



# BELIEVE IN YOU



Physical Education Resources for Grades 9-12  
Weeks 1–3 of the Academic School Year

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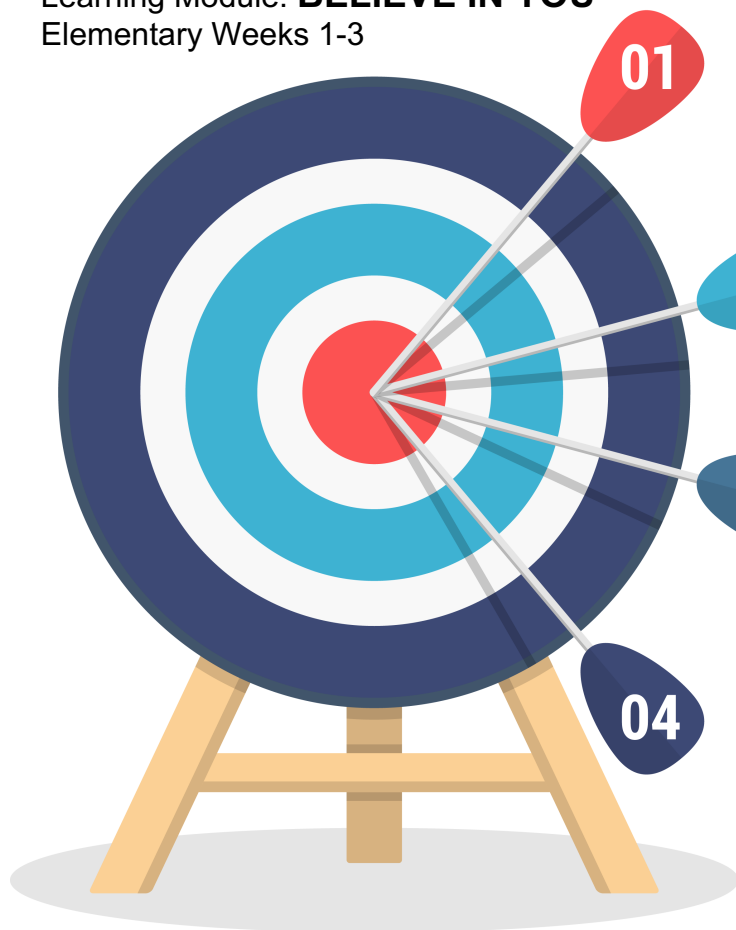
  
BSNSPORTS™

  
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HERFF JONES.



Learning Module: **BELIEVE IN YOU**  
Elementary Weeks 1-3



### Healthy Body

I will explore the health benefits of living a physically active lifestyle.

### Healthy Mind

I will learn how physical activity improves my mental health and my mood.

### Enjoyment & Challenge

I will participate in challenging physical activities that I enjoy.

### Building Skills

I will participate safely in physical education activities a variety of physical activity environments (home and school).

## Why are we learning this?

**Believe in You** is the first physical education learning module of the school year. This learning module is important because we will explore:

- how we can ourselves and others safe in physical education class
- why it's important to live a physically active lifestyle
- how to improve my physical and mental health with physical activities I enjoy

## Students and families:

During the first 3 weeks of this school year we will be working on a unit called *Believe In You!* During this unit we will talk about how physical education will work this year, how we will stay safe while we're being physically active, and why living a physically lifestyle is important for our physical and mental health.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 3-week *Believe In You* experience. But, if there is a time when you need a copy of our learning materials, you can visit [www.OPENPhysEd.org/penow](http://www.OPENPhysEd.org/penow) to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class. We will also be view the social and emotional learning videos found at [www.BelieveInYou.com](http://www.BelieveInYou.com).

Thank you for being physically active every day.

**We BELIEVE IN YOU!**

### High School Physical Education Checklist Weeks 1–3

CHECK	WEEK 1
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the PE Questionnaire. Return it to your physical education teacher.
	Watch <a href="#">Season 1, Episode 1</a> of Believe In You (Kevin Atlas). Discuss.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 2	
	Attend physical education class, have fun, and stay healthy and safe.
	Create a Physical Activity Choice Board and post it at home in a visible place.
	Watch <a href="#">Season 1, Episode 2</a> of Believe In You (Mark Henry). Discuss.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 3	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the Personal Pursuit Worksheet. Return it to your teacher.
	Watch <a href="#">Season 1, Episode 3</a> of Believe In You (Dude Be Nice). Do the Journal.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)

# BELIEVE IN YOU

## Weekly Learning Targets

### WEEK 1 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the health-related benefits of being physically active.
- I will enjoy being physically active.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will watch and discuss Season 1, Episode 1 of *Believe in You*.
- I will behave in ways that are trustworthy.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical education questionnaire and return it to my physical education teacher.
- I will respect at least 6 to 12 feet of my classmates' personal space.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: PERSONAL HEALTH

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(HS)** Analyzes the health benefits of self-selected physical activity and applies choices to personal fitness planning.

#### Social and Emotional Learning Priority Outcomes:

##### SELF-MANAGEMENT: SAFETY

- **(Secondary)** Defines and routinely applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle.

##### SOCIAL AWARENESS: SAFETY

- **(Secondary)** Discusses and defends social and ethical norms in order to promote a safe and encouraging learning environment.

# BELIEVE IN YOU

## Weekly Learning Targets

### WEEK 2 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the skill-related benefits of being physically active.
- I will enjoy being physically active with others.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will watch and discuss Season 1, Episode 2 of *Believe in You*.
- I will demonstrate enthusiasm while safely controlling my personal behavior.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete the physical activity choice board and hang it in my home.
- I will respect at least 6 to 12 feet of my classmates' personal space.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(HS)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

#### Social and Emotional Learning Priority Outcomes:

##### SELF-MANAGEMENT: EMPOWERMENT

- **(Secondary)** Applies stress management and impulse control techniques toward the pursuit of defined personal and academic goals.

##### SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.

# BELIEVE IN YOU

## Weekly Learning Targets

### WEEK 3 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss solutions to common barriers to being physically active every day.
- I will thoughtfully complete the Personal Pursuit Worksheet.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will watch and discuss Season 1, Episode 3 of *Believe in You*.
- I will discuss the connection between regular physical activity and my physical and emotional health.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete all tasks on my *Believe In You* physical education checklist.
- I will respect at least 6 to 12 feet of my classmates' personal space.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### FITNESS KNOWLEDGE: PHYSICAL ACTIVITY KNOWLEDGE

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(HS)** Discusses the benefits of a physical active lifestyle as it relates to personal career goals.

#### Social and Emotional Learning Priority Outcomes:

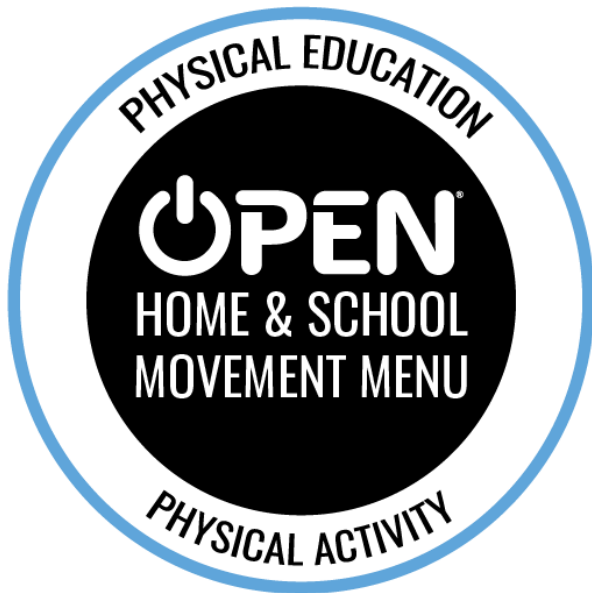
##### SOCIAL AWARENESS: EMPOWERMENT

- **(Secondary)** Identifies and utilizes family, school, and community resources and supports in the pursuit of defined personal and collective community goals.

##### RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.

# BELIEVE IN YOU



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## Brain & Body Warm-Ups

WEEK 1

**HEALTH-RELATED FITNESS:** Five characteristics that contribute to a person's overall well-being. Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*I'm active every day with a focus on my health-related fitness.*

**Pick-a-Card Fitness:** [\[YouTube\]](#)

We're going to pick a random card from the deck and complete 20 seconds of an exercise in the health-related category assigned to the suit of the card picked.

Hearts = Aerobic Capacity  
Diamonds = Flexibility  
Clubs = Muscular Strength  
Spades = Muscular Endurance

## Purposeful Practice

WEEK 1

**TRUST:** A good feeling you get when you can rely on someone or something.

*We trust that our teachers and classmates will behave in ways that help to keep everyone safe.*

**Health-Related Circuit:**

As we complete each exercise station, be sure you are at least 6' from your classmates. The object of this exercise circuit is to learn the health-related exercises that are used in the Tabata Dice Race that we'll play next. There are 4 stations per category (muscular fitness, aerobic capacity, full body blast). Complete each station for 20-seconds and then rotate.

## Just for Fun (and health)

WEEK 1

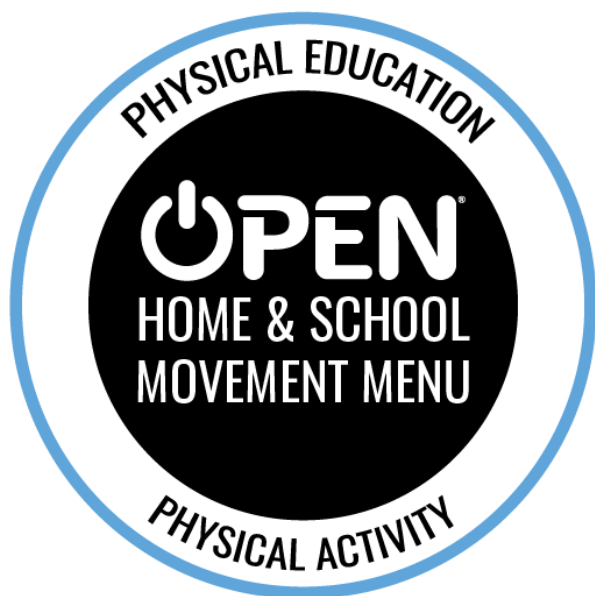
**ENJOY:** To have a fun time. We enjoy playing physical activity games.

*We enjoy physical activity and it helps to protect our health.*

**Health-Related Tabata Dice Race:** [\[YouTube\]](#)

The object is to roll all numbers in order from left to right. Roll 2 dice. If you roll a 2, 3, or 9 — complete a Tabata interval of your choice within that number's category. For example, 9 is the first number in the Full Body Blast category. Choose a Full Body interval, complete it, then roll again. Continue until you complete all rows in each of the 3 categories.

# BELIEVE IN YOU



## OPENPHYSED.ORG

## Brain & Body Warm-Ups

WEEK 2

**SKILL-RELATED FITNESS:** Six characteristics that contribute to a person's ability to successfully complete a physical performance. Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Improving skill-related fitness helps me participate in a variety of activities.*

**Pick-a-Card Fitness:** [\[YouTube\]](#)

We're going to pick a random card from the deck and complete 20 seconds of an exercise in the skill-related category assigned to the suit of the card picked.

Hearts = Agility  
Diamonds = Balance  
Clubs = Coordination  
Spades = Power

## Purposeful Practice

WEEK 2

**ENTHUSIASM:** An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

*Mr. Walker is enthusiastic about being the best teacher he can be.*

**Skill-Related Circuit:**

As we complete each exercise station, be sure you are at least 6' from your classmates. The object of this exercise circuit is to learn the skill-related exercises that are used in the Tabata Dice Race that we'll play next. There are 4 stations per category (balance, agility, coordination). Complete each station for 20-seconds and then rotate.

## Just for Fun (and health)

WEEK 2

**RESOURCE:** Supplies, opportunities, and support that a person can use in order to do a job or live productively.

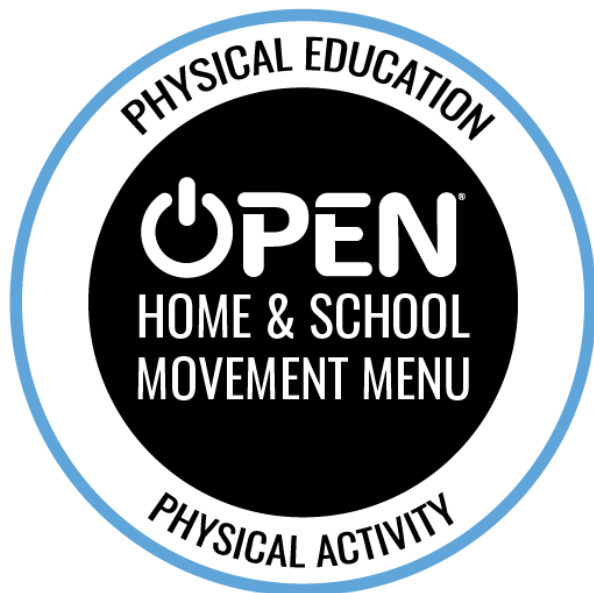
*The park near Kendra's house is a great resource that she can use to be physically active.*

**Skill-Related Tabata Dice Challenge:** [\[YouTube\]](#)

The object is to roll all numbers in order from left to right. Roll 2 dice. If you roll a 2, 3, or 9 — complete a Tabata interval of your choice within that number's category. For example, 9 is the first number in the Coordination category. Choose a Coordination interval, complete it, then roll again. Continue until you complete all rows in each of the 3 categories.



# BELIEVE IN YOU



## OPENPHYSED.ORG

## Brain & Body Warm-Ups

WEEK 3

**ENCOURAGEMENT:** A feeling of support, confidence, or hope.

*The encouragement Ami felt came from positive words her friends were saying.*

**DIY: Pick-a-Card Fitness:**

It's time to create your own fitness game. Create exercise categories for each suit of cards. Then play Pick-a-Card Fitness using these new categories.

Hearts = \_\_\_\_\_

Diamonds = \_\_\_\_\_

Clubs = \_\_\_\_\_

Spades = \_\_\_\_\_

## Purposeful Practice

WEEK 3

**WELLNESS:** Good personal physical and mental health.

*Wellness is an important goal that Caleb's family is working toward.*

**Mixed Fitness Circuit:**

Maintain a safe distance from your classmates. The object of this mixed fitness circuit is to choose exercise stations from all of the Tabata Dice Race exercises that we've used so far: muscular fitness, aerobic capacity, full body blast, balance, agility, and coordination. Complete each station for 20-seconds and then rotate to a new station of your choice.

## Just for Fun (and health)

WEEK 3

**RESPECT:** A feeling of honor for the feelings and rights of others.

*We respect the health of our classmates, so we wear our masks while we're together.*

**DIY Tabata Choice Board:**

During this 3-week module we've learned 24 health- and skill-related fitness exercises. Create a choice board of 8 exercises that you can complete in a 4-minute Tabata fitness circuit. Tabata fitness circuits are 20 seconds of exercise with 10 seconds of rest in between. This circuit is repeated 8 times and lasts a total of 4 minutes.

# BELIEVE IN YOU

## TEACHER TALK

### [Week 1 Sample Script]

#### **Brain & Body Warm-Ups**

It's week 1 of physical education class and we're going to talk about 4 important things that will help make this year great for all of us — personal space, health-related fitness, trust, and enjoyment.

Personal Space is the area around a person where they feel safe. It feels uncomfortable when someone enters another person's personal space. Because of COVID-19, our personal space is bigger this year and we have to be very respectful of at least 6 feet of personal space. This is absolutely critical as we work to help everyone stay healthy and safe. So, while we're moving and are enjoying physical education activities, we will all be staying at least 6 to 12 feet away from our classmates and teachers.

The first part of our lesson helps us warm-up our brains and bodies. You can do our warm-up activities in school or at home. This week's warm-up is focused on helping us experience health-related fitness exercises. Health-related fitness is the five characteristics of personal fitness that contribute to an overall feeling of well-being. They include — aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.

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#### **Purposeful Practice**

The second thing we need to talk about this week is Trust. Trust is a positive feeling you get when you can rely on someone or something. You can trust your physical education teachers to teach you about the benefits of living a physically active lifestyle.

It's important to have people in your life that you can trust, and also to be trustworthy for the people around you. For example, your teachers and classmates need to trust that you'll respect at least 6 feet of personal space and wear your mask. We know this will help us all stay safe and keep our families safe. We have to trust each other to do these important things.

In today's purposeful practice activity we're going to do a health-related fitness circuit to learn and practice exercises that we can do to develop our fitness in the areas of muscular strength and endurance (muscular fitness), and aerobic capacity. We'll also do full body blast exercises that will develop muscular fitness while also increasing our heart rate.

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#### **Just for Fun (and health)**

The final thing to talk about this week is why it's important for us to be physically active every day. First, we need to be active because we enjoy it. That enjoyment helps our minds and our bodies stay healthy, relaxed, and ready to learn. Sometimes the world can be a little stressful. Physical activity is a way to control that stress.

The second reason that we need to be physically active every day is for our personal health. Physical activity helps our bodies stay strong and keeps our immune system healthy so our bodies can fight disease more efficiently. If we're active every day then we're less likely to get sick. And if we do get sick, we'll get better faster.

Don't forget to complete the Physical Education questionnaire and return it to me as soon as you can.

# BELIEVE IN YOU

## ACTIVITY CARDS

### BRAIN & BODY WARM-UP

**HEALTH-RELATED FITNESS:** Five characteristics that contribute to a person's overall well-being. Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*I'm active every day with a focus on my health-related fitness.*

### PICK-A-CARD FITNESS

- Pick a random card from the deck and complete 20 seconds of an exercise in the health-related category assigned to the suit of the card picked.
  - Hearts = Aerobic Capacity (Jumping Jacks)
  - Diamonds = Flexibility (Forward Bend)
  - Clubs = Muscular Strength (Push Ups)
  - Spades = Muscular Endurance (Planks)

# BELIEVE IN YOU

## ACTIVITY CARDS

### BRAIN & BODY WARM-UP

**SKILL-RELATED FITNESS:** Six characteristics that contribute to a person's ability to successfully complete a physical performance. Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Improving skill-related fitness helps me participate in a variety of activities.*

### PICK-A-CARD FITNESS

- Pick a random card from the deck and complete 20 seconds of an exercise in the skill-related category assigned to the suit of the card picked.
  - Hearts = Agility (T-Jumps Side-to-Side)
  - Diamonds = Balance (Chair Pose)
  - Clubs = Coordination (Cross Jacks)
  - Spades = Power (Squat Jumps)

# BELIEVE IN YOU

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**TRUST:** A good feeling you get when you can rely on someone or something.

*We trust that our teachers and classmates will behave in ways that help to keep everyone safe.*

### HEALTH-RELATED CIRCUIT

- As we complete each exercise station, be sure you are at least 6' from your classmates.
- The object of this exercise circuit is to learn the health-related exercises that are used in the Tabata Dice Race that we'll play next.
- There are 4 stations per category (muscular fitness, aerobic capacity, full body blast).
- Complete each station for 20-seconds and then rotate.

# BELIEVE IN YOU

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**ENTHUSIASM:** An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

*Mr. Walker is enthusiastic about being the best teacher he can be.*

### SKILL-RELATED CIRCUIT

- As we complete each exercise station, be sure you are at least 6' from your classmates.
- The object of this exercise circuit is to learn the skill-related exercises that are used in the Tabata Dice Race that we'll play next.
- There are 4 stations per category (balance, agility, coordination).
- Complete each station for 20-seconds and then rotate.

# BELIEVE IN YOU

## ACTIVITY CARDS

### JUST FOR FUN (AND HEALTH)

**ENJOY:** To have a fun time.

*We enjoy playing physical activity games.*

*We enjoy physical activity and it helps to protect our health.*

### HEALTH-RELATED TABATA DICE CHALLENGE

- The object is to roll all numbers in order from left to right.
- Roll 2 dice. If you roll a 2, 3, or 9 — complete a Tabata interval of your choice within that number's category.
- For example, 9 is the first number in the Full Body Blast category. Choose a Full Body interval, complete it, then roll again.
- Continue until you complete all rows in each of the 3 categories.

# BELIEVE IN YOU

## ACTIVITY CARDS

### JUST FOR FUN (AND HEALTH)

**RESOURCE:** The supplies, opportunities, and support that a person can use in order to do a job or live productively.

*Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.*

### SKILL-RELATED TABATA DICE CHALLENGE

- The object is to roll all numbers in order from left to right.
- Roll 2 dice. If you roll a 2, 3, or 9 — complete a Tabata interval of your choice within that number's category.
- For example, 2 is the first number in the Balance category. Choose a Balance interval, complete it, then roll again.
- Continue until you complete all rows in each of the 3 categories.



## HEALTH-RELATED Pick-a-Card Fitness

**Set Up:** 1 or more players can play this game. You need 1 deck of cards or a card app.

**How to Play:** The object of the game is complete 20-second Tabata intervals based on the card that you draw. Use the chart below to determine what exercise you'll perform during each interval.



### AEROBIC CAPACITY

The body's ability to take in, transport, and use oxygen during vigorous physical activity.



### FLEXIBILITY

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



### MUSCULAR STRENGTH

The maximum amount of force a muscle can produce in a single effort.



### MUSCULAR ENDURANCE

The ability of a muscle to continue to perform without fatigue.

### TABATA INTERVAL CHOICE BOARD

<b>Aerobic Capacity</b>	<a href="#"><u>Just Jumps</u></a> (20 Seconds)	<a href="#"><u>Half Jacks</u></a> (20 Seconds)	<a href="#"><u>Seal Jacks</u></a> (20 Seconds)	<a href="#"><u>March Jacks</u></a> (20 Seconds)
<b>Flexibility</b>	<a href="#"><u>Get Ups</u></a> (20 Seconds)	<a href="#"><u>Plank Step Outs</u></a> (20 Seconds)	<a href="#"><u>Fly Steps</u></a> (20 Seconds)	<a href="#"><u>Side Leg Raises</u></a> (20 Seconds)
<b>Muscular Endurance</b>	<a href="#"><u>Scissor Arms</u></a> (20 Seconds)	<a href="#"><u>Plank Jacks</u></a> (20 Seconds)	<a href="#"><u>Up &amp; Down Planks</u></a> (20 Seconds)	<a href="#"><u>Climbers</u></a> (20 Seconds)
<b>Muscular Strength</b>	<a href="#"><u>Push-Ups</u></a> (20 Seconds)	<a href="#"><u>Squats</u></a> (20 Seconds)	<a href="#"><u>Lunges</u></a> (20 Seconds)	<a href="#"><u>Burpees</u></a> (20 Seconds)

## SKILL-RELATED Pick-a-Card Fitness

**Set Up:** 1 or more players can play this game. You need 1 deck of cards or a card app.

**How to Play:** The object of the game is complete 20-second Tabata intervals based on the card that you draw. Use the chart below to determine what exercise you'll perform during each interval.



### AGILITY

The ability to move quickly and easily.



### BALANCE

The ability to safely distribute and redistribute weight in order to maintain control of body movement and positions.



### COORDINATION

The ability to use different parts of the body together smoothly and efficiently.



### POWER

The ability to use the body's strength and force for explosive movement.

### TABATA INTERVAL CHOICE BOARD

<b>Agility</b>	<a href="#"><u>t-jumps Front-to-Back</u></a> (20 Seconds)	<a href="#"><u>t-jumps Side-to-Side</u></a> (20 Seconds)	<a href="#"><u>t-jumps 4 Squares</u></a> (20 Seconds)	<a href="#"><u>t-jumps Stepovers</u></a> (20 Seconds)
<b>Balance</b>	<a href="#"><u>Chair Pose</u></a> (20 Seconds)	<a href="#"><u>Tree Pose</u></a> (20 Seconds)	<a href="#"><u>Warrior Pose</u></a> (20 Seconds)	<a href="#"><u>Mountain Pose</u></a> (20 Seconds)
<b>Coordination</b>	<a href="#"><u>Juggle Toss (1 object)</u></a> (20 Seconds)	<a href="#"><u>Cross Jacks</u></a> (20 Seconds)	<a href="#"><u>Scissor Jumps</u></a> (20 Seconds)	<a href="#"><u>Wall Toss (right-to-left, left-to-right)</u></a> (20 Seconds)
<b>Power</b>	<a href="#"><u>Jump Knee- Tucks</u></a> (20 Seconds)	<a href="#"><u>Hop Heel Clicks</u></a> (20 Seconds)	<a href="#"><u>High Squats</u></a> (20 Seconds)	<a href="#"><u>Sprinter Lunges</u></a> (20 Seconds)

## HEALTH-RELATED TABATA DICE RACE

**Set Up:** 1 or more players can play this game. Each player has a Dice Race card and 2 dice. All players play their own card at the same time. Players can also play in teams of 2 or more. As a team, players would take turns rolling dice and complete all intervals together. Everyone is active, everyone is moving.

**How to Play:** The object of the game is to roll the numbers in order from left to right. Roll 2 dice. If you roll a 2, 3, or 9 — complete a Tabata interval of your choice within that number's category. For example, 9 is the first number in the coordination category. Choose a coordination interval, complete it, then roll again.

Continue in that way in all categories left to right. If you do not roll the next number in the sequence, roll again until you do. You cannot skip any numbers from left to right, each must be completed in order. However, you can complete intervals in any of the 3 type categories. This gives you 3 possible numbers with each roll of the dice.

TYPE	START							FINISH
Muscular Fitness	2	3	4	5	6	7	8	9
Aerobic Capacity	3	5	7	9	8	6	4	2
Full Body Blast	9	8	7	6	5	4	3	2

TABATA INTERVAL CHOICE BOARD				
<b>Muscular Fitness</b>	<u>Basic Push-Ups</u> (20 Seconds)	<u>Squats</u> (20 Seconds)	<u>Lunges</u> (20 Seconds)	<u>Scissor Arms</u> (20 Seconds)
<b>Aerobic Capacity</b>	<u>Just Jumps</u> (20 Seconds)	<u>Half Jacks</u> (20 Seconds)	<u>Seal Jacks</u> (20 Seconds)	<u>March Jacks</u> (20 Seconds)
<b>Full Body Blast</b>	<u>Burpees</u> (20 Seconds)	<u>Plank Jacks</u> (20 Seconds)	<u>Up &amp; Down Planks</u> (20 Seconds)	<u>Climbers</u> (20 Seconds)

## SKILL-RELATED TABATA DICE RACE

**Set Up:** 1 or more players can play this game. Each player has a Dice Race card and 2 dice. All players play their own card at the same time. Players can also play in teams of 2 or more. As a team, players would take turns rolling dice and complete all intervals together. Everyone is active, everyone is moving.

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Continue in that way in all categories left to right. If you do not roll the next number in the sequence, roll again until you do. You cannot skip any numbers from left to right, each must be completed in order. However, you can complete intervals in any of the 3 type categories. This gives you 3 possible numbers with each roll of the dice.

TYPE	START							FINISH
Balance	2	3	4	5	6	7	8	9
Agility	3	5	7	9	8	6	4	2
Coordination	9	8	7	6	5	4	3	2

TABATA INTERVAL CHOICE BOARD				
<b>Balance</b>	<u><a href="#">Chair Pose</a></u> (20 Seconds)	<u><a href="#">Tree Pose</a></u> (20 Seconds)	<u><a href="#">Warrior Pose</a></u> (20 Seconds)	<u><a href="#">Mountain Pose</a></u> (20 Seconds)
<b>Agility</b>	<u><a href="#">t-jumps Front-to-Back</a></u> (20 Seconds)	<u><a href="#">t-jumps Side-to-Side</a></u> (20 Seconds)	<u><a href="#">t-jumps 4 Squares</a></u> (20 Seconds)	<u><a href="#">t-jumps Steppers</a></u> (20 Seconds)
<b>Coordination</b>	<u><a href="#">Juggle Toss (1 object)</a></u> (20 Seconds)	<u><a href="#">Cross Jacks</a></u> (20 Seconds)	<u><a href="#">Scissor Jumps</a></u> (20 Seconds)	<u><a href="#">Wall Toss (right-to-left, left-to-right)</a></u> (20 Seconds)

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **JUST JUMPS**

**(20 Seconds)**

Health-Related Fitness  
**AEROBIC CAPACITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **HALF JACKS**

**(20 Seconds)**

Health-Related Fitness  
**AEROBIC CAPACITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SEAL JACKS**

**(20 Seconds)**

Health-Related Fitness  
**AEROBIC CAPACITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **MARCH JACKS**

**(20 Seconds)**

Health-Related Fitness  
**AEROBIC CAPACITY**



# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **GET UPS**

**(20 Seconds)**

Health-Related Fitness  
**FLEXIBILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **PLANK STEP OUTS** **(20 Seconds)**

Health-Related Fitness  
**FLEXIBILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **FLY STEPS**

**(20 Seconds)**

Health-Related Fitness  
**FLEXIBILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SIDE LEG RAISES**

**(20 Seconds)**

Health-Related Fitness  
**FLEXIBILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SCISSOR ARMS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR ENDURANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **PLANK JACKS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR ENDURANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **UP & DOWN PLANKS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR ENDURANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **CLIMBERS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR ENDURANCE**



# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **PUSH-UPS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR STRENGTH**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SQUATS**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR STRENGTH**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **LUNGES**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR STRENGTH**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **BURPEES**

**(20 Seconds)**

Health-Related Fitness  
**MUSCULAR STRENGTH**

**BELIEVE IN YOU**  
**FITNESS CIRCUIT CARDS**

**T-JUMPS**  
**FRONT-TO-BACK**

**(20 Seconds)**

Skill-Related Fitness  
**AGILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **T-JUMPS** **SIDE-TO-SIDE**

**(20 Seconds)**

Skill-Related Fitness  
**AGILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **T-JUMPS** **4 SQUARES** **(20 Seconds)**

Skill-Related Fitness  
**AGILITY**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **T-JUMPS** **STEPOVERS**

**(20 Seconds)**

Skill-Related Fitness  
**AGILITY**



# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **CHAIR POSE**

**(20 Seconds)**

Skill-Related Fitness  
**BALANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **TREE POSE**

**(20 Seconds)**

Skill-Related Fitness  
**BALANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **WARRIOR POSE**

**(20 Seconds)**

Skill-Related Fitness  
**BALANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **MOUNTAIN POSE**

**(20 Seconds)**

Skill-Related Fitness  
**BALANCE**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **JUGGLE TOSS**

**(20 Seconds)**

Skill-Related Fitness  
**COORDINATION**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **CROSS JACKS**

**(20 Seconds)**

Skill-Related Fitness  
**COORDINATION**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SCISSOR JUMPS**

**(20 Seconds)**

Skill-Related Fitness  
**COORDINATION**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **WALL TOSS**

**(20 Seconds)**

Skill-Related Fitness  
**COORDINATION**



# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **JUMP KNEE-TUCKS**

**(20 Seconds)**

Skill-Related Fitness  
**POWER**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **HOP HEEL CLICKS**

**(20 Seconds)**

Skill-Related Fitness  
**POWER**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **HIGH SQUATS**

**(20 Seconds)**

Skill-Related Fitness  
**POWER**

# **BELIEVE IN YOU** **FITNESS CIRCUIT CARDS**

## **SPRINTER LUNGES**

**(20 Seconds)**

Skill-Related Fitness  
**POWER**

## Do-It-Yourself Tabata Choice Board

During this 3-week module we've learned 24 health- and skill-related fitness exercises. Create a board of 8 exercises that you can complete in a 4-minute Tabata fitness circuit. Tabata fitness circuits are 20 seconds of exercise with 10 seconds of rest in between. This circuit is repeated 8 times and lasts a total of 4 minutes.

**Your Name:**

EXERCISE 1	EXERCISE 2	EXERCISE 3	EXERCISE 4
Exercise name:	Exercise name:	Exercise name:	Exercise name:
Health or skill related?	Health or skill related?	Health or skill related?	Health or skill related?

EXERCISE 5	EXERCISE 6	EXERCISE 7	EXERCISE 8
Exercise name:	Exercise name:	Exercise name:	Exercise name:
Health or skill related?	Health or skill related?	Health or skill related?	Health or skill related?

**Schedule the time to be active.** In the next 3 days, when will you perform this 4-minute interval routine? Include the day and time.

# BELIEVE IN YOU

## PHYSICAL EDUCATION VOCAB

Words to understand and use.

**ENCOURAGEMENT** /noun/ A feeling of support, confidence, or hope.

*The encouragement Ami felt came from positive words her friends were saying.*

**ENJOY** /verb/ To have a fun time.

*We enjoy physical activity.*

**ENTHUSIASM** /noun/ An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

*Mr. Walker is enthusiastic about being the best teacher he can be.*

**HEALTH** /noun/ Free from sickness and injury. Feeling physical, mental, and social well-being.

*Being physically active every day helps to protect our health.*

**HEALTH-RELATED FITNESS** /noun/ A set of 5 characteristics that contribute to a person's overall well-being. Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*I'm active every day with a focus on my health-related fitness.*

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# BELIEVE IN YOU

## PHYSICAL EDUCATION VOCAB

### Words to understand and use.

**PERSONAL BEHAVIOR** /noun/ The actions of an individual person.

*Ms. Wilder taught us to take responsibility for our personal behavior.*

**PERSONAL SPACE** /noun/ The area around a person where they feel safe. It feels uncomfortable when someone enters this space.

*To keep everyone safe, we must respect at least 6 feet of personal space.*

**RESOURCE** /noun/ The supplies, opportunities, and support that a person can use in order to do a job or live productively.

*Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.*

**RESPECT** /noun/ A feeling of honor for the feelings and rights of others.

*We have respect for the health of our classmates, so we wear our masks while we're together.*

MORE →

# BELIEVE IN YOU

## PHYSICAL EDUCATION VOCAB

Words to understand and use.

**SKILL-RELATED FITNESS** /noun/ A set of 6 characteristics that contribute to a person's ability to successfully complete a physical performance. Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Improving skill-related fitness helps me participate in a variety of activities.*

**TRUST** /noun/ A good feeling you get when you can rely on someone or something.

*We trust that our teachers and classmates will behave in ways that help to keep everyone safe.*

**WELLNESS** /noun/ Good personal physical and mental health.

*Wellness is an important goal that Caleb's family is working toward.*



## Physical Education Class Discussion Questions

### Physical Activity & Personal Health

#### Question Set 1

- 1) What do you know about health-related fitness?
- 2) What do you know about each of the components of health-related fitness?
- 3) Why is it important to understand and be aware of our health-related fitness?
- 4) How is a physically active lifestyle related to health-related fitness?

#### Question Set 2

- 1) What do you know about skill-related fitness?
- 2) What do you know about each of the components of skill-related fitness?
- 3) Why is skill-related fitness important for our everyday lives?
- 4) How is skill-related fitness related to my personal safety and wellbeing?

#### Question Set 3

- 1) What would you include on a list of barriers to daily physical activity?
- 2) What are some ways we can overcome those barriers?
- 3) It can be easier to participate in activities that you're interested in. What physical activities are you most interested in?
- 4) Complete the Personal Pursuit Worksheet with a focus on building a physically active lifestyle.

### Social & Emotional Health

#### Question Set 1 (Believe in You, Episode 1-S1: Kevin Atlas)

- 1) What does Kevin mean when he says that we all have a “nub” that we have to embrace?
- 2) In what ways can you elevate yourself?
- 3) How will your self-improvement elevate your community?

#### Question Set 2 (Believe in You, Episode 2-S1: Mark Henry)

- 1) Mark Henry used his enthusiasm for weightlifting as a way to control his emotions and work toward positive goals. What activity are you enthusiastic about and could help you control emotions and work in a positive way?
- 2) Enthusiasm is a mixture of desire and passion. In what ways can you share your enthusiasm with others?
- 3) What will you do today to be an enthusiastic role model for younger students?

#### Question Set 3 (Believe in You, Episode 3-S1: Dude Be Nice)

- 1) What is constructive language?
- 2) How is using constructive language and showing encouragement related to respect?
- 3) Who in your community is worth of a Dude Be Nice project? Why did you pick that person?



# Weekly Physical Activity Log

**BELIEVE IN YOU**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 1:** Use this activity log to track your physical activity minutes.  
Put a check next to each day that you complete 60 minutes.

**GREAT Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
CHECK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Tabata Dice Game 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

### Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

### Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What is it that makes physical activity enjoyable for you?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 2:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

**Physical Activity Enjoyment Meter**

Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

**Check-In Chat**

*[Respond to the question below with 2 or 3 sentences.]*

> How did you demonstrate enthusiasm for physical activity this week? If you didn't, how will you demonstrate it next week?

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

**WEEK 3:** Use this activity log to track your physical activity minutes.  
Have an adult sign their initials next to each day that you complete 60 minutes.

**Great Goal:** Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

**Physical Activity Enjoyment Meter**  
Rate your physical activity enjoyment for the week.



Circle if you had  
**GIANT ENJOYMENT**



Circle if you had  
**AVERAGE ENJOYMENT**



Circle if you had  
**SO-SO ENJOYMENT**

**Check-In Chat**

[Respond to the question below with 2 or 3 sentences.]

> What barrier to being physically active did you overcome over the past 3 weeks? How did you overcome it?

**Complete this short physical education questionnaire  
and return it to your physical education teacher.**

## **RESOURCES**

Make a list of all of the physical activity, exercise, and sport equipment that you have in your home. List all of the items that you can use whenever you want to.

Make a list of some items around your home that might not be made specifically for physical activity but could be modified or used in a modified way for a physical activity or exercise. (For example, cans of corn can be used as light weights for muscular fitness exercises.)

## **INTERESTS**

What is your favorite way to be physically active?

What is 1 way that you could be physically active each day — even if it's not your favorite?

What are 2 activities that you'd like to learn more about this year in physical education class?

## **BARRIERS**

What is 1 thing that makes it difficult for you to be physically active at home?

What are 2 possible solutions to help you overcome that challenge?

## PERSONAL PURSUIT

*Complete this worksheet and return it to your physical education teacher.*

Physical education is here to help you build a physically active lifestyle. PE class will introduce you to a variety of health and fitness activities that you can enjoy and will help you stay healthy.

But, for you to stay active and keep a physically active lifestyle strong, it's important that you find physical activities you enjoy. Enjoyment is one of the many benefits of physical activity.

Complete this short worksheet to help discover activity pursuits that match your interests.

### What have you done in the past?

Think about all of the physical activities and sports that you've tried in the past —everything from wellness walking to organized athletics. Rank your top 5 favorite activities from your past experience.

- 1)
- 2)
- 3)
- 4)
- 5)

Now, next to each of your top 5 choices, write 3 or 5 words about why you chose these activities. Consider the degree of personal challenge, your ability to socialize with friends, and any other things that make your choices enjoyable.

---

### A New Pursuit

In this next section, think of 2 physical activities that you don't have much experience with, but would like to explore. Next to each one, write a few words about why you made this choice (challenge, social opportunities, etc.), and also list 1 or 2 resources that you can use to help you pursue this new personal interest.

- 1)
- 2)

# BELIEVE IN YOU

## UNIVERSAL DESIGN FOR LEARNING

**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.

*The table below offers UDL adaptations and suggestions.*

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Use large, brightly colored organizational markers to help students maintain safe distances from their peers.</li> <li>• Use different colored cones or spots to identify a home base for each student.</li> <li>• Use spot markers to create movement or travel routes.</li> </ul>	<ul style="list-style-type: none"> <li>• Change rules to reflect equity of skill acquisition, mobility, and fitness level.</li> <li>• Vary movement expectations to increase equity. For example, allow different locomotor movements or the use of assistive equipment.</li> <li>• Adapt body positioning to student needs. For example, modify the game to play sitting, lying, or prone.</li> </ul>	<ul style="list-style-type: none"> <li>• Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues.</li> <li>• Adjust lighting (e.g., brighter or lighter).</li> <li>• Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues.</li> <li>• Focus on safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Be flexible. Adjust as needed. One size doesn't fit all.</li> <li>• Establish consistent, predictable routines.</li> <li>• Be concise. Speak slowly &amp; clearly with a well-defined beginning &amp; end.</li> <li>• Give 1-step vs multiple-step directions.</li> <li>• Provide time for students to process instruction.</li> <li>• Give choice to motivate students.</li> <li>• Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.</li> </ul>

*When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.*