did you choose this strategy?**

Answer 2:

## SUMMER FITNESS PLAN

Experts recommend that a person focus on a new behavior for approximately 2 months in order to make that behavior a habit. Luckily, summer vacation is approximately 2 months long! Coincidence? We think not!

Use this worksheet to create a summer fitness plan. Then, use the Summer Fitness Tracker to document your summer fitness journey.

**STEP 1:** In the space provided below, list your favorite physical activities and indicate what type of fitness activity each represents (Aerobic, Muscular Fitness, and/or Flexibility). Activities may fall into more than 1 category type.

Activity Name	Activity Type
1.	
2.	
3.	
4.	
5.	

**STEP 2:** Next, set 4 goals for your summer fitness plan – 2 short-term goals and 2 long-term goals. Remember, goals must be SMART (Specific, Measurable, Attainable, Relevant, and Time-Based). As you set your goal, refer to your final Fitness Knowledge Self-Assessment as well as your FITNESSGRAM® Student Report.

SMART Fitness Goals
Short-Term (1-month):
Short-Term (1-month):
Long-Term (2-month):
Long-Term (2-month):

**STEP 3:** Create an action plan based on your activity choices and fitness goals. List your planned activity and circle the activity type. Then list the time of day you plan to be active and circle the intensity level you plan to reach that day.

Week Day	Activity Name	Intensity	Time for Activity	Type of Activity
Monday		L   M   V		AC   MF   FL
Tuesday		L   M   V		AC   MF   FL
Wednesday		L   M   V		AC   MF   FL
Thursday		L   M   V		AC   MF   FL
Friday		L   M   V		AC   MF   FL
Saturday		L   M   V		AC   MF   FL
Sunday		L   M   V		AC   MF   FL

**STEP 4:** What's your motivation? Write a short paragraph describing your motivation to stay active during the summer months.

**SUMMER FITNESS ACTIVITY LOG**

**Summer Week # 1:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 2:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 3:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 4:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!



**SUMMER FITNESS ACTIVITY LOG**

**Summer Week # 5:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 6:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 7:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**Make some notes!** On the back of this page, write and reflect on how you're feeling about your summer fitness journey. Make note of what has been good, what has been challenging, and ways you can improve for next week!

## SUMMER FITNESS ACTIVITY LOG

**Summer Week # 8:** Use the chart below to track your FITT status for 1 week.

Key: L = Light Intensity      M=Moderate Intensity      V=Vigorous Intensity  
 AC=Aerobic Capacity      MF=Muscular Fitness      FL=Flexibility

Day of the Week	Activity Name	Intensity			Time	Type		
		L	M	V		AC	MF	FL
Monday 1								
Monday 2								
Tuesday 1								
Tuesday 2								
Wednesday 1								
Wednesday 2								
Thursday 1								
Thursday 2								
Friday 1								
Friday 2								
Saturday 1								
Saturday 2								
Sunday 1								
Sunday 2								

**You did it!** On the back of this page, write a letter to yourself (5 years into the future) and describe how important this summer’s fitness journey has been. While you’re at it, give your future self some advice for overcoming challenges and staying active and fit.

**ACADEMIC LANGUAGE QUIZ**

**1**

At the beginning of a workout, I complete a \_\_\_\_\_ to prepare my body for exercise.

- a. Cool down
- b. Warm up
- c. Fitness
- d. Time

**2**

I use 2 fingers to find a pulse and measure my \_\_\_\_\_ while exercising.

- a. Frequency
- b. Glucose level
- c. Oxygen intake
- d. Heart rate

**3**

The ability to bend and move the joints through the full range of motion is called \_\_\_\_\_.

- a. Flexibility
- b. Frequency
- c. Fulcrum
- d. Fitness

**4**

Which of these is not a part of skill-related fitness?

- a. Power
- b. Agility
- c. Balance
- d. Muscular strength

**5**

The maximum amount of force a muscle can produce in a single effort is called \_\_\_\_\_.

- a. Cardiorespiratory endurance
- b. Muscular strength
- c. Muscular endurance
- d. Flexibility

**6**

Which component of health-related fitness was primarily used during the Stretch Arm Strong activity?

- a. Cardiorespiratory endurance
- b. Muscular strength
- c. Muscular endurance
- d. Flexibility

**7**

Holding a stretch for a period of time (about 10–60 seconds) is an example of what kind of stretching?

- a. Static stretching
- b. Dynamic stretching
- c. Power stretching
- d. Circuit stretching

**8**

The ability of a muscle to continue to perform without fatigue is called \_\_\_\_\_.

- a. Muscular endurance
- b. Muscular strength
- c. Flexibility
- d. Cardiorespiratory endurance

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<ul style="list-style-type: none"> <li>✓ Comment 1</li> <li>✓ Comment 2</li> <li>✓ Comment 3...</li> </ul>			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 3: Instruction</b>			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Domain 4: Professional Responsibilities</b>			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<ul style="list-style-type: none"> <li>✓ Reflection 1</li> <li>✓ Reflection 2</li> <li>✓ Reflection 3...</li> </ul>			
<b>Self-Rating with Rationale</b>			
<b>Choose One:</b>			
<b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<ul style="list-style-type: none"> <li>✓ Evidence 1</li> <li>✓ Evidence 2</li> <li>✓ Evidence 3...</li> </ul>			