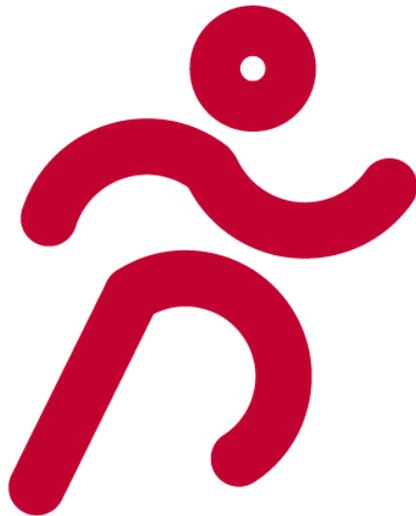




Online Physical Education Network

# Meaningful Movement & **Fitness Fun**

Physical Education Resources for Grades 3-5  
Weeks 8–10 of the Academic School Year



[OPENPHYSED.ORG](https://openphysed.org)

VARSlTY  BRANDS





Learning Module: **FITNESS FUN**  
Elementary Weeks 8-10



### Healthy Body

I will learn about how physical activity and nutrition are important for my overall health.

### Healthy Mind

I will practice mindful breathing techniques that are good for my emotional and mental health.

### Enjoyment & Challenge

I will participate in activities that I enjoy and that work to improve my personal fitness.

### Building Skills

I will learn how to identify activities and foods that are good for me.

## Why are we learning this?

**Meaningful Movement and Fitness Fun** is the third physical education learning module of the school year. It is important because it will teach us:

- how to plan and participate in physical activities that improve personal fitness
- the role of nutrition in overall good health
- how the enjoyment of physical activity helps improve physical and mental health

**Students and families:**

During the next 3 weeks of this school year we will be working on a unit called *Meaningful Movement & Fitness Fun!* During this unit we will talk about activities and foods that help us stay healthy and improve our personal fitness. Students will be asked to make healthy food choices by choosing fresh fruits and vegetables.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 3-week *Fitness Fun* experience! But, if there's ever 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 games and learning activities that we'll be using in physical education class.

Thank you for being physically active every day.

**Go Be Great!**

**Grades 3-5 Physical Education Checklist for Weeks 8–10**

CHECK	WEEK 8
	Attend physical education class, have fun, and stay healthy and safe.
	For at-home physical education activity gather the following equipment: <a href="#">jump rope</a> (or any 6' to 8' length of rope), <a href="#">Speed Stacks</a> or other cup, <a href="#">printable nutrition education fortune tellers</a> .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 9	
	Attend physical education class, have fun, and stay healthy and safe.
	Continue to use the equipment listed above.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 10	
	Attend physical education class, have fun, and stay healthy and safe.
	Download and complete a Create-Your-Own 6-Minute HIIT Workout.
	Download and complete a Do-It-Yourself Nutrition Education Fortune Teller.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).

# Fitness Fun

## WEEKLY LEARNING TARGETS

### WEEK 1 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will choose physical activities that help me stay healthy and fit.
- I will reflect on what areas of my personal fitness I would like to improve.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will identify family and school resources that can help me improve my personal fitness.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will talk about ways that eating fruit helps me stay healthy.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: FITNESS PROGRAMMING  
Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies physical activities that contribute to fitness without teacher direction.
- **(4)** Analyses personal fitness and identifies areas for improvement.
- **(5)** Designs a physical activity routine to enhance personal fitness.

#### Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

- **(Elementary)** Identifies and discusses the value of specific family, school, and community resources and supports.



# Fitness Fun

## WEEKLY LEARNING TARGETS

### WEEK 2 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the 5 basic food groups and identify foods from each food group.
- I will participate in physical activities that help me stay healthy and fit.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will use positive self-talk to stay focused on my personal goals.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will choose to eat fruits and vegetables.

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### CONTENT-SPECIFIC PRIORITY OUTCOMES

#### Physical Education Priority Outcomes:

##### DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

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

- **(3)** Identifies the 5 basic food groups.
- **(4)** Identifies a variety of foods from each food group.
- **(5)** Compares and contrasts the health benefits of different food choices.

#### Social and Emotional Learning Priority Outcomes:

##### RELATIONSHIP SKILLS: EMPOWERMENT

- **(Elementary)** Applies constructive language to encourage self and others.



# Fitness Fun

## WEEKLY LEARNING TARGETS

### WEEK 3 STUDENT LEARNING OBJECTIVES

#### PHYSICAL EDUCATION OBJECTIVES:

- I will create a 6-minute HIIT routine that works to improve my personal fitness.
- I will create a fun and active Fortune Teller focused on nutritious foods and health-enhancing physical activity.

#### SOCIAL AND EMOTIONAL OBJECTIVES:

- I will make the choice to be physically active every day.
- I will talk about ways that the enjoyment of physical activity improves my emotional health.

#### WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete all tasks on my *Fitness Fun* physical education checklist.

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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.

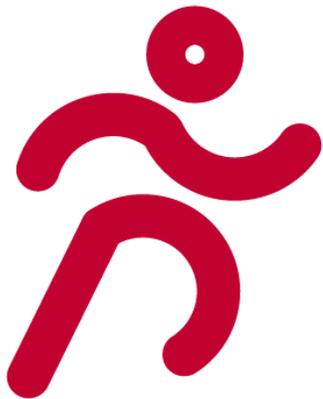
- **(3)** Discusses the relationship between physical activity and good health.
- **(4)** Examines the health benefits of available physical activity options.
- **(5)** Compares the health benefits of available physical activity options.

#### Social and Emotional Learning Priority Outcomes:

##### RESPONSIBLE DECISION-MAKING: EMPOWERMENT

- **(Elementary)** Makes constructive choices about personal behavior in the active pursuit of individual goals.





Meaningful Movement &  
**Fitness Fun**  
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## Brain & Body Warm-Ups

WEEK 1

**ENERGY:** The strength and endurance that a person has for physical and mental activity.

*People get energy from the food that we eat.*

**Balance and Breathe I:** [\[YouTube\]](#)

Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).

Hold your hand out flat in front of you, parallel with the ground. Balance 1 cup in the palm of your hand. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.

Need a challenge?! Balance 1 cup in each hand.

## Purposeful Practice

WEEK 1

**FRUIT:** One of the 5 food groups that includes sweet edible parts of trees and plants.

*Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.*

**Dynamic Warm-up:** [\[YouTube\]](#)

Complete a 6-minute dynamic warm-up routine following the Fitness Fun warm-up interval card.

**Jump Rope Fitness:** [\[YouTube\]](#)

Complete a 6-minute jump rope fitness routine following the interval routine card. If you don't have a jump rope (or don't want to use a jump rope), that's okay. You can perform invisible jump rope skills throughout this routine.

[\(Get interval music on Apple Music\)](#)

## Just for Fun (and health)

WEEK 1

**HEALTH:** Free from sickness & injury. Physical, mental, and social well-being.

*Physical activity and nutritious foods help to protect our health.*

**Nutrition Fortune Teller I:** [\[YouTube\]](#)

Let's learn about nutrition using a new Fortune Teller.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.



Meaningful Movement &  
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## Brain & Body Warm-Ups

WEEK 2

**PHYSICAL ACTIVITY:** Any movement of the body that requires energy.

*Caleb eats healthy food to give him energy for fun physical activity.*

**Balance and Breathe II:** [\[YouTube\]](#)

Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).

Pick any body part and balance the cup on that body part. Now, slowly walk in a small circle in your activity space while balancing the cup. While you walk, practice equal breathing with 4-count inhales and exhales.

If the cup falls, just pick it back up and try again.

## Purposeful Practice

WEEK 2

**VEGETABLE:** One of the 5 food groups that includes the nutritious, edible parts of plants.

*Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.*

**Dynamic Warm-up:** [\[YouTube\]](#)

Complete a 6-minute dynamic warm-up routine following the Fitness Fun warm-up interval card.

**Plank Fitness:** [\[YouTube\]](#)

Complete a 6-minute plank fitness routine following the interval routine card. If you're having trouble holding full plank position for the entire routine, it's okay to perform a modified or wall plank.

[\(Get interval music on Apple Music\)](#)

## Just for Fun (and health)

WEEK 2

**FOOD GROUPS:** Categories of foods that are similar in the way they grow and the nutrition they provide.

*The 5 food groups include fruits, vegetables, grains, protein, and dairy.*

**Nutrition Fortune Teller II:** [\[YouTube\]](#)

Let's learn about nutrition using a new Fortune Teller.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.



Meaningful Movement &  
**Fitness Fun**  
— OPENPHYSED.ORG —

## Brain & Body Warm-Ups

WEEK 3

**Personal Fitness:** A person's overall state of physical well-being and ability to perform daily task and achieve physical performance goals.

*As an active person, Ben's goal for his personal fitness is to improve his muscular fitness and his aerobic capacity.*

### TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

### Balance and Breathe I / II:

[\[YouTube I\]](#) & [\[YouTube II\]](#)

Choose Balance and Breathe I and/or Balance and Breathe II.

Focus on developing a habit of mindful breathing in any situation.

## Purposeful Practice

WEEK 3

### High Intensity Interval Training

**(HIIT):** An exercise routine made up of bursts of intense physical activity with rest intervals in between.

*The 6-minute HIIT routine is a great way to get short fitness breaks into a busy day.*

### Dynamic Warm-up: [\[YouTube\]](#)

Complete a 6-minute dynamic warm-up routine.

### Create Your Own 6-Minute Interval Routine: [\[YouTube\]](#)

Use the CYO Routine Card to create your own High Intensity Interval Training routine. Use safe movements. Be create and add fun skill and drill intervals from your favorite sport.

## Just for Fun (and health)

WEEK 3

**RECOGNIZE:** To know something when you see it.

*Sasha could recognize healthy foods at the grocery store.*

### Nutrition Fortune Teller III: [\[YouTube\]](#)

Let's learn about nutrition using a new Fortune Tellers. (Get Fortune Tellers Here).

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.

# Fitness Fun

## TEACHER TALK

### [Week 1 Sample Script]

#### Brain & Body Warm-Ups

This is the first week of a new physical education module called Meaningful Movement and Fitness Fun. Physical activity is fun, and it is also meaningful for our bodies. It helps our bodies stay healthy. Nutritious food gives our bodies the energy they need to be active.

Meaningful movement can also help us control our emotions and keep our minds healthy

The first part of our lesson helps us warm-up our brains and bodies while we practice a mindful breathing technique called equal breathing. You can do our warm-up activities in school or at home. There's a Brain & Body Warm-Up listed on this week's movement menu with short instructions to help you remember how to play. Let's try Balance and Breathe.

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#### Purposeful Practice

To have the energy we need to stay active, we need to fuel our bodies with nutritious food. Fruit is 1 of the 5 food groups. Fruit tastes sweet and delicious and it also gives us energy (calories), vitamins, minerals, and fiber.

What delicious fruit do you like to eat for energy?

Let's use the energy that we've gotten from our food to be active and improve our fitness. First, we'll do a dynamic warm-up routine for 6-minutes. In this routine, we'll be active for 30 seconds and then take a 15-second rest while we get ready for the next exercise. This is called interval training. Let's try it.

Now that our bodies are warmed up, let's perform a Jump Rope interval routine. This is a high-intensity interval training routine or a HIIT routine. This one is focused on improving our aerobic capacity (how well our heart and lungs work together) and we'll feel our hearts beat faster. Let's try it!

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#### Just for Fun (and health)

Now it's time to have some fun with Nutrition Fortune Tellers. Fortune Tellers are those paper games that you can make by folding paper with different fun words written on each section of the paper. We've downloaded some really fun fortune tellers with nutrition education information.

You can play this activity with a friend, family member, or by yourself. I have one already folded that we'll use to demonstrate.

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Last, open the flap, read the fun fact and activity printed on the inside of the flap. Complete the activity and then play again!



# Fitness Fun

## ACTIVITY CARDS

### BRAIN & BODY WARM-UP

**ENERGY:** The strength and endurance that a person has for physical and mental activity.

*People get energy from the food that we eat.*

#### **Balance and Breathe I:**

- Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).
- Hold your hand out flat in front of you, parallel with the ground. Balance 1 cup in the palm of your hand. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.
- Need a challenge?! Balance 1 cup in each hand.



# Fitness Fun

## ACTIVITY CARDS

### BRAIN & BODY WARM-UP

**PHYSICAL ACTIVITY:** Any movement of the body that requires energy.

*Caleb eats healthy food to give him energy for fun physical activity.*

#### Balance and Breathe II:

- Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).
- Pick any body part and balance the cup on that body part. Now, slowly walk in a small circle in your activity space while balancing the cup. While you walk, practice equal breathing with 4-count inhales and exhales.
- If the cup falls, just pick it back up and try again.



# Fitness Fun

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**FRUIT:** One of the 5 food groups that includes sweet edible parts of trees and plants.

*Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.*

#### **Dynamic Warm-up:**

- Complete a 6-minute dynamic warm-up routine following the Fitness Fun dynamic warm-up interval card.
- Make sure you have enough room to move safely.



# Fitness Fun

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**VEGETABLE:** One of the 5 food groups that includes the nutritious, edible parts of plants.

*Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.*

#### **Jump Rope Fitness:**

- Complete a 6-minute jump rope fitness routine following the interval routine card.
- If you don't have a jump rope (or don't want to use a jump rope), that's okay. You can perform invisible jump rope skills throughout this routine.



# Fitness Fun

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**FOOD GROUPS:** Categories of foods that are similar in the way they grow and the nutrition they provide.

*The 5 food groups include fruits, vegetables, grains, protein, and dairy.*

### Plank Fitness:

- Complete a 6-minute plank fitness routine following the interval routine card.
- If you're having trouble holding full plank position for the entire routine, it's okay to perform a modified or wall plank.



# Fitness Fun

## ACTIVITY CARDS

### PURPOSEFUL PRACTICE

**FOOD GROUPS:** Categories of foods that are similar in the way they grow and the nutrition they provide.

*The 5 food groups include fruits, vegetables, grains, protein, and dairy.*

### Create Your Own 6-Minute Interval Routine:

- Use the CYO Routine Card to create your own High Intensity Interval Training routine.
- Use safe movements. Be creative and add fun skill and drill intervals from your favorite sport.



# Fitness Fun

## ACTIVITY CARDS

### JUST FOR FUN (AND HEALTH)

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

*Physical activity and nutritious foods help to protect our health.*

#### **Nutrition Fortune Teller I, II & III:**

- Let's learn about nutrition using fun Nutrition Fortune Tellers.
- Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number.
- Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit.
- Next, open the flap, read the fun fact and complete the activity.



6-MIN H.I.I.T. FITNESS ROUTINE  
**Dynamic Warm-Up**  
 PLAY-IT-SAFE WARM-UP

<b>Activity Description</b>	<b>Interval Time</b>
<b>March In Place</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>March In Place w/Elbow Touches</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Jog In Place</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Jog In Place with High Knees</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Perfect Form Jumping Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Perfect Form Mummy Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Invisible Jump Ropes</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Waist-High Toe Touches</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds

6-MIN H.I.I.T. FITNESS ROUTINE  
**Jump Rope Fitness**  
 AEROBIC CAPACITY

Activity Description	Interval Time
<b>Basic Jump</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Side Turns (L &amp; R)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Side Turns (L, R, Center Jump)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Ski Jump (Side-to-Side)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Basic Jump</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Side Turns (L &amp; R)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Side Turns (L, R, Center Jump)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Bell Jump (Front-to-Back)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds

6-MIN H.I.I.T. FITNESS ROUTINE

# Plank Fitness

## MUSCULAR FITNESS

Activity Description	Interval Time
<b>Basic Plank</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Jumping Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Shoulder Tap Plank</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Mummy Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Leg Lift Planks (R &amp; L)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Jumping Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Superman Planks (R &amp; L)</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds
<b>Plank Jacks</b>	<b>30 Seconds</b>
Rest & Transition	15 Seconds



# Nutrition Education Fortune Tellers

www.NutritionFromTheHart.com

	<p><b>BLUEBERRY</b></p> <p>Tell a friend or family member why you want them to be healthy.</p>	<p><b>OATS</b></p> <p>Oats are great for your gut! They help your GI tract stay healthy!</p>	
<p><b>BLUEBERRY</b></p> <p>Blueberries have a lot of antioxidants to keep you healthy.</p>		<p><b>OATS</b></p> <p>Invisible Jump Rope for 30 Seconds.</p>	
<p><b>BEANS</b></p> <p>log in place for 30 seconds.</p>	<p><b>BEANS</b></p> <p>Black beans give us great protein and help fight heart disease.</p>	<p><b>BROCCOLI</b></p> <p>Take 1 slow, deep breath and hold it for 3 seconds. Then slowly exhale.</p>	<p><b>BROCCOLI</b></p> <p>Broccoli has fiber, protein! Plus, lots of vitamins.</p>
	<p><b>BEANS</b></p>	<p><b>BROCCOLI</b></p>	

1. Print and cut the outside square of the fortune teller.
2. Fold in half and in half again – in the opposite direction.
3. Open out, turn over so the top is blank, and fold each corner into the middle. Turn it over and repeat.
4. Turn so you can see the pictures, fold each corner to create a square showing 4 pictures.
5. Fold so words come together and touch.
6. Slide thumb and pointer finger under pictures and all pictures together in fortune teller form.
7. Ready to use the fortune teller!



# Nutrition Education Fortune Tellers

www.NutritionFromTheHart.com

1	FOOD NAME	FOOD NAME	FOOD NAME	2
FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME
Why did you pick this food? What activity will you do with the energy you get from this food?	FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME
FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME
FOOD NAME	FOOD NAME	FOOD NAME	FOOD NAME	3

1. Draw your favorite fruit or vegetable in the square with the numbers.
2. Next, write the food name, why you picked that food, and an activity that you like to do.
3. Cut the outside square of the fortune teller.
4. Fold in half and in half again – in the opposite direction.
5. Open out, turn over so the top is blank, and fold each corner into the middle. Turn it over and repeat.
6. Turn so you can see the pictures, fold each corner to create a square showing 4 pictures.
7. Fold so words come together and touch.
8. Slide thumb and pointer finger under pictures and all pictures together in fortune teller form.
9. Ready to use the fortune teller!



### At Home Choice Board

Hang this choice board near your safe physical activity space.  
 Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
<p><b>Balance &amp; Breathe I:</b>                      Hold your hand out flat in front of you. Balance 1 cup in your palm. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.</p>	<p><b>Dynamic Warm-up:</b>                      A 6-minute dynamic warm-up routine following the Fitness Fun warm-up interval card.</p>	<p><b>Nutrition Education Fortune Teller:</b>                      Learn about nutrition using fun Nutrition Fortune Tellers. Pick the number that matches the picture of a super food. Next, choose the name of the food on the inside of the fortune teller. Next, open the flap, read the fun fact and complete the activity.</p>
<p><b>Balance &amp; Breathe II:</b>                      Balance the cup on any body part. Slowly walk in a small circle while balancing the cup. While walking, practice equal breathing with 4-count inhales and exhales.</p>	<p><b>Jump Rope Fitness:</b>                      A 6-minute jump rope fitness routine following the interval routine card. If you don't have a jump rope, that's okay. Perform invisible jump rope skills throughout this routine.</p>	
<p><b>BLANK SPACE</b>                      Create Your Own Choice</p>	<p><b>Plank Fitness:</b>                      A 6-minute plank fitness routine following the interval routine card. If you're having trouble holding full plank position for the entire routine, it's okay to perform a modified or wall plank.</p>	

# Fitness Fun

## PHYSICAL EDUCATION VOCAB

Important words for us to understand and use.

**BALANCE:** All pieces and parts are equal and in correct proportions.

*Candace ate a balanced meal with all 5 food groups on her plate.*

**ENERGY:** The strength and endurance that a person has for physical and mental activity.

*People get energy from the food that we eat.*

**FRUIT:** One of the 5 food groups that includes sweet edible parts of trees and plants.

*Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.*

**FOOD GROUPS:** Categories of foods that are similar in the way they grow and the nutrition they provide.

*The 5 food groups include fruits, vegetables, grains, protein, and dairy.*

**HEALTH:** Free from sickness & injury. Physical, mental, and social well-being.

*Physical activity and nutritious foods help to protect our health.*



# Fitness Fun

## PHYSICAL EDUCATION VOCAB

**High Intensity Interval Training (HIIT):** An exercise routine made up of bursts of intense physical activity with rest intervals in between.

*The 6-minute HIIT routine is a great way to get short fitness breaks into a busy day.*

**IMPROVE:** To make or become better.

*If I'm feeling sick my family gives me oranges with vitamin C to improve the way I feel.*

**Personal Fitness:** A person's overall state of physical well-being and ability to perform daily task and achieve physical performance goals.

*As an active person, Ben's goal for his personal fitness is to improve his muscular fitness and his aerobic capacity.*

**PHYSICAL ACTIVITY:** Any movement of the body that requires energy.

*Caleb eats healthy food to give him energy for fun physical activity.*

**RECOGNIZE:** To know something when you see it.

*Sasha could recognize healthy foods at the grocery store.*



# Fitness Fun

## PHYSICAL EDUCATION VOCAB

**RESPONSIBLE:** To act in a way that is trustworthy and good.

*Benji was a responsible student because his teacher could trust that he would do his classwork and be helpful for others.*

**VEGETABLE:** One of the 5 food groups that includes the nutritious, edible parts of plants.

*Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.*



## Physical Education Class Discussion Questions

### Physical Activity & Personal Health

#### Question Set 1

- 1) What do you know about fitness?
- 2) Can you list different ways to improve fitness?
- 3) What activities do you enjoy that help improve or maintain personal fitness?

#### Question Set 2

- 1) What are the 5 food groups?
- 2) What do you know about each food group?
- 3) Why is it important to eat foods from each food group?

#### Question Set 3

- 1) What is 1 activity that you selected as a part of your CYO HIIT routine? Why did you choose that activity?
- 2) What is 1 nutritious food that you selected as a part of your DIY Fortune Teller? Why did you choose that food?
- 3) How does physical activity and healthy eating improve your overall wellbeing?

### Social & Emotional Health

#### Question Set 1

- 1) Who at home or at school can help you be physically active every day?
- 2) Is there anyone that you spend time with that needs help being physically active every day?
- 3) What can you do to encourage that person?

#### Question Set 2

- 1) What is self-talk?
- 2) How can you use self-talk to help stay motivated to be healthy and active?

#### Question Set 3

- 1) Make a list of all of the physical activities that you enjoy.
- 2) How do the activities on that list affect your emotions?
- 3) What do you notice about your mood when you choose to be physically active?

# Fitness Fun

## HOW GREAT WERE WE?

Week 1

**Give a thumb to give your answer.**

- Do you know anyone that can help you be physically active every day?
- Do you know any physical activities that are good for your health?



- 
- Do you know how to practice equal breathing?
  - Do you know when it is helpful to practice equal breathing?



*We can always get better! What can we do the next time we meet to improve?*



# Fitness Fun

## HOW GREAT WERE WE?

Week 2

Give a thumb to give your answer.

- Do you know what the 5 food groups are?
- Can you name at least 1 food from each group?



- 
- Can you recognize nervousness?
  - Can you practice breathing to help improve your nervousness?



*We can always get better! What can we do the next time we meet to improve?*



# Fitness Fun

## HOW GREAT WERE WE?

Week 3

Give a thumb to give your answer.

- Do you know what HIIT Training is?
- Can you create your own HIIT Training routine?



- 
- Did you act in a responsible way during class today?
  - Will you be helpful and responsible at home?



*We can always get better! What can we do the next time we meet to improve?*



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

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

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

**WEEK 8:** 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.

**Go Be 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 Fun-Meter**

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**

**Check-In Chat**

*[Think – think some more – and then express yourself through writing, art, or with a selfie video.]*

> What did you do this week to protect or improve your health? (Think about physical activities, mindful breathing, and healthy eating.)



# Weekly Physical Activity Log

# Fitness Fun

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

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

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

**WEEK 9:** 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.

**Go Be 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 Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**

### Check-In Chat

*[Think – think some more – and then express yourself through writing, art, or with a selfie video.]*

> List 1 healthy food from each food group that you ate this week. (If you can't think of a food in a certain food group then list 2 from another.)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**WEEK 10:** 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.

**Go Be 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 Fun-Meter**

Rate your physical activity enjoyment for the week.



Circle if you had  
**TONS OF FUN**



Circle if you had  
**SOME FUN**



Circle if you had  
**SO-SO FUN**

**Check-In Chat**

*[Think – think some more – and then express yourself through writing, art, or with a selfie video.]*

> It's important to balance healthy eating, physical activity and schoolwork. What did you do this week to help balance healthy eating, physical activity, and schoolwork?

# Fitness Fun

## 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> <li>• Provide jump ropes in a variety of sizes and colors.</li> <li>• Allow students to choose activity equipment that best meets their activity needs.</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> </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.*

