

MODULE OVERVIEW

Module Authors and Contributors

Created By: Aaron Hart and Stephanie Herrick

Special Contributions: Victor Spadaro, Isabella Orlando, Andrea Hart, RDN and Jennifer Truong

TABLE OF CONTENTS

RESOURCES	PRIORITY OUTCOMES	PAGE
Module Overview		1
Required Materials List		7
Activity Plans		
Out & Back Warm-Up	Personal Health	9
Shadow Running	Social Interaction	11
Walk / Jog Scavenger Hunt	Social Interaction	13
Form 101 Jigsaw	Working with Others	15
Continuous Relay	Working with Others	17
800-Meter Time Trial	Personal Challenge	19
The Adventure Mile	Personal Responsibility	21
The 3K Marathon	Personal Challenge	23
Sample First Lesson Plan		2 pages
Universal Design Adaptations		1 page
Academic Language Posters		42 pages
Dynamic Stretching Task Cards		6 pages
Scavenger Hunt Sheet		1 page
Form 101 Jigsaw Cards		4 pages
Adventure Mile Challenge Cards		4 page
Heart Rate Zones Chart		1 page
Perceived Exertion Card		1 page
Student Assessment Tools		
Self-Assessment Worksheet		1 page
Holistic Performance Rubric		1 page
Academic Language Quiz		1 page
Jigsaw Note Card		1 page
Time Trial Journal Page		1 page
Optimism Announcement Card		1 page
Social and Emotional Learning Journal		10 pages
Teacher Self-Eval & Reflection Guide		1 page

MODULE OVERVIEW

OPEN PRIORITY OUTCOMES

VALUES PHYSICAL ACTIVITY

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

- **Personal Health** (6) Describes how physical activity positively impacts the body to promote good health. (8) Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.
- **Personal Challenge** (6) Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks. (7) Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge. (8) Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.
- **Social Interaction** (6) 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. (7) Demonstrates the importance of social interaction by helping and encouraging others and providing support to classmates. (8) Demonstrates respect for self by asking for help and helping others in various physical activities.

MOVEMENT SKILLS & CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **Locomotor Skills** (6) Safely and purposefully uses mature locomotor skills in rhythms and patterns in dance, fitness, and sport environments. (7) Combines mature locomotor and manipulative skills in dance, fitness, and sport environments. (8) Combines locomotor skills with movement concepts in dance, fitness, and sport environments.
- **Movement Concepts (8)** Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

DEMONSTRATES RESPONSIBLE BEHAVIORS

Students demonstrate responsible personal and social behavior.

- **Personal Responsibility & Safety** (6) Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk. (7) Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class. (8) Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
- **Accepting Feedback** (6) Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (7) Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone, and other communication skills. (8) Provides encouragement and feedback to peers without prompting from the teacher.
- **Working with Others** (6) Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

MODULE OVERVIEW

About this Module

A 2021 Nielsen study in 10 countries revealed that Fitness Running saw a boom in participation during the COVID-19 pandemic. Across the 10 countries included in the study, 4 in 10 people consider themselves to be runners and 30% of those people run at least 1 time per week. What makes this participation especially unique is that participation is almost perfectly split between men and women with 53% of all runners being men and 47% women. What’s more, more than 20% of all self-identified runners said they run more often than they did before the pandemic.

That is all good news for physical educators and other health and physical activity advocates. Running is one of the most accessible physical activities and can have one of the lowest costs for beginners.

With all of this in mind, it makes sense to begin introducing fitness running to middle school students who can benefit from the health-enhancing benefits of running as well as the social and emotional benefits of participating in a local running community. This module was designed to be that introduction.

The Adventure Mile was created in collaboration with Rising New York Road Runners. To learn more about their free, nationwide program that helps youth develop the ability, confidence, and desire to be physically active for life, visit NYRR.org.

Planning Complete Lessons

Each skill-building 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:

Instant Activity (warm-up)	<i>5–10 minutes</i>
+ Skill Activity with Debrief	<i>10–15 minutes</i>
+ Skill 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

Five 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 Worksheet

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

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Out and Back Warm-Up. At the end of this activity, students would complete the Pre and Goal columns for pacing (and possibly personal & social responsibility). Running Posture and Form Movements would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during one of the module’s final lessons.

MODULE OVERVIEW

Using the Self-Assessment for Evaluation (Grading)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

Holistic Rubric for Performance

A Holistic Rubric can be used as both a formative and summative assessment. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons. The Dual Holistic Rubric separates skill and personal and social responsibility characteristics, providing two sets of criteria to be evaluated separately. This rubric can be completed during the module's final lesson, providing a holistic evaluation of student performance.

Academic Language Quiz

Assess student knowledge with a short quiz focused on the academic language of Fitness Running. Use the quiz as-is or as a template for creating a custom quiz.

Jigsaw Note Card

This assessment provides evidence that students can read course instructional material and identify key information to be used in peer teaching exercises.

Time Trial Journal Page

This assessment tool introduces the concept of Personal Best as the most important competitive aspect of Fitness Running. Runners are competing against themselves, chasing improvement and celebrating individual moments of growth and success.

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Optimism Announcement Card

This assessment exercise allows students to express their understanding and connection to optimism and optimistic thinking.

Social and Emotional Learning Journal

This journal is designed to be completed after each lesson, allowing students to document their effort and process their physical and emotional experiences associated with Fitness Running activities.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Out & Back Warm Up; Shadow Running	Appropriate, Control, Cooperate, Decision, Dynamic Stretching, Effort, Encouragement, Mindful, Optimism, Pace, Protocol, Rhythm, Safety, Self-Regulation, Shadow, Static Stretching, Support, Technique
2	Out & Back Warm Up; Walk / Jog Scavenger Hunt	Cooperate, Emotional Health, Empower, Fitness Running, Heart Rate Zones, Mental Health, Pace, Positive, Value
3	Shadow Running; Form 101 Jigsaw	Component, Cooperate, Cue, Form, Jigsaw Teaching, Mental Health, Physical Health, Skill
4	Out & Back Warm Up; Continuous Relay	Encouragement, Feedback, Pace, Positive, Relay, RPE (Rate of Perceived Exertion), Teammate, Technique
5	Shadow Running; 800-Meter Time Trial	Challenge, Encourage, Heart Rate, Pace, Optimism, Positive Language, RPE (Rate of Perceived Exertion), Safe, Self-Talk, Teammate, Technique, Time Trial
6	Out & Back Warm Up; The Adventure Mile	Adjust, Benefit, Community, Empower, Encouragement, Pace, Team, Technique
7	Shadow Running; The 3K Marathon	Challenge, Effort, Empower, Exertion, Kilometer, Marathon, Optimism, Pace, Personal Best, Technique

MODULE OVERVIEW

PLANNING NOTES