



# CREATIVE MODE **FITNESS**

HIGH SCHOOL

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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## MODULE OVERVIEW

### ABOUT THIS MODULE

**Creative Mode Fitness** is a fun and vigorously active way to teach students critical fitness concepts and basic fitness planning. It's designed to be used with heart rate monitor technology—preferably a team heart rate monitoring system, such as [Polar GoFit](#).

Critical concepts include: The FITT Principle, Fitness Planning, Heart Rate Calculations (e.g., Average HR, Max HR, HR Target Zones), and Perceived Exertion.

The main objective of this module is to teach students fundamental fitness concepts through fun and vigorously active learning activities. Students will produce safe and appropriate training routines in a group setting, as well as personal Tabata routines that they can perform safely at home.

The educational content within the Creative Mode Fitness Module was generated by several contributors, many of them teachers who are members of OPENPhysEd.org and have attended OPEN Conference Workshops. Thank you to Artie Kamiya and the National PE Institute for providing a conference session dedicated to the development of this module.

We'd also like to thank and acknowledge the work and contributions of The Darebee Resource. The team at Darebee believes that fitness "should be made accessible to everyone—not just people who can pay for it." This core belief is perfectly in line with the mission of OPEN. Further, the quality of Darebee Resources is lightyears beyond what anyone would expect from a free fitness program. As you use these resources, please consider visiting [www.Darebee.com](http://www.Darebee.com) and showing your support.

We hope you find OPEN's Creative Mode Fitness Module to be helpful for you and your students. Thank you to everyone who contributed to this project.

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MODULE OVERVIEW

ABOUT THIS  
MODULE

**Virginia Standards of Learning**

**Grade 11/12**

- ✔ **11/12.1 [a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- ✔ **11/12.2 [a]** Explain and apply biomechanical and physiological principles that aid in the improvement of skills and performance in specialized movement forms, to include laws of motion, leverage, balance, weight transfer, speed, timing, accuracy, force, cardiac output, maximal oxygen consumption (VO<sub>2</sub> max), energy systems (aerobic and anaerobic), heart rate (resting, target, and recovery), caloric cost of activity, muscle contraction, static versus dynamic flexibility, and muscular strength versus muscular endurance.
- ✔ **11/12.3 [a-d]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c); Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness (d).
- ✔ **11/12.4 [a, d-f, j]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d); Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e); Demonstrate the ability to work cooperatively to accomplish a group goal (f); Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group (j).

**Personal Fitness**

- ✔ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).
- ✔ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels (f).
- ✔ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.
- ✔ **PF.5 [b-c]** Analyze the consequences and risks associated with an inactive lifestyle (b); Analyze the benefits gained from participation in strength training, conditioning, and fitness programs (c).

MODULE OVERVIEW

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MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Creative Mode Fitness activities are designed to provide vigorous warm-up/learning activities, as well as focused workout sessions in the form of circuit and Tabata training. The suggested block plan provides 30 to 45 minutes of physical activity. Additional activities can be added to extend the length of planned lessons.

Instant Activity (not on block plan)	5 minutes
+ Vigorous Learning Activity with Debrief	10-15 minutes
+ Focused Workout Session with Debrief	15-20 minutes
+ Cool Down	5 minutes

**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

Several assessment options are provided with this module. They are designed to be interactive and fun while reinforcing the critical concepts covered in the activities.

**Academic Language Quiz**

A short academic language quiz is provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module’s critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

The format of each question has been written and optimized for use with Plickers, a data collection tool available for Apple and Android devices. To learn more about Plickers, visit: [www.plickers.com](http://www.plickers.com)

**Holistic Performance Rubric**

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

The included Holistic Rubric separates skill and personal & social responsibility (PSR) characteristics, providing two sets of criteria to be evaluated independently. This rubric can be completed as students perform learning activities and/or during their final Survival Mode routines, providing a final holistic evaluation of each student’s performance.

**Self-Efficacy and Social Support Inventory**

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play an important role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

MODULE OVERVIEW

ASSESSMENT

**Activity Score Cards**

Several activities have score cards, which allow students to track various measures of performance such as score totals, exercise intensity, and perceived exertion. Each score card can be used as a way to hold students accountable for their effort and performance, and as a learning tool for illustrating and reinforcing fitness concepts. These assessments are meant to be used primarily as formative assessments and can be evaluated on the basis of accurate and mindful completion.

**Fitness Scramble Puzzles**

This set of crossword puzzles is designed to be used during the Tag Team Scramble activity as an assessment of academic language proficiency. However, puzzles could also be provided at any time during the module as homework assignments, or as an activity for students with an injury or other condition limiting their physical activity during class time.

**Creative Mode Fitness Worksheet & Blank Circuit/Station Cards**

These materials are provided as summative assessments for the module as students work to create custom exercise routines based on the provided rubric. It's important for teachers to review and evaluate each routine for safety and appropriateness prior to implementing any student-generated routine.

**Survival Mode Reflection Card**

This is both a self and a peer assessment, which gives students an opportunity to evaluate their routines as well as the routines created by their classmates. Evaluations are based on the Creative Mode Routine Rubric as well as perceived exertion. There is also space provided for student reflections on lessons learned from the creative and survival mode experiences.

**Home Tabata Routine Worksheet**

This depth of knowledge level 4 (DOK 4) assessment is a summative evaluation of students' abilities to create safe and effective Tabata routines. The worksheet prompts students to provide both evidence and reasoning to support their work.

**Teacher Self-Reflection Guide**

This guide is meant to provide teachers with a meaningful self-assessment of their overall performance throughout the Creative Mode Fitness module. It's based on Danielson's Framework for Teaching. Complete this reflection immediately after the module ends, then review the document during the following year, just before teaching the module again. Use your reflections to adjust your preparation, instruction, and professional development plans.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Team FITT RPS + Fitness Concept Jigsaw	FITT, Frequency, Intensity, Time, Type, Heart Rate Monitor, Heart Rate Zone, Target Heart Rate, Cooperation, Communication, Safety, Health-Related Fitness, HIIT, Target Heart Rate Zone, Exercise Form, Pace, Safety
2	Number Card Tag + Tabata Interval Stations	Actively Engage, Stress Management, Healthy Lifestyle, Perceived Exertion, Tabata Interval Training, Personal Challenge, Deliberate Practice
3	Number Card Tag + Partner Pacer Points + Ju Fu Kata (Tai Chi)	Perceived Exertion, Deliberate Practice, Cardiorespiratory Endurance, Cool-Down
4	Aerobic Tic Tac Toe + Interval Stations	Target Heart Rate, Heart Rate Zone, Pace, Stress Management, Encouragement
5	Push-up Ski Team + Circuit Training	Pacing, Teamwork, Muscular Endurance, Muscular Strength, Personal Fitness Plan, Circuit Training, Activity Tracker, Heart Rate Monitor, Active Lifestyle, Support, Encouragement
6	Tag Team Scramble + Partner Pacer Points	Exercise Science, Personal Fitness Plan, Active Lifestyle
7	Interval Stations + Creative Mode	Creativity, Competence, Personal Fitness, Exercise, Health Benefits, Safety
8	Choice Activity + Creative Mode	Creativity, Competence, Personal Fitness, Exercise, Health Benefits, Safety
9	Choice Activity + Survival Mode (may require additional lessons)	Academic Language Review

## MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	12" Cones (Item # includes set of 6; order qty 4)	1093452	<a href="#">Link to e-Store</a>
12	Task Tents (Item # includes set of 6; order qty 2)	1389878	<a href="#">Link to e-Store</a>
24	Low Profile Cones (Item # is for a set of 12; order qty 2)	1255690	<a href="#">Link to e-Store</a>
12	Decks of Playing Cards (Item # is for a set of 12 decks; order qty 1)	3065	<a href="#">Link to e-Store</a>
24	Spot Markers (Item # includes set of 6; order qty 4)	1388151	<a href="#">Link to e-Store</a>
48	Bean Bags (Item # is for a set of 12; order qty 4)	1293418	<a href="#">Link to e-Store</a>
2	Agility Ladders	1271560	<a href="#">Link to e-Store</a>
1	Group Heart Rate Monitor System (Item is Polar A360 Class Set with Wrist HRMs)	1395074	<a href="#">Link to e-Store</a>
			
	Academic Language Posters		<a href="#">OPENPhysEd.org</a>
	Darebee.com Resources		<a href="#">Darebee.com</a>
	Activity Cards, Posters, and Guides		<a href="#">OPENPhysEd.org</a>
	Student Assessments		<a href="#">OPENPhysEd.org</a>
	Tabata Interval Timer App		<a href="#">Apple App Store</a>

NOTE PAGE

**TEAM FITT RPS**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will answer questions related to fitness concepts.
- ✓ **Fitness:** I will pace my activity so that I work within the targeted Heart Rate Zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my teammates.

TEACHING CUES

- ✓ Communicate
- ✓ Cooperate
- ✓ Pace Your Activity

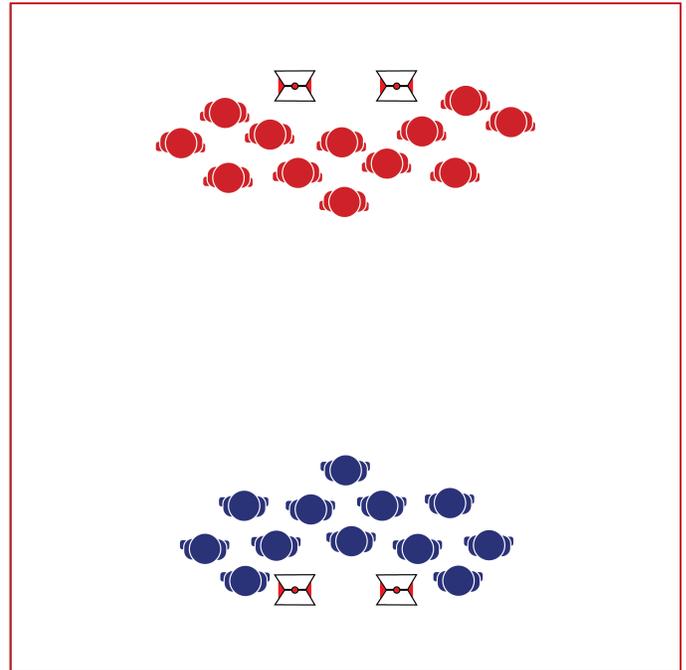
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 4 cones
- ✓ 4 task tents
- ✓ [Darebee.com PE Cards](http://Darebee.com)
- ✓ Heart rate monitors (HRMs)
- ✓ Team RPS Score Card
- ✓ Team RPS Question Set

**Set-Up:**

1. Set-up a large activity area using 4 cones and Task Tents.
2. Place Darebee.com PE Cards in task tents, or display the cards using a projector.
3. Create 2 equal teams. Each team starts on an end line. For large groups, create multiple activity areas.
4. Distribute HRMs according to class routine.
5. Designate 1 player per team as a Heart Rate Zone Representative.



**Activity Procedures:**

1. This fitness activity is called Team FITT RPS. The object of the game is for you and your team to score points by winning Rock, Paper, Scissor matches and then answering fitness-related questions after each round. A round ends when one team wins 5 out of 7 matches.
2. As a team, decide which RPS element you'll play. On the signal, run together to meet the other team at the center line. On, "Rock, Paper, Scissor, SHOOT!" show your element. (Everyone on a team should show the same element.) If the match is a tie, return to your line and then replay the match with a new element.
3. After each match, everyone must return to their team line and complete 5 reps of the Darebee.com exercise displayed. Change exercises after each round of play.
4. Each team is asked 1 question after each round of matches. The team that wins the round (5 out of 7 matches) earns the 3<sup>rd</sup> bonus question. Correct answers are worth 5 points.
5. Use the Team RPS Score Card to track your score. Score 1 point per match, 5 points per correctly answered question, and 5 points if your team's heart rate zone representative finishes a round of play in a target zone.

**Grade Level Progression:**

**L1:** Play as described above.

**L2:** Each team member must be in the target HR zone before moving to the center line for a RPS match.



**TEAM FITT RPS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Pair students to provide a guide for students who require assistance.
- ✓ Provide fitness activities at various levels of intensity and difficulty. Allow students to choose their level of participation.

ACADEMIC  
LANGUAGE

FITT, Frequency, Intensity, Time, Type, Heart Rate Monitor, Heart Rate Zone, Target Heart Rate, Cooperation, Communication, Safety

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✓ **11/12.1 [a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- ✓ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✓ **11/12.4 [e-f, j]** Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e); Demonstrate the ability to work cooperatively to accomplish a group goal (f); Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group (j).

**Personal Fitness**

- ✓ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What would you include on a list about the FITT Principle?
- ✓ **DOK 2:** How does exercise intensity apply to Team FITT RPS?
- ✓ **DOK 3:** How would you adapt this activity to make it more intense? How would you make it less intense?
- ✓ **DOK 3:** How would you adapt this activity to alter other components of the FITT principle?

TEACHING  
STRATEGY  
FOCUS

**Identify Critical Content:** The FITT Principle is foundational knowledge students need as they work toward creating personalized fitness plans. The questions provided in the Team RPS Question Set will arm students with critical information that they'll be able to access for future activities and lessons.

## HEALTH-RELATED JIGSAW

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will discuss ways to maintain an active lifestyle using available community resources.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my team to complete the jigsaw challenge.

### TEACHING CUES

- ✓ Pace Your Activity
- ✓ Focus on Form
- ✓ Think Safety First

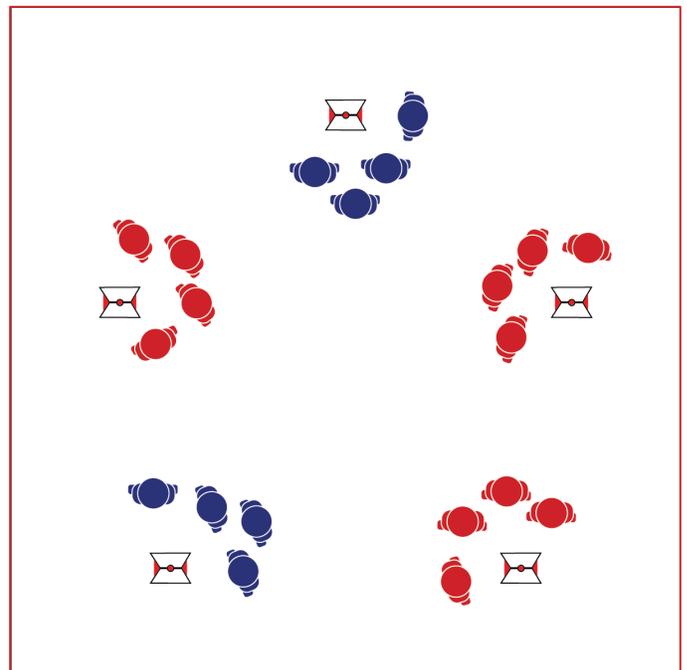
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 5 cones with task tents
- ✓ 5 Fitness Puzzles
- ✓ Paper and pencil for each team
- ✓ Heart rate zone chart
- ✓ 5 Darebee.com HIIT Routine Cards (Links available at [OPENPhysEd.org](http://OPENPhysEd.org))

#### Set-Up:

1. Place cones around the perimeter of the activity area with space for teams to exercise safely.
2. Place cut Fitness Puzzle pieces, along with paper and pencil in task tents behind each Darebee.com card.
3. Place heart rate zone charts in the back side of each task tent.
4. Create 5 equal teams. Each team at a cone.



#### Activity Procedures:

1. Today we're going to work in our target heart rate zone and unlock fitness puzzle pieces by completing level 1 of a Darebee.com High Intensity Interval Training (HIIT) routine. Monitor your heart rate to make sure you're working in your target zone.
2. After you've completed all the sets for level 1, walk 1 lap around the activity area to cool down and help you heart rate recover.
3. When you've finished your cool-down lap, open your puzzle pieces and complete the puzzle. There will be a cognitive challenge for your team to complete using the paper and pencil.
4. On the music, begin your workout.

#### Grade Level Progression:

**L1:** Prompt students to use the information provided on each puzzle to evaluate activities that can be pursued locally in order to improve 1 or more components of fitness.

**L2:** Prompt students to outline ways in which heart rate monitor and activity tracking technology can be used to support a healthy and active lifestyle.



**HEALTH RELATED JIGSAW**

<p>UNIVERSAL DESIGN ADAPTATIONS</p>	<ul style="list-style-type: none"> <li>✔ Modify activity cards and exercises to meet the needs of all students.</li> <li>✔ Decrease the intensity of this activity by allowing groups to complete challenges in relay format.</li> </ul>
<p>ACADEMIC LANGUAGE</p>	<p>Health-Related Fitness, HIIT, Intensity, Target Heart Rate Zone, Exercise Form, Pace, Safety</p>
<p>STANDARDS &amp; OUTCOMES ADDRESSED</p>	<p><b>Grade 11/12</b></p> <ul style="list-style-type: none"> <li>✔ <b>11/12.1 [a]</b> Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.</li> <li>✔ <b>11/12.3 [a-c]</b> Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).</li> </ul> <p><b>Personal Fitness</b></p> <ul style="list-style-type: none"> <li>✔ <b>PF.1 [b, d, f]</b> Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).</li> <li>✔ <b>PF.3 [f]</b> Use technology to assess, improve, and maintain personal health- and skill-related fitness levels (f).</li> </ul>
<p>DEBRIEF QUESTIONS</p>	<ul style="list-style-type: none"> <li>✔ <b>DOK 1:</b> What would you include on a list of local community resources that can help you and your family maintain a healthy and active lifestyle?</li> <li>✔ <b>DOK 2:</b> Pick 1 resource and tell the class all that you know about it.</li> <li>✔ <b>DOK 3:</b> How are community resources related to maintaining a healthy and active lifestyle?</li> <li>✔ <b>DOK 4:</b> What information can we gather to help learn of and understand all the different community resources are available to help us stay physically active?</li> </ul>
<p>TEACHING STRATEGY FOCUS</p>	<p><b>Organize students to interact with content:</b> This activity provides a student-centered and cooperative learning environment in which students collaborate and interact with the lesson concepts. Facilitate this process by encouraging students to communicate and help one another to understand and process key lesson points.</p>

**NUMBER CARD TAG**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe tagging and controlled movement.
- ✓ **Cognitive:** I will discuss stress management strategies.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will demonstrate safe behaviors that enhance the class learning environment.

TEACHING CUES

- ✓ Safe Tagging
- ✓ Maintain Control
- ✓ Actively Engage

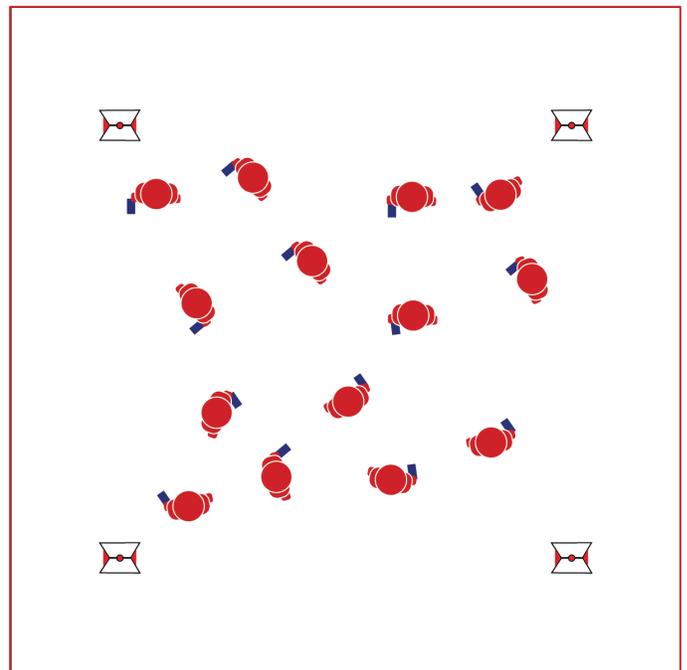
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 deck of playing cards
- ✓ 4 cones with task tents
- ✓ Lap Station Cards

**Set-Up:**

1. Create a large activity area using 4 cones as boundaries.
2. Place Lap Station Cards in task tents on cones.
3. Distribute 1 playing card per student. Be sure that 2 to 4 students have cards with matching numbers (but different suits).
4. Scatter students in activity area.



**Activity Procedures:**

1. This activity is called Number Card Tag. We'll start at a speed-walking pace. The object of the game is for the taggers to tag all students, and for those students fleeing to be the final student tagged.
2. I will call out a card number (e.g., 5, Ace, Queen). That call will be the signal for all players holding a card with that number to become taggers. They will work together to tag as many other students as possible.
3. When tagged, move to the perimeter and walk the circuit of Lap Station Cards. At each station card, read and compete the challenge. Then rate your perceived exertion before walking to the next Lap Station Card.
4. When all but 1 player remains in the tag game, we'll reset and I will call a new number.
5. *Note: This game can also be played with students returning to the tag game after completing 1 lap station circuit.*

**Grade Level Progression:**

- L1:** Increase the pace of the game when students demonstrate safe tagging and fleeing behaviors.
- L2:** Allow students to create new Lap Station Cards.



**NUMBER CARD TAG**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Use more or fewer taggers to change the pace and dynamics of the activity.
- ✔ Increase or decrease the size of the playing area while also changing the speed at which students can move.

ACADEMIC  
LANGUAGE

Actively Engage, Stress Management, Healthy Lifestyle, Perceived Exertion

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✔ 11/12.3 [d] Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness.

**Personal Fitness**

- ✔ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).
- ✔ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is stress management?
- ✔ **DOK 2:** What do you know about different stress-management strategies?
- ✔ **DOK 3:** How would you adapt the Lap Station Circuit in order to help our class practice different stress-management strategies?
- ✔ **DOK 4:** Stress management is a skillset that takes practice. Let's develop a practice plan for you to follow at home to improve your stress management skills.

TEACHING  
STRATEGY  
FOCUS

**Help students practice skills, strategies, and processes:** The stress management strategies provided on the Lap Station Cards prompt students to think about and practice relaxation techniques within a dynamic social setting. This is done intentionally in an effort to simulate contexts in which students may find themselves in need of stress management. Although the activity itself should be enjoyable and stress-free, providing this type of practice allows students to develop content fluency in an environment that more closely matches the everyday world of a high school student.

**PARTNER PACER POINTS**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate proper pacing while working in my target heart rate zone.
- ✓ **Cognitive:** I will discuss the principles of deliberate practice.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner to collect as many points as possible.

TEACHING CUES

- ✓ Stay Focused
- ✓ Be Mindful
- ✓ Move Safely

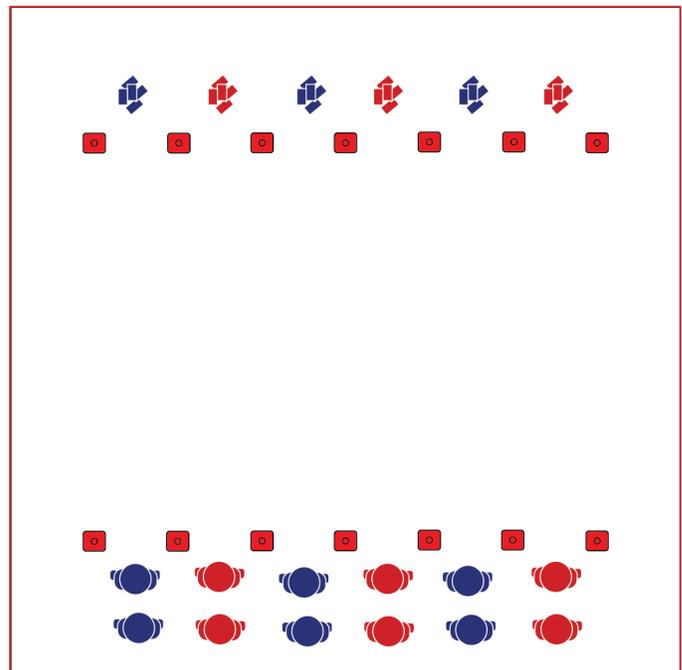
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 2 cones per pair of students
- ✓ 1 deck of cards per 4 students
- ✓ Heart rate zone chart
- ✓ Pacer cadence audio
- ✓ 1 Pacer Points Score Card per pair
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. Pair students. Each pair with a score card.
2. For each pair, create one 20-meter pacer lane using 2 cones.
3. Place ½ deck of playing cards behind each cone on one side of the area.
4. Line students behind the opposite cone, 20 meters away.
5. Display the heart rate zone chart.
6. Cue the pacer cadence audio.
7. Distribute HRMs according to class routine.



**Activity Procedures:**

1. It's time to play Partner Pacer Points. The object of the game is to collect as many points as possible by adding up the values of the cards you will collect from the cone opposite you and your partner.
2. When the pacer audio begins (on the 1<sup>st</sup> beep), Partner 1 will jog to the other cone. She/he will then pick up a card and wait for the next pacer beep. On the 2<sup>nd</sup> beep, return to the starting cone.
3. On the 3<sup>rd</sup> beep, Partner 2 will jog to the opposite cone. She/he will collect another card and on the 4<sup>th</sup> beep will return to the starting cone. Continue in this pattern as the pacer cadence gets faster.
4. If a player does not make it to a cone before the beep, she/he must continue to the cone but must wait until the next beep before moving again.
5. When the pacer audio ends, each pair will walk the perimeter to cool down while adding up their total points from the values of the cards collected. Add each player's average heart rate during the activity to the total number of points earned.

**Grade Level Progression:**

**L2:** Allow students to analyze their score cards at the start of the next class; prompt them to set a goal, then perform the activity again. Discuss the principles of deliberate practice.



**PARTNER PACER POINTS**

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Use manual signals rather than the pacer cadence in order to decrease the intensity of the activity.
- ✔ Students play in teams of 3.
- ✔ Decrease the length of the pacer lanes.

ACADEMIC LANGUAGE

Perceived Exertion, Deliberate Practice, Cardiorespiratory Endurance, Cool-Down

STANDARDS & OUTCOMES ADDRESSED

**Grade 11/12**

- ✔ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✔ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

**Personal Fitness**

- ✔ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is deliberate practice?
- ✔ **DOK 2:** What do you know about the term *stretch goal*?
- ✔ **DOK 3:** How can you apply fitness concepts to developing a personal stretch goal?
- ✔ **DOK 4:** Identify 2 ways in which you can improve your pacer performance. Develop a stretch goal that you can apply when practicing for the pacer test.

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes:** Few students find enjoyment in pacer-style fitness assessments. This activity is designed to make practice for this assessment more enjoyable while also requiring students to think about personal achievement and what it takes to reach goals that go beyond our current abilities. Taking time to develop student understanding of deliberate practice will help young people in all areas of personal development.

**AEROBIC TIC TAC TOE**

STUDENT TARGETS

- ✓ **Skill:** I will move safely from the starting cone to the game grid.
- ✓ **Cognitive:** I will identify and discuss activity-related stress management strategies.
- ✓ **Fitness:** I will stay active at a pace that will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will use positive communication and encouraging language with my teammates.

TEACHING CUES

- ✓ Stay Alert While Moving
- ✓ Encourage Others
- ✓ Have Fun

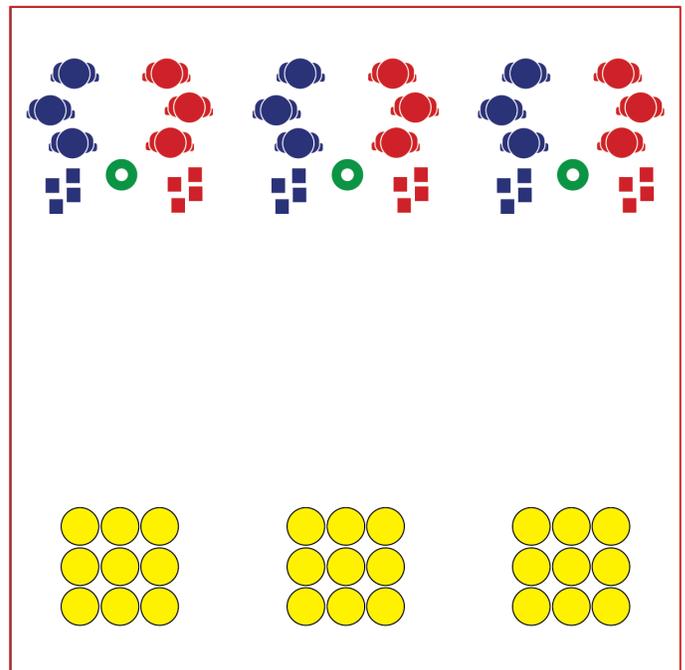
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 9 spot markers per 2 teams of students
- ✓ 4 beanbags of a matching color per team
- ✓ 1 low profile cone per 2 teams
- ✓ Heart rate zone chart
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. For each team, place 1 set of 9 spot markers in a 3X3 grid on one end of the activity area.
2. Place 1 low profile cone 10 yards (or more) from the spots as a starting line.
3. Organize 2 teams of 2-4 students at each cone. Each team has a set of 4 bean bags of a matching color, but different than their opponent.
4. Display heart rate zone chart.
5. Distribute HRMs according to class routine.



**Activity Procedures:**

1. Today's fitness warm-up is called Aerobic Tic-Tac-Toe. The object of the game is for your team use your bean bags to create tic-tac-toe and win the game.
2. On the start signal, the first player on each team will sprint to the game grid and place a bean bag on a spot marker. As soon as the first player returns and gives the second player a high-5, the second player runs with another bean bag and places it strategically on the game grid. Both teams continue in this way until all 8 bean bags are placed on the game grid.
3. After all bean bags are in play, the following players can sprint to the game grid and strategically move 1 bean bag at a time until a team wins, or until you hear the stop signal.
4. If a game is complete before the stop signal sounds, clear the game grid and start a new game.

**Grade Level Progression:**

**L1:** Play the game without HRMs. After teaching HRM usage and heart rate concepts, require students to be in their target zones in order to move to the board and make a strategic play. This will require players waiting in line to remain active.

**L2:** Play the game as a royal court tournament. Teams that win move up, and teams that lose move down. Teams waiting must complete team workouts until the next game grid is available.



**AEROBIC TIC TAC TOE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Modify the pace/distance/dimensions of the game to match student abilities.
- ✓ Allow students to move to the game grid in pairs. This will allow students requiring assistance to fully participate.

ACADEMIC  
LANGUAGE

Target Heart Rate, Heart Rate Zone, Pace, Stress Management, Encouragement

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✓ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✓ **11/12.4 [e-f, j]** Explain and demonstrate leadership skills of problem solving, communication, and conflict resolution (e); Demonstrate the ability to work cooperatively to accomplish a group goal (f); Identify ways that physical activities can provide positive social interaction, such as the benefits of team involvement and an individual's role as a positive member of a group (j).

**Personal Fitness**

- ✓ **PF.3 [e]** Analyze different activities and sports for their contributions to the development of specific health- and skill-related fitness components.

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What is aerobic exercise?
- ✓ **DOK 2:** How would you summarize the importance of aerobic exercise as it relates stress management?
- ✓ **DOK 3:** How would you describe the physiological response the body has to aerobic exercise as it relates to stress management?
- ✓ **DOK 4:** Let's design a stress management plan that includes a physical activity routine that you enjoy. We'll identify potentially stressful times (e.g., testing time) in which you could use this plan.

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** Aerobic Tic Tac Toe is an engaging and vigorous physical activity that students enjoy. Oftentimes, it sets a very positive tone for a class and provides an opportunity to talk about positive feelings and the emotional benefits of being physically active with friends. Use the questions above as a starting point for rich, student-centered discussion. Allow students to talk freely about their experience, transfer their thinking to past activity events, and process the connection between physical activity and good mental and emotional health.

## TABATA INTERVAL STATIONS

### STUDENT TARGETS

- ✓ **Skill:** I will adjust exercise intensity in order to work in my target zone.
- ✓ **Cognitive:** I will discuss best safety practice in exercise environments.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work in self-space with awareness of and respect for others.

### TEACHING CUES

- ✓ Move Safely
- ✓ Rotate Quickly
- ✓ Keep Your Pace

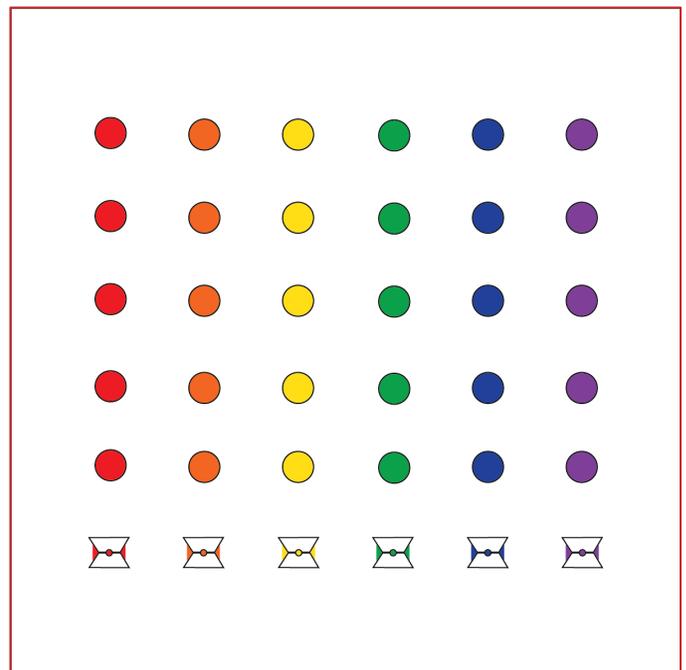
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 spot marker per student
- ✓ 6 cones with task tents (use 6-color set if available)
- ✓ Interval Station Cards
- ✓ Equipment specific to each station card
- ✓ Music with Tabata interval breaks

#### Set-Up:

1. Place cones in a line along one side of the activity area.
2. Place Interval Station Cards in task tents on each cone.
3. Distribute spot markers in a line behind each cone with space for safe movement. Color-coordinate spots with cones if possible.
4. Distribute station equipment at corresponding spots.



#### Activity Procedures:

1. It's time to try Tabata interval training. This style of HIIT training was adapted from a research study done by Dr. Izumi Tabata from Tokyo, Japan. He studied and found positive effects when individuals completed 8 rounds of 20-second exercise intervals followed by 10-second rest intervals, lasting a total of 4 minutes.
2. To create a 20-minute workout, we'll complete four separate 4-minute interval cycles with 1 minute of rest in between each cycle.
3. Prepare to begin the exercise designated for your row of spot markers. Start when the music begins. On the signal, stop your exercise and move to the spot to your left. Prepare to start the new exercise and begin on the signal. The station on the far left will move quickly around the circuit to the spots on the far right. After 8 cycles, we'll rest for 1 full minute.
4. Pace your movement so that you stay in the target heart rate zone.

#### Grade Level Progression:

**L2:** Use several types of activity tracking technology and compare the results of each. Discuss the pros, cons, and accuracy issues of the technology used.



**TABATA INTERVAL STATIONS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Change the duration of work and rest intervals.
- ✓ Provide modifications at each station, and allow students to work at the level of their choices.

ACADEMIC  
LANGUAGE

Tabata Interval Training, Perceived Exertion, Personal Challenge, Deliberate Practice

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✓ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✓ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

**Personal Fitness**

- ✓ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- ✓ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What would you include on a list about safety in exercise/fitness environments?
- ✓ **DOK 2:** How does safety affect the long-term health benefits of exercise?
- ✓ **DOK 3:** Can you describe a sequence of safety measures and precautions that one could take in an exercise/fitness environment?
- ✓ **DOK 4:** Analyze the consequences of past behavior with respect to safety and exercise. How has that behavior either enhanced or hindered your physical activity experiences? Why?

TEACHING  
STRATEGY  
FOCUS

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

**PUSH-UP SKI TEAM**

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate proper exercise form and modify exercises as needed.
- ✓ **Cognitive:** I will discuss the importance of overload with respect to muscular strength and personal fitness planning.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner to collect as many points as possible.

TEACHING CUES

- ✓ Work Together
- ✓ Pace as a Team
- ✓ Modify When Needed

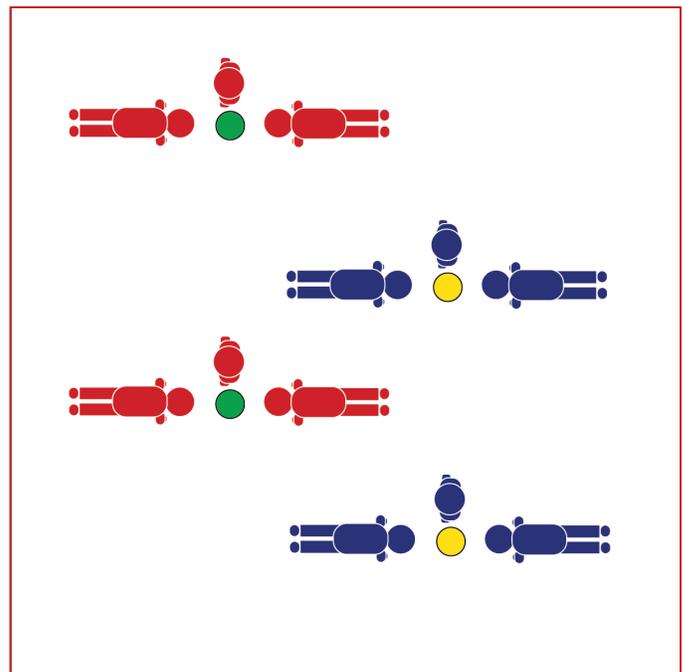
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 low profile cone per 3 students
- ✓ 1 Push-up Ski Team Scorecard per 3 students
- ✓ Heart rate zone chart
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. Scatter spots throughout the activity area with enough room for groups of 3 to move safely.
2. Create teams of 3. Each team at a spot with heart rate monitors and a Push-up Ski Team Scorecard.
3. Display heart rate zone chart.



**Activity Procedures:**

1. Push-up Ski Team is a fitness game designed to develop muscular fitness and cardiorespiratory endurance. You will work in teams of 3 for 1 minute to do as many combined push-ups as possible.
2. Your average heart rate will also be totaled into the score. Keep track of your heart rate data using your heart rate monitor and the Push-up Ski Team Scorecard.
3. Begin with 2 players in push-up position facing each other. (Choose standard or modified push-up position.) The 3<sup>rd</sup> player is the ski jumper and will stand to one side of the low profile cone that is in the middle of the push-up players.
4. On the signal, the ski jumper will jump over the cone with feet together (2-foot take-off, 2-foot landing). Each time the ski jumper jumps the cone, push-up players do 1 push-up. The team's ski-jumper must pace her/his jumps so that they push-up players can keep pace with their push-ups.
5. On the stop signal, stand up and rotate positions with a new ski-jumper. We'll rest for 2 minutes in between rounds while you record your team's score.
6. Teachers: Prompt students to go from standard push-ups in round 1 to modified push-ups in round 2. Further, some students may have difficulty with standard push-ups. If that's the case, students can do shoulder taps from plank position. Scorecards encourage students to embrace modification.

**Grade Level Progression:**

- L1:** Utilize a video assessment app to analyze exercise form.
- L2:** Prompt students to adjust pacing during the activity to move from 1 zone to another.



**PUSH-UP SKI TEAM**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✓ Change the muscular fitness exercise from push-up to another appropriate exercise.
- ✓ Allow students to move over or around the cone in a variety of different ways.

ACADEMIC  
LANGUAGE

Pacing, Teamwork, Muscular Endurance, Muscular Strength, Personal Fitness Plan

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✓ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✓ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

**Personal Fitness**

- ✓ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- ✓ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.

DEBRIEF  
QUESTIONS

- ✓ **DOK 1:** What does overload mean with respect to personal fitness?
- ✓ **DOK 2:** How would you apply the overload principle in personal fitness planning?
- ✓ **DOK 3:** Can you predict the results of a fitness plan that does not include overload?
- ✓ **DOK 4:** Using information from the Push-up Ski Team Scorecard, analyze the positive and negative consequences of past strength-building routines. Using that information, develop a muscular fitness plan utilizing the concept of overload.

TEACHING  
STRATEGY  
FOCUS

**Help students revise knowledge:** Students may bring previous knowledge and experiences into physical education that can hinder or even be harmful to the development of a physically active lifestyle. Exercise modifications must be seen as appropriate for everyone, and not a sign of failure or weakness. This activity will challenge students to overload their muscles to the point of fatigue. Monitor student performance carefully and require that exercise modifications be made to ensure that students can continue safely. This will almost certainly require some students to examine and critique their previous understanding of the benefit of exercise modifications.

## TAG TEAM SCRAMBLE

### STUDENT TARGETS

- ✓ **Skill:** I will demonstrate safe cuts and direction changes in order to flee from the tagger.
- ✓ **Cognitive:** I will apply my knowledge of fitness-related academic language in order to solve the scramble puzzles.
- ✓ **Fitness:** I will increase my heart rate into a target zone.
- ✓ **Personal & Social Responsibility:** I will work hard with a focus on safety.

### TEACHING CUES

- ✓ Safe Tagging
- ✓ Stay Alert
- ✓ Rotate Quickly

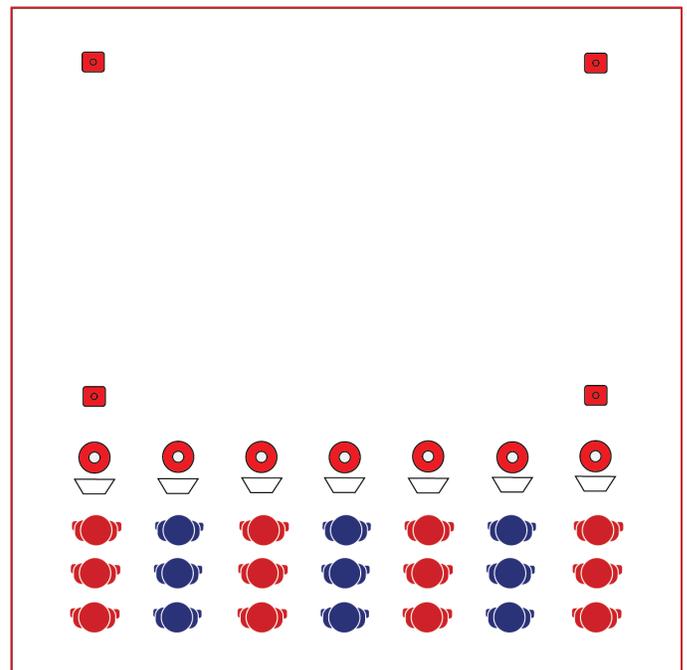
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 4 large cones
- ✓ 1 low profile cone per team
- ✓ 1 Fitness Scramble Puzzle per team

**Set-Up:**

1. Create a large activity area with 4 cones.
2. Place low profile cones on the perimeter of the area to create line-markers for each team.
3. Create teams of 3. Each team behind a low profile cone with a Fitness Scramble Puzzle and a pencil.



**Activity Procedures:**

1. It's time to test our academic language knowledge with a game of Tag Team Scramble. The object of the game is for the fleeing player to avoid being tagged by the tagger. The player waiting to become a tagger will work to complete the puzzle.
2. On the start signal the first player in line will speed-walk into the open space while the second player does 5 jumping jacks. The 3<sup>rd</sup> player will begin working on the puzzle.
3. When jumping jacks are done, the tagger will speed-walk into the area and try to tag the 1<sup>st</sup> player. When tagged, the 1<sup>st</sup> player comes back to the cone and switches with the 3<sup>rd</sup> player, who then becomes the new tagger. This rotation continues until you hear the stop signal.
4. If a player completes 3 puzzle words before a tag is made, she/he will call out the name of the other players and the team will rotate.
5. If your team completes the puzzle before the game is over, continue playing with the player at the cone doing jumping jacks while waiting.

**Grade Level Progression:**

**L1:** Use a blank Heart Rate Information Guide to help the students practice heart rate computations based on their personal information.



**TAG TEAM SCRAMBLE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Remove the tagging element. Students move into the area to touch as many spot markers or low profile cones as possible, while their teammate completes 3 puzzle words.

ACADEMIC  
LANGUAGE

Exercise Science, Personal Fitness Plan, Active Lifestyle

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✔ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).
- ✔ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

**Personal Fitness**

- ✔ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels.
- ✔ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** What is academic language?
- ✔ **DOK 2:** How can you use the academic language of fitness to help you become healthy and active for a lifetime?
- ✔ **DOK 3:** What facts would you select to support the argument that the academic language of fitness and health is important? Why would you choose those facts?
- ✔ **DOK 4:** Using the information learned in physical education class, write a letter to your school board advocating for more quality physical activity opportunities.

TEACHING  
STRATEGY  
FOCUS

**Review content:** This exercise is designed to highlight the cumulative nature of the content learned in this module as well as students' expanded physical education experience. The importance of a strong vocabulary in all areas of health literacy cannot be overstated. Taking time to review academic language words can help students see the range and depth of what they've learned over time.

**CIRCUIT TRAINING**

STUDENT TARGETS

- ✓ **Skill:** I will perform exercises with attention to safety & form.
- ✓ **Cognitive:** I will discuss the benefits and challenges of using technology such as heart rate monitors and activity trackers as tools to support an active lifestyle.
- ✓ **Fitness:** I will work at a target zone intensity level.
- ✓ **Personal & Social Responsibility:** I will use supportive and encouraging language with classmates.

TEACHING CUES

- ✓ Focus on Form
- ✓ Think Safety
- ✓ Work in My Zone
- ✓ Encourage Classmates

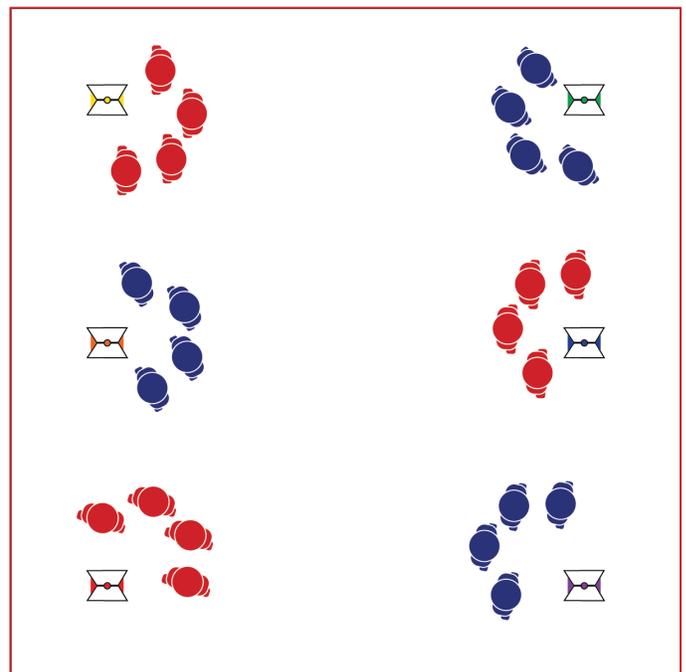
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 6 cones (6-color set)
- ✓ Task tents
- ✓ Station cards
- ✓ Fitness equipment to match station cards
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. Using cones, task tents, station cards, and create a circuit of 6 fitness stations using appropriate station cards. A list of station types/colors are listed in the procedures below.
2. Divide students into 6 equal groups. Send each group to a different station to begin.
3. Distribute HRMs according to class routine.



**Activity Procedures:**

1. Activity Circuit Training is a great way to get a balanced workout with a focus on a variety of fitness components. Today, each group will work through a circuit of fitness stations. Again, your individual target heart rate zone is 60-90% of your maximum heart rate.
2. On the start signal, begin working at your station. After 2 minutes (or another set time), you'll hear a stop signal letting you know it's time to rotate. We'll continue through the circuit, exercising at each station.
3. Focus on good form and safe movement. Be sure to ask if you have any questions about a movement or exercise.
4. Notice that each station is marked with a differently colored cone. Each color represents a component of health- or skill-related fitness. Red is aerobic endurance, orange is muscular fitness, yellow is flexibility, green is skill-related fitness, blue is balance & flexibility, purple is muscular fitness (with equipment).

**Grade Level Progression:**

- L1:** Rotate students as station leaders for their group. Station leaders are responsible for monitoring and providing feedback on exercise form and safety.
- L2:** Rotate an additional student as a station zone leader. Station zone leaders are responsible for pacing and encouraging groupmates to maintain target intensity.

**CIRCUIT TRAINING**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Complete circuit training workouts without a heart rate component, focusing on exercise form and safety.
- ✔ Group students with physical or cognitive limitations with students that are able and willing to assist.
- ✔ Provide different activity intensity and/or exercise options, allow students to choose an exercise they can complete safely.

ACADEMIC  
LANGUAGE

Circuit Training, Activity Tracker, Heart Rate Monitor, Active Lifestyle, Support, Encouragement

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✔ **11/12.1 [a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- ✔ **11/12.3 [a-c]** Assess individual level of health-related fitness using a variety of appropriate measures (e.g., criterion-reference wellness tests, BMI, Fitnessgram®) and technology (heart-rate monitors, pedometers, accelerometers, and bioelectrical impedance) (a); Evaluate and adjust activity levels to meet personal fitness goals (b); Design and critique a personal fitness program, using available technology (e.g., electronic portfolios, tracking applications) and resources, to improve or maintain personal fitness levels in relation to the five components of fitness (c).

**Personal Fitness**

- ✔ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).
- ✔ **PF.3 [f]** Use technology to assess, improve, and maintain personal health- and skill-related fitness levels (f).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How would you describe an activity tracker and how is it used in day-to-day life? (Provide the Polar A360 or FitBit as an example.)
- ✔ **DOK 2:** How does an activity tracker affect personal habits?
- ✔ **DOK 3:** What are the pros and cons of using an activity tracker?
- ✔ **DOK 4:** If you were trying to convince someone to buy you an activity tracker, what evidence could you gather to support a persuasive discussion?

TEACHING  
STRATEGY  
FOCUS

**Help students examine their reasoning:** Many students want the latest technology gadget with little to no evidence that it will improve or enhance their lifestyle. Activity trackers are no different. There's always a new and improved version just being released. Tiered discussion questions can help students produce and defend their claims and arguments, which in turn can help make their use of fitness technology more thoughtful and purposeful. It will also help to highlight that technology devices on their own are not magical gateways to being healthy and fit.

**CREATIVE MODE**

STUDENT TARGETS

- ✓ **Skill:** I will perform with proper form all of the exercises included in my Creative Mode Routine.
- ✓ **Cognitive:** I will create an exercise routine that is safe and appropriate for all members of my class.
- ✓ **Fitness:** I will test my routine to ensure participants will work in their target heart rate zones.
- ✓ **Personal & Social Responsibility:** I will analyze the health benefits of the exercises in my Creative Mode Routine.

TEACHING CUES

- ✓ Collaborate
- ✓ Communicate
- ✓ Apply Your Knowledge
- ✓ Think Safety

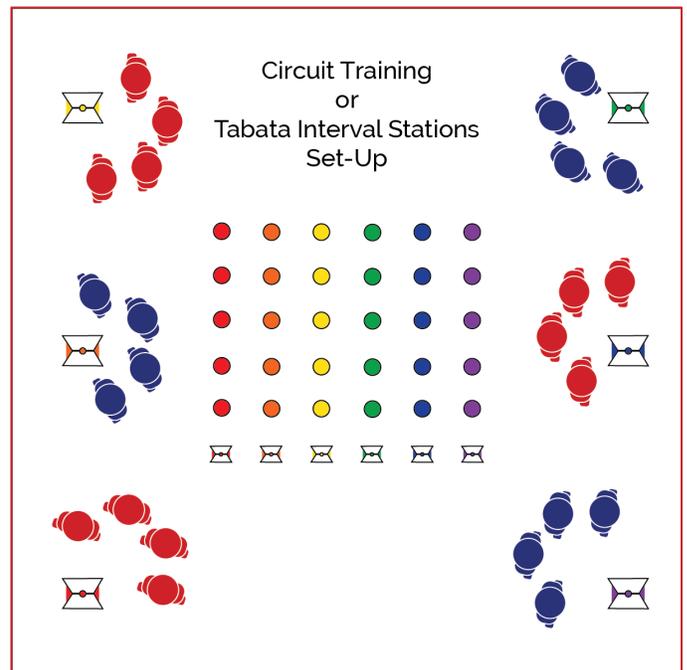
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ A variety of fitness equipment
- ✓ 1 Creative Mode Fitness Worksheet per group
- ✓ 6 Creative Mode Blank Station Cards per group
- ✓ Pens or pencils
- ✓ Heart rate monitors (HRMs)
- ✓ Access to Darebee.com Resources (if possible)

**Set-Up:**

1. Create equipment centers that are neatly organized and easily accessible to students.
2. Divide class into work groups (we suggest groups of 2-4 students)
3. Give each group a Creative Mode Fitness Worksheet and a pen/pencil.
4. Distribute HRMs according to class routine.



**Activity Procedures:**

1. Now that we've experienced Tabata interval stations and circuit training routines, it's time to work productively as a group to create your own workout.
2. Use the Creative Mode Fitness Worksheet to complete this task. The criteria for your work is listed on the worksheet. Use the equipment provided to experiment and try your routine before you finalize it. Remember, this routine will be performed and evaluated by your classmates. Each workout must move participants into a specified target heart rate zone.
3. If you chose to create a Tabata interval station workout, use the Tabata Interval Station Workout Card to finalize your work. If you chose to create a circuit training routine, use the Creative Mode Station Cards to finalize your work.

**Grade Level Progression:**

**L2:** Students create both Tabata interval stations and circuit training routines with a full analysis of the health benefits of the activities selected.

## CREATIVE MODE

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Provide a variety of equipment so that all students can create and experience a routine that is appropriate and challenging.

ACADEMIC  
LANGUAGE

Creativity, Competence, Personal Fitness, Exercise, Health Benefits, Safety

STANDARDS  
& OUTCOMES  
ADDRESSED

### Grade 11/12

- ✔ **11/12.1 [a]** Demonstrate mastery in all basic skills and movement patterns required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
- ✔ **11/12.3 [d, g]** Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness (d); Identify barriers to physical activity, to include those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers (g).
- ✔ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).

### Personal Fitness

- ✔ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).
- ✔ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.
- ✔ **PF.5 [b-c]** Analyze the consequences and risks associated with an inactive lifestyle (b); Analyze the benefits gained from participation in strength training, conditioning, and fitness programs (c).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How can you recognize exercises that are safe and appropriate for all class members?
- ✔ **DOK 2:** How does the type of exercise (FITT) affect its appropriateness in either the Tabata interval or circuit training formats?
- ✔ **DOK 3:** How is time (FITT) related to each of these routine formats?
- ✔ **DOK 4:** Create an exercise routine for all of your classmates to participate in during an upcoming physical education class.

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** With Creative Mode Routine creation, the physical education classroom shifts toward student-centered learning. Learning groups are required to process and generate conclusions about what they've learned in order to produce safe and appropriate exercise routines from which their classmates will benefit. Prompting students to work directly with the content in a real and meaningful way pushes the depth of their understanding further toward cognitive complexity.

**SURVIVAL MODE**

STUDENT TARGETS

- ✓ **Skill:** I will perform with proper form all of the exercises included in the Creative Mode Routines.
- ✓ **Cognitive:** I will create a personal Tabata training plan that I can implement at home.
- ✓ **Fitness:** I will work in my target heart rate zones.
- ✓ **Personal & Social Responsibility:** I will challenge myself during each Creative Mode Routine in an effort to improve my overall fitness.

TEACHING CUES

- ✓ Focus on Form
- ✓ Pace for Challenge & Success
- ✓ Improvement is Success

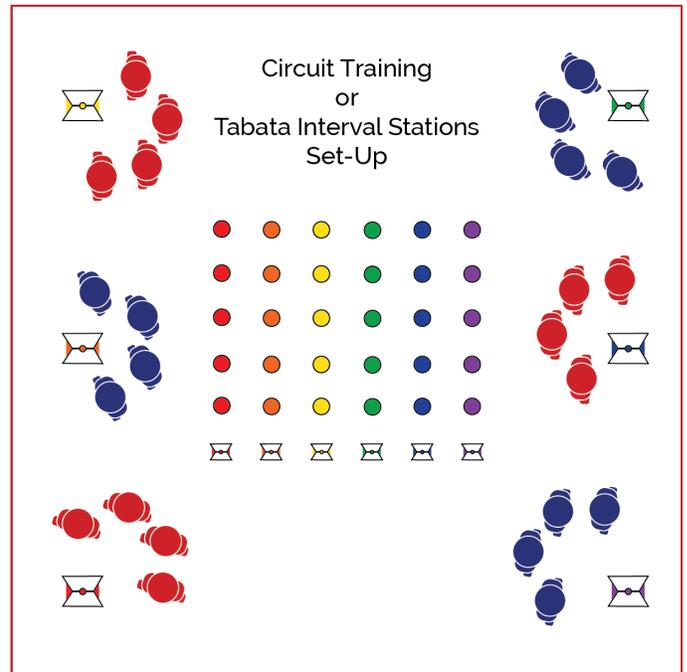
ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ Student-generated team workout or station cards
- ✓ Fitness equipment to match student workouts
- ✓ 6 cones (6-color set)
- ✓ Task tents
- ✓ Perceived Exertion Cards
- ✓ Survival Mode Reflection Cards
- ✓ Heart rate monitors (HRMs)

**Set-Up:**

1. Create and post schedule of student workouts.
2. Be sure to check student workouts for safety and developmental appropriateness. Suggest modifications when necessary.
3. According to the schedule, allow students time to set up their workout format based on the set-up followed in previous lessons.
4. Distribute HRMs according to class routine.
5. Display Perceived Exertion Cards.



**Activity Procedures:**

1. I've looked at and evaluated all of your Creative Mode Workouts and they look amazing!
2. Today we're going to begin performing the workouts that you've created. According to the posted schedule, each group will set up their workout and organize the class to perform the workout.
3. Each workout will be evaluated by 3 main criteria. 1 – Safety and appropriateness; 2 – fitness concepts; 3 – health benefits.
4. At the end of each workout, everyone in the class will log their experience using a Survival Mode Reflection Card.

**Grade Level Progression:**

**L2:** Students complete a personal Tabata training plan with exercise options and a planned schedule that can be implemented away from physical education class.



**SURVIVAL MODE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- ✔ Provide a variety of equipment so that all students can create and experience a routine that is appropriate and challenging.

ACADEMIC  
LANGUAGE

Survival, Prevention, Safety, Personal Challenge, Success, Desire

STANDARDS  
& OUTCOMES  
ADDRESSED

**Grade 11/12**

- ✔ **11/12.4 [a, d]** Evaluate, create, and implement a plan for safe practice, to include responsible safety practices, rules and procedures, avoidance of dangerous situations, and strategies for decreasing risk of injury (a); Demonstrate safe behavior when participating in or watching physical activity/sport (d).
- ✔ **11/12.3 [d, g]** Explain the physical and mental (emotional, social) benefits of physical fitness for lifelong health and wellness (d); Identify barriers to physical activity, to include those related to time, motivation, or energy, skill confidence, fear of injury, resources, and social influences/peer pressure, and identify strategies to overcome these barriers (g).

**Personal Fitness**

- ✔ **PF.1 [b, d, f]** Explain the importance of and demonstrate proficiency in a variety of activities that contribute to improvement of each component of health-related and skill-related fitness (b); Demonstrate a variety of activities that contribute to improvement of each component of skill-related fitness (d); Describe and demonstrate a variety of assessment activities that contribute to the development and improvement of health- and skill-related fitness components and personal fitness goals (f).
- ✔ **PF.4 [b]** Demonstrate safe practices, rules, and procedures in a physical activity setting.
- ✔ **PF.5 [b-c]** Analyze the consequences and risks associated with an inactive lifestyle (b); Analyze the benefits gained from participation in strength training, conditioning, and fitness programs (c).

DEBRIEF  
QUESTIONS

- ✔ **DOK 1:** How would you perform a Tabata routine at home?
- ✔ **DOK 2:** How would you apply what you've learned in physical education class to ensure your Tabata home routines are both safe and effective?
- ✔ **DOK 3:** How can you apply the FITT principle to your home Tabata workout plans?
- ✔ **DOK 4:** Create a home Tabata routine utilizing skills and concepts previously learned. Include an interpretation of how the routine is an expression of both personal challenge and enjoyment.

TEACHING  
STRATEGY  
FOCUS

**Help students record and represent knowledge:** Providing students with an opportunity to create home Tabata routines will allow them the space to represent what they've learned and document it in a way that can be meaningful to their personal journey toward a physically active lifestyle. As students begin to think about fitness choices as expressions of personal challenge and accomplishment, encourage their creativity and help them refine their activity choices with consideration for safety and lifetime enjoyment.

SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- ✓ **Standard 1 [H3.L1]** Demonstrates competency in one or more specialized skills in health-related fitness activities (L1).
- ✓ **Standard 3 [H10.L1&2]** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).

FOCUS  
TARGETS

- ✓ **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- ✓ **Cognitive:** I will answer questions related to fitness concepts.
- ✓ **Fitness:** I will pace my activity so that I work within the targeted Heart Rate Zone.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my teammates.

ACADEMIC  
LANGUAGE

- ✓ FITT [Frequency, Intensity, Time, Type]
- ✓ Heart Rate Monitor
- ✓ Heart Rate Zone
- ✓ Target Heart Rate
- ✓ Safety

SELECTED  
ASSESSMENT

- ✓ Team RPS Score Card
- ✓ Health-Related Jigsaw Cognitive Challenges

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p><b>1</b> INSTANT ACTIVITY</p>	<p>Students enter the activity area to see a discussion prompt: Tell a partner all that you know about the FITT Principle. When the majority of students arrive, begin the Team FITT RPS Activity.</p>	<p>→</p> <p>Team FITT RPS</p> <p>→</p>	<p><b>DOK 1:</b> What would you include on a list about the FITT Principle?  <b>DOK 2:</b> How does exercise intensity apply to Team FITT RPS?  <b>DOK 3:</b> How would you adapt this activity to make it more intense? Less intense?</p>
<p><b>2</b> LEARNING TASK</p>	<p>Students break into groups and prepare to participate in the Fitness Concept Jigsaw activity.</p>	<p>→</p> <p>Fitness Concept Jigsaw</p> <p>→</p>	<p><b>DOK 1:</b> What would you include on a list of local community resources that can help you maintain a healthy lifestyle?  <b>DOK 2:</b> Pick 1 resource and tell the class all that you know about it.</p>
<p><b>3</b> LEARNING TASK</p>	<p>Students walk a cool-down lap and then gather as a group. Discuss their responses to the Cognitive Challenge.</p>	<p>→</p> <p>Cool-Down Lap and Puzzle Completion</p> <p>→</p>	<p>Complete and discuss the cognitive challenges provided on the puzzle.</p>
<p><b>4</b> EXIT ASSESSMENT</p>	<p>Students complete and turn in their Cognitive Challenge lists as an exit slip.</p>		

# ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

---

Lisa was **actively engaged** in the Tabata lesson because she enjoys the challenge of high intensity interval training.



# PHYSICAL ACTIVITY TRACKER

(noun)

Wearable technology that tracks the amount of physical activity an individual accumulates throughout the day.

---

Joshua has been wearing a **physical activity tracker** to help him assess the amount of exercise he gets on an average day.



# AEROBIC ENERGY SYSTEM

(noun)

The energy pathway through which oxygen provides the chemical catalyst for the generation of energy. This system is associated with longer, more sustained forms of physical activity.

---

When Chandler was jogging in the Citywide 5K, his body was using its **aerobic energy system** to fuel his run.



# AGILITY

(noun)

The ability to move quickly and easily.

Bernadette displayed amazing **agility** as she quickly made her way through the obstacle course.



# AVERAGE HEART RATE

(noun)

The average of the heart's beats per minute measured during a specific exercise period.

---

Kev's **average heart rate** was 160 beats per minute during the circuit training lesson.



# BALANCE

(noun)

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

---

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



# BODY COMPOSITION

(noun)

Measurement of the percentage of fat, muscle, water, and bone found in the human body.

The class reviewed their **body composition** measurements in order to create individual fitness plans that would help them meet their weight-management goals.



# CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

---

Tristan improved his cardiorespiratory endurance by staying within the target heart rate zone for the entire Tabata workout.



# CIRCUIT TRAINING

(noun)

An exercise program in which participants move around a prescribed course (i.e., a circuit), stopping at each station to perform a specified exercise.

The class **circuit training** program includes jump ropes, exercise bands, jumping jacks, and modified push-ups.



# COMMUNICATION

(noun)

The exchange information from one person or group to another.

Jim showed proficiency in **communication** by clearly discussing and demonstrating each circuit training exercise.



# COMPETENCE

(noun)

The ability to successfully and consistently complete a task or perform a skill.

---

Kymm displayed **competence** in each muscular strength exercise that was included in the class fitness lesson.



# COOL-DOWN

(noun)

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

---

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



# COOPERATION

(noun)

The process of working together for a common goal or outcome.

---

The group demonstrated excellent **cooperation** as they planned their Creative Mode Fitness routine.



# CREATIVITY

(noun)

The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.

---

Thomas enjoyed applying **creativity** to the task of developing interesting and fun fitness routines.



# DELIBERATE PRACTICE

(noun)

The process of mindfully working toward improvement of a skill or ability through trial, error, feedback, and adjustment.

---

After 3 weeks of **deliberate practice**, Izzi could see big improvements in her performance of skill-related fitness exercises.



# ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

---

Paul offered his friends **encouragement** by telling them how much their skills had improved during their practice.



# EXERCISE

(noun)

Physical activity that requires effort and is carried out to maintain or improve personal health and fitness.

Deedi enjoys **exercise** that provides a personal challenge and helps her maintain a healthy weight.



# EXERCISE FORM

(noun)

A specific way of performing a physical activity or movement to promote safety, enhance benefits, and avoid injury.

---

The entire class focused on **exercise form** as they learned the safe way to build strength.



# EXERCISE SCIENCE

(noun)

The study of human movement as it relates to physical fitness and performance.

---

Kendra decided to major in **exercise science** in order to learn more about biomechanics and human athletic performance.



# FITT PRINCIPLE

(noun)

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

---

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



# FLEXIBILITY

(noun)

A measurement of one's ability to stretch a muscle or group of muscles.

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



# FREQUENCY

(noun)

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

---

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



# HEALTH BENEFITS

(noun)

An improvement to a person's overall wellbeing resulting from a physical activity or food choice.

---

Stress reduction is a **health benefit** of physical activity.



# HEALTH-RELATED FITNESS

(noun)

Five physical fitness components that directly relate to good health which include: cardiovascular endurance, muscular strength, flexibility, muscular endurance and body composition.

---

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



# HEALTHY LIFESTYLE

(noun)

A way of life that adheres to the principles and practices of wellness and physical fitness. It is characterized by good nutrition, regular physical activity, stress management, and risk avoidance.

---

Mr. Kline lives a **healthy lifestyle** and enjoys all of the benefits of regular physical activity and healthy eating.



# HEART RATE MONITOR

(noun)

Wearable technology that measures real-time heart beats per minute.

The class wore **heart rate monitors** to measure the intensity of their exercise.



# RECOVERY HEART RATE

(noun)

A measurement of heart rate immediately after a bout of exercise, and then again after a specified time period—commonly 1 and 3 minutes after completion. A person's recovery time is shorter if their cardiorespiratory fitness is better.

---

The basketball team had very short **recovery heart rates** because of their excellent aerobic fitness.



# HEART RATE ZONE

(noun)

A range of heart beats per minute, measured as a percentage of Maximum Heart Rate, identified because specific health benefits are associated with sustained exercise intensity within that range.

Cammy worked within her target **heart rate zone** in order to maximize the cardiorespiratory benefits of the workout.



# HIIT

(noun)

High Intensity Interval Training is a form of exercise characterized by a series of short bouts of vigorous exercise followed by periods of rest or moderate exercise.

---

The **HIIT** routine was fun and challenging, and by the end of the session the students could feel a healthy amount of muscle fatigue.



# INTENSITY

(noun)

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

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



# MAXIMUM (MAX) HEART RATE

(noun)

The highest rate of beats per minute that an individual can achieve through strenuous physical activity.

---

Jake calculated 60-90% of his **max heart rate** in order to find his heart health zone.



# MUSCULAR ENDURANCE

(noun)

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

---

Franklin's ability to do 50 push-ups was an impressive display of **muscular endurance**.



# MUSCULAR STRENGTH

(noun)

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

---

Shelia added **muscular strength** exercises to her fitness plan in order to train for the citywide cross-training event.



# PACE

(verb)

To move or work at a steady and consistent speed, oftentimes in order to avoid becoming overly tired.

Marissa learned how to **pace** her run so she could make it through the entire 5K race course.



# PERCEIVED EXERTION

(noun)

How hard an individual feels her/his body is working during a bout of physical activity or exercise.

---

Flow's **perceived exertion** during the circuit training lesson was a 7/10 because she was breathing very heavily but could still talk with her group about the class challenges.



# PERSONAL CHALLENGE

(noun)

An individual goal related to a specific task or area of improvement that extends up to, or just beyond, the individual's current ability.

Barret began training for an obstacle course race to provide a **personal challenge** and motivation to reach his fitness goals.



# PERSONAL FITNESS

(noun)

A continuum that moves from worse to better in terms of physical, mental, and emotional health. This continuum represents an individual journey and is unique for every person based on past, current, and future expectations and goals.

---

I feel like my **personal fitness** is at a really good point because I've been working hard, building strength, and improving my cardiorespiratory endurance.



# PERSONAL FITNESS PLAN

(noun)

A detailed proposal for achieving individual fitness goals.

---

Danielle created a **personal fitness plan** to help her prepare for a cross-country ski race.



# POWER

(noun)

The ability to produce maximum force in the shortest time.

---

When preparing to dunk a basketball, LeBron knew that he must exert **power** through his legs in order to jump high enough for the slam.



# RESTING HEART RATE

(noun)

The lowest number of beats per minute possible when an individual is fully relaxed and without distraction.

---

A good time to check your **resting heart rate** is immediately after you wake up.



# SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

The personal trainer was very focused on **safety** because her clients were inexperienced with Tabata training.



# SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include agility, balance, coordination, power, reaction time, and speed.

---

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



# SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

---

Usain Bolt has incredible **speed** and power.



# STRESS MANAGEMENT

(noun)

The process of using specific strategies in order to reduce anxiety and balance emotional wellbeing.

---

Using exercise as **stress management** is a good way to help students prepare for final exams.



# SUPPORT

(verb)

To give assistance, approval, comfort, or encouragement.

---

It's important to **support** your friends as they work hard to meet their personal fitness goals.



# TABATA INTERVAL TRAINING

(noun)

A form of high intensity interval training inspired by the research of Dr. Izumi Tabata. It is characterized by 8 rounds with 20-second intervals of high intensity exercise followed by 10 seconds of rest. Oftentimes, this 4-minute interval pattern is repeated 4 times to create a 20-minute workout routine.

**Tabata Interval Training** is a great way to get maximum exercise benefits in a short 20-minute workout.



# TARGET HEART RATE

(noun)

A range in the number of heart beats per minute chosen in order to reach a level of exercise intensity required to gain specific fitness benefits.

The heart health zone is the **target heart rate** toward which the class was working in order to improve their cardiorespiratory endurance.



# TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Belle and Nina displayed incredible **teamwork** as they completed the Partner Pacer Points activity.



# TIME

(noun)

The duration of an event or period.

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



# TYPE

(noun)

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

In order to improve her 10K race time, Pika chose cardio workouts as the **type** of exercise to improve her endurance.



# WARM-UP

(noun)

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

---

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





## UNIVERSAL DESIGN ADAPTATIONS

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

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

All OPEN Creative Mode Fitness activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

### Potential Universal Design Adaptations for Creative Mode Fitness Activities

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide mats for students to use during activities</li> <li>• Allow students to choose fitness equipment that meets their needs and provides an appropriate challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to work at lower intensity levels</li> <li>• Use visual signals for class transitions</li> <li>• Change the duration of exercise sessions and provide additional periods of rest and recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Change the size of exercise areas to accommodate for greater personal space needs</li> <li>• Use music to set a pace that is appropriate for student skill and fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing verbal cues</li> <li>• Use a variety of demonstrations</li> <li>• Provide physical assistance</li> <li>• Provide peer tutors/mentors</li> <li>• Use videos, pictures, and graphics as visual examples</li> <li>• Provide individualized (one-to-one) instruction and feedback</li> </ul>

DAREBEE.COM RESOURCE GUIDE

**Darebee.com Workouts for  
Team FITT RPS**

Second Chance:

<http://darebee.com/workouts/second-chance-workout.html>

Cardio & Core Express:

<http://darebee.com/workouts/cardio-and-core-express-fem-workout.html>

**Darebee.com HIIT Workouts for  
Fitness Concepts Jigsaw**

Station 1: Hear Me Roar:

<http://darebee.com/workouts/hear-me-roar-fem-workout.html>

Station 2: Blackbird:

<http://darebee.com/workouts/blackbird-workout.html>

Station 3: CardioPro:

<http://darebee.com/workouts/cardio-pro-workout.html>

Station 4: The Blueprint:

<http://darebee.com/workouts/blueprint-workout.html>

Station 5: Cardio Dive:

<http://darebee.com/workouts/cardio-dive-workout.html>

DAREBEE.COM RESOURCE GUIDE

**Circuit Training 1 / Focus: Upper body/Core**

Red - Cardiovascular Fitness

- Jumping Jacks  
<http://darebee.com/exercises/jumping-jacks.html>

Orange - Muscular Fitness

- Push-Ups  
<http://darebee.com/exercises/push-ups.html>

Yellow - Skill Related Fitness

- Side Star Planks (Balance)  
<http://darebee.com/exercises/side-star-planks.html>

Green - Cardiovascular Fitness

- Straight Punches  
<http://darebee.com/exercises/punches-exercise.html>

Blue - Muscular Fitness

- Knee-Elbow Crunches  
<http://darebee.com/exercises/knee-elbow-crunches.html>

Purple - Skill Related Fitness

- Plank Arm Raises (Balance, Coordination)  
<http://darebee.com/exercises/plank-arm-raises.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

DAREBEE.COM RESOURCE GUIDE

**Circuit Training 2 / Focus: Lower body**

Red - Cardiovascular Fitness

- High Knees
- <http://darebee.com/exercises/high-knees.html>

Orange - Muscular Fitness

- Lunges
- <http://darebee.com/exercises/forward-lunges.html>

Yellow - Skill Related Fitness

- Jump Knee-Tucks (Power)
- <http://darebee.com/exercises/jump-knee-tucks.html>

Green - Cardiovascular Fitness

- Butt Kicks
- <http://darebee.com/exercises/butt-kicks.html>

Blue - Muscular Fitness

- Sumo Squats
- <http://darebee.com/exercises/sumo-squats.html>

Purple - Skill Related Fitness

- Balance Back Kick (Balance)
- <http://darebee.com/exercises/balance-back-kick.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

DAREBEE.COM RESOURCE GUIDE

**Circuit Training 3 / Focus: Full body/Core**

Red - Cardiovascular Fitness

- Burpees
- <http://darebee.com/exercises/burpees-exercise.html>

Orange - Muscular Fitness

- Plank Punches
- <http://darebee.com/exercises/plank-punches.html>

Yellow - Skill Related Fitness

- Jumps (Power)
- <http://darebee.com/exercises/jumps-exercise.html>

Green - Cardiovascular Fitness

- Climbers
- <http://darebee.com/exercises/climbers-exercise.html>

Blue - Muscular Fitness

- Supermans
- <http://darebee.com/exercises/superman-stretch.html>

Purple - Skill Related Fitness

- Bear Crawls (Agility, Coordination)
- <http://darebee.com/exercises/bear-crawl.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

DAREBEE.COM RESOURCE GUIDE

**Tabata Training 1 / Focus: Upper body/Core**  
(:20s on - :10s off for 6 rounds)

Red - Cardiovascular Fitness

- Butt kicks
- <http://darebee.com/exercises/butt-kicks.html>

Orange - Muscular Fitness

- V-ups
- <http://darebee.com/exercises/v-ups.html>

Yellow - Skill Related Fitness

- Jab jab cross hook (coordination)
- <http://darebee.com/exercises/jab-jab-cross-hook.html>

Green - Cardiovascular Fitness

- Jab cross squat
- <http://darebee.com/exercises/jab-cross-squat.html>

Blue - Muscular Fitness

- Side planks
- <http://darebee.com/exercises/side-planks.html>

Purple - Skill Related Fitness

- Jump punches (power)
- <http://darebee.com/exercises/jump-cross-punches.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

DAREBEE.COM RESOURCE GUIDE

**Tabata Training 2 / Focus: Lower body**  
(:20s on - :10s off for 6 rounds)

Red - Cardiovascular Fitness

- Hops side side feet together
- <http://darebee.com/exercises/hops-side-to-side-feet-together.html>

Orange - Muscular Fitness

- Jump squats
- <http://darebee.com/exercises/jump-squats.html>

Yellow - Skill Related Fitness

- Hook kicks (power, balance, coordination, flexibility)
- <http://darebee.com/exercises/hook-kicks-back-leg.html>

Green - Cardiovascular Fitness

- Fly kicks
- <http://darebee.com/exercises/fly-steps.html>

Blue - Muscular Fitness

- Jump lunges
- <http://darebee.com/exercises/jumping-lunges.html>

Purple - Skill Related Fitness

- Squat + turning kick (power, balance, coordination, flexibility)
- <http://darebee.com/exercises/squat-turning-kick.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

DAREBEE.COM RESOURCE GUIDE

**Tabata Training 3 / Focus: Full body/Core**  
(:20s on - :10s off for 6 rounds)

Red - Cardiovascular Fitness

- Seal jacks
- <http://darebee.com/exercises/seal-jacks.html>

Orange - Muscular Fitness

- Thigh taps
- <http://darebee.com/exercises/thigh-taps.html>

Yellow - Skill Related Fitness

- Flow steps (flexibility, coordination, balance)
- <http://darebee.com/exercises/flow-steps.html>

Green - Cardiovascular Fitness

- Burpee with push-up
- <http://darebee.com/exercises/burpees-with-push-up.html>

Blue - Muscular Fitness

- Plank into lunge
- <http://darebee.com/exercises/plank-into-lunge.html>

Purple - Skill Related Fitness

- Triple punch double turning kick (coordination)
- <http://darebee.com/exercises/triple-punch-double-turning-kick.html>

See the entire Darebee.com Video Exercise Library  
<http://darebee.com/exercises.html>

## TEAM RPS SCORE CARD

Teams score 1 point per match, 5 points per correctly answered question, and 5 points if the team's heart rate zone representative finishes a round of play in a target zone.

Round	Point Category	Team 1	Team 2
R1	Match Points (1 per match)		
R1	Question Points (5 per correct)		
R1	Heart Rate Zone Points (5 for target)		
<b>R1</b>	<b>Total Round 1</b>		
R2	Match Points (1 per match)		
R2	Question Points (5 per correct)		
R2	Heart Rate Zone Points (5 for target)		
<b>R2</b>	<b>Total Round 2</b>		
R3	Match Points (1 per match)		
R3	Question Points (5 per correct)		
R3	Heart Rate Zone Points (5 for target)		
<b>R3</b>	<b>Total Round 3</b>		
R4	Match Points (1 per match)		
R4	Question Points (5 per correct)		
R4	Heart Rate Zone Points (5 for target)		
<b>R4</b>	<b>Total Round 4</b>		
R5	Match Points (1 per match)		
R5	Question Points (5 per correct)		
R5	Heart Rate Zone Points (5 for target)		
<b>R5</b>	<b>Total Round 5</b>		
<b>FINAL SCORE</b>			

## TEAM RPS QUESTIONS

Ask teams the corresponding question in each round. The team winning the most matches during a round will earn the chance to answer the bonus question.

Round / Team	Questions
Round 1 Team 1 Question	What is the FITT principle?
Round 1 Team 2 Question	How does the FITT principle relate to physical education class?
Round 1 Bonus Question	How does the FITT principle relate to physical activity out of school?
Round 2 Team 2 Question	What does frequency mean (in relation to FITT)?
Round 2 Team 1 Question	How does frequency affect an active lifestyle?
Round 2 Bonus Question	What information would you gather to determine the frequency of someone's routine physical activity?
Round 3 Team 1 Question	What does intensity mean (in relation to FITT)?
Round 3 Team 2 Question	How does exercise intensity affect the body? What are the physiological responses to different exercise intensities?
Round 3 Bonus Question	Why is exercise intensity important?
Round 4 Team 2 Question	What does time mean (in relation to FITT)?
Round 4 Team 1 Question	What do you know about time as it relates to physical activity?
Round 4 Bonus Question	What are barriers to getting enough activity time within a person's daily routine? How might a person overcome those barriers?
Round 5 Team 1 Question	What does type mean (in relation to FITT)?
Round 5 Team 2 Question	What do you know about the different types of physical activity?
Round 5 Bonus Question	What options are available in our local community to participate in different types of physical activity?

## THE FITT PRINCIPLE

**F**

**Frequency** means how often you perform health-enhancing physical activity each week. Teens should be active every day. The minimum frequency for teens is 5 days per week.

**I**

**Intensity** means how hard to you exercise when you're physically active. The range of intensity goes from Moderate to Vigorous. Heart rate monitors measure exercise intensity. A person should work toward sweat-inducing physical activity 3 to 5 times per week.

**T**

**Time** refers to the length of a given bout of physical activity. Activity time can be accumulated throughout the day. However, teens should be physically active for 60 minutes per day, at least 5 times per week.

**T**

**Type** refers to the specific activities that a person chooses to enhance health-related fitness components. It's important that individuals choose activity types that improve or maintain muscular fitness, cardiorespiratory endurance, flexibility, and body composition. Activities can also be selected for personal enjoyment, expression, as well as stress management.

# **Body Composition**

The high ratio of lean tissue to fat tissue in the body.

## **Cognitive Challenge:**

List 5 lifestyle-related choices you can make to ensure you maintain a healthy body composition.

# **Cardiorespiratory Endurance**

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

## **Cognitive Challenge:**

List 5 physical activities that you can enjoy with friends and family that contribute to good cardiorespiratory endurance.

# **Flexibility**

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

## **Cognitive Challenge:**

List 5 reasons why it's important to maintain flexibility throughout a lifetime.

# **Muscular Endurance**

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

## **Cognitive Challenge:**

List 5 physical activities that require good muscular endurance.

# **Muscular Strength**

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

## **Cognitive Challenge:**

List 5 physical activities that require no specialized equipment and can help improve your muscular strength.

HEART RATE ZONE CHART

	HR Zone BPM	Benefits	Perceived Exertion	Recommended For:
<b>PERFORMANCE</b>	90 to 100% <b>180 – 200</b>	Max performance & speed	Exhausting for breathing and muscles	Those training for specific vigorous performances
<b>HEART HEALTH</b>	70 to 90% <b>140 – 180</b>	Aerobic fitness & performance capacity	Some muscle fatigue, heavy breathing, sweating	Everyone: Moderately long activity
	60 to 70% <b>120 – 140</b>	Basic endurance and fat burning	Light muscle exertion, easy breathing, light sweating	Everyone: Longer, more frequent activity
<b>ACTIVE</b>	50 to 60% <b>100 – 120</b>	Overall health, warm-up, and cool-down	Easy for breathing and muscles	Everyone: Active warm-up & recovery

*Adapted from Polar Lessons for Life*



LAP STATION CARDS

# Lap Station 1

<b>Lap 1:</b>	<b>Breath Count to 5</b> [Breathe normally – quiet and slow – count 1 on 1 <sup>st</sup> exhale, 2 on 2 <sup>nd</sup> exhale, continue to 5]
<b>Lap 2:</b>	<b>15 Plank Jacks</b>
<b>Lap 3:</b>	<b>Breath Count to 5</b> [Breathe normally – quiet and slow – count 1 on 1 <sup>st</sup> exhale, 2 on 2 <sup>nd</sup> exhale, continue to 5]
<b>Lap 4:</b>	<b>30 Plank Jacks</b>

**Physical activity increases the product of endorphins.**

Endorphins are neurotransmitters that interact with the receptors in your brain and trigger positive feelings. They also reduce the perception of pain and can naturally boost your overall mood.

LAP STATION CARDS

## Lap Station 2

Lap 1:	4 Plank Rotations
Lap 2:	4-7-8 Breathing [Inhale to a 4 count, Hold for a 7 count, Exhale to an 8 count]
Lap 3:	4 Plank Rotations
Lap 4:	4-7-8 Breathing [Inhale to a 4 count, Hold for a 7 count, Exhale to an 8 count]

### **Physical activity is movement-based meditation.**

Most meditation experts agree that the practice involves focused thought on a sound, object, or breath pattern in order to increase awareness of the present moment. Physical activity provides that same type of focus, with all of your thoughts concentrated on the movement of your body and its interaction with a dynamic activity environment. This can help you reduce stress, and enhance personal growth and creativity.

LAP STATION CARDS

## Lap Station 3

<b>Lap 1:</b>	<b>Breath Count to 5</b> [Breathe normally – quiet and slow – count 1 on 1 <sup>st</sup> exhale, 2 on 2 <sup>nd</sup> exhale, continue to 5]
<b>Lap 2:</b>	<b>20 Half Jacks (Legs Only)</b>
<b>Lap 3:</b>	<b>Breath Count to 5</b> [Breathe normally – quiet and slow – count 1 on 1 <sup>st</sup> exhale, 2 on 2 <sup>nd</sup> exhale, continue to 5]
<b>Lap 4:</b>	<b>30 Half Jacks (Legs Only)</b>

### **Exercise can improve your sleep.**

Regular daily physical activity can improve the quality and duration of sleep. Sleep is critical to the brain and allows the muscles, bones, and organs a chance to repair themselves. It also keeps our immune system healthy. Aside from critical memory consolidation functions, sleep also allows your brain to literally clean out waste accumulated throughout the day and start fresh when we wake up. Not getting enough sleep affects a person's memory, judgement, and mood.

LAP STATION CARDS

## Lap Station 4

Lap 1:	15 Second Plank
Lap 2:	4-7-8 Breathing [Inhale to a 4 count, Hold for a 7 count, Exhale to an 8 count]
Lap 3:	30 Second Plank Hold
Lap 4:	4-7-8 Breathing [Inhale to a 4 count, Hold for a 7 count, Exhale to an 8 count]

### Exercise boosts self-confidence.

It seems obvious that exercise can help boost self-confidence. Research agrees! It doesn't matter what type of exercise you do, as long as you're physically active on a regular basis. Some of the benefit is caused immediately by endorphins, and overtime through improvement to a person's body image. There may even be greater improvement for those who are active with friends or family members.

DELIBERATE PRACTICE GUIDE

# Deliberate Practice

is the key to unlocking your potential!

Here's what it looks like...

**Step 1**

- ✓ Set a Stretch Goal.  
(This goal is something you want to do, but can't yet accomplish.)

**Step 2**

- ✓ **Work hard** toward your goal in a practice setting.
- ✓ Seek and process feedback. (How can you improve?)
- ✓ Adjust your **hard work** and continue to practice.
- ✓ Seek and process feedback. (How can you improve?)
- ✓ Repeat Step 2 until you meet your goal.

**Step 3**

- ✓ Set a new stretch goal. Work hard.

## The formula for achievement...

$$\text{Talent} + \text{Hard Work} = \text{Skill}$$

Deliberate Practice

$$\text{Skill} + \text{Hard Work} = \text{Achievement}$$

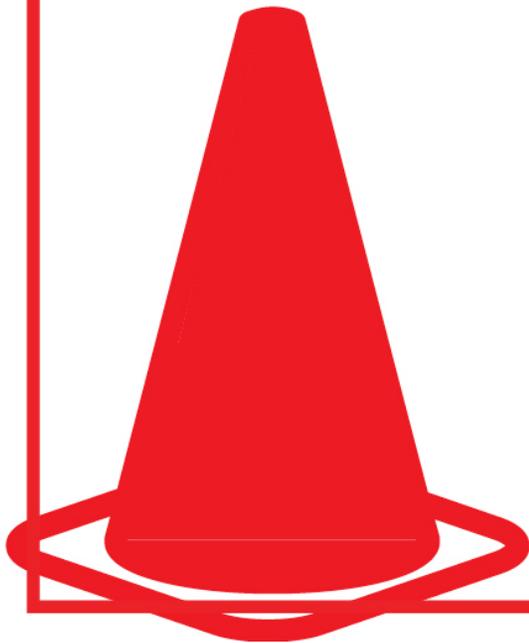
Deliberate Practice

**Important note:**  
**HARD WORK**  
**COUNTS TWICE!**



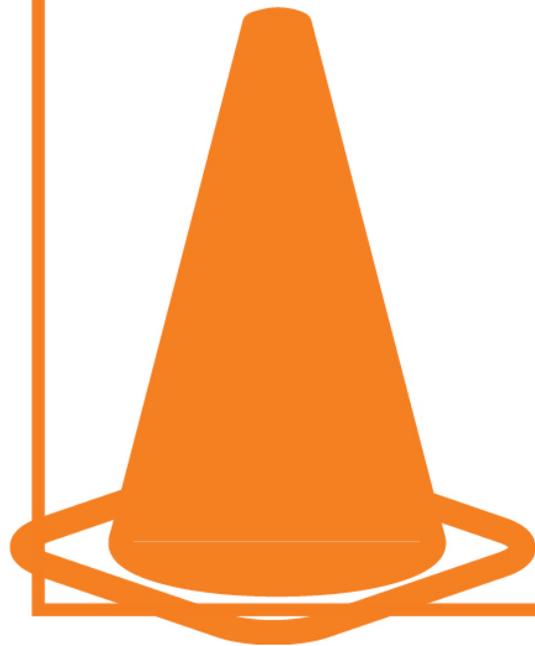


# **JUMPING JACKS**



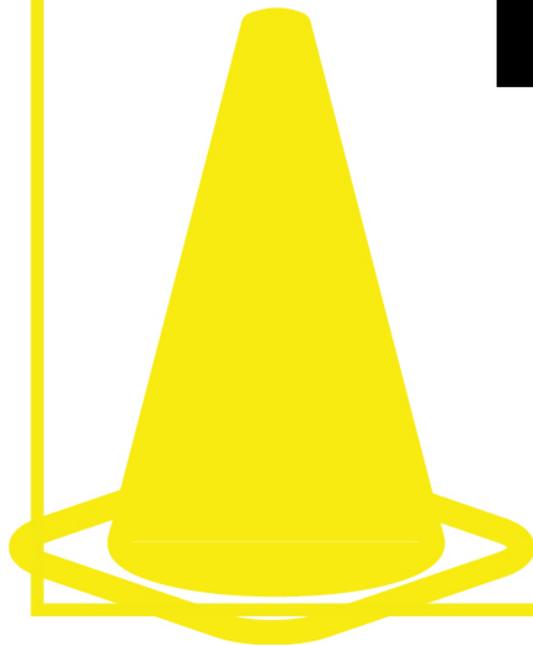
Cardiorespiratory Endurance

# PUSH-UPS



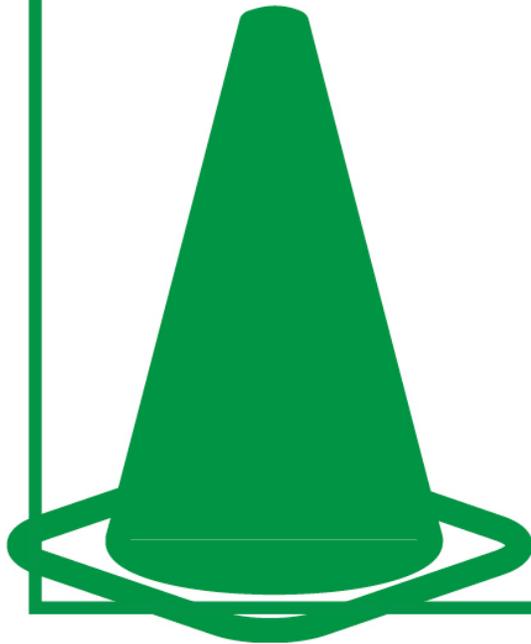
Muscular Fitness

# **SIDE STAR PLANKS**



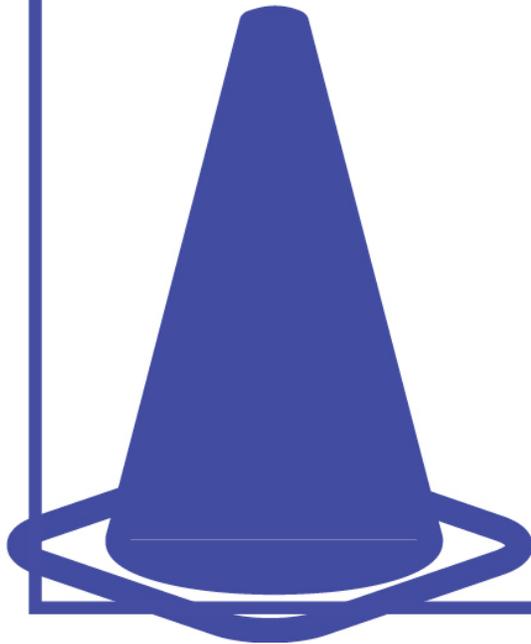
Skill-Related Fitness

# STRAIGHT PUNCHES



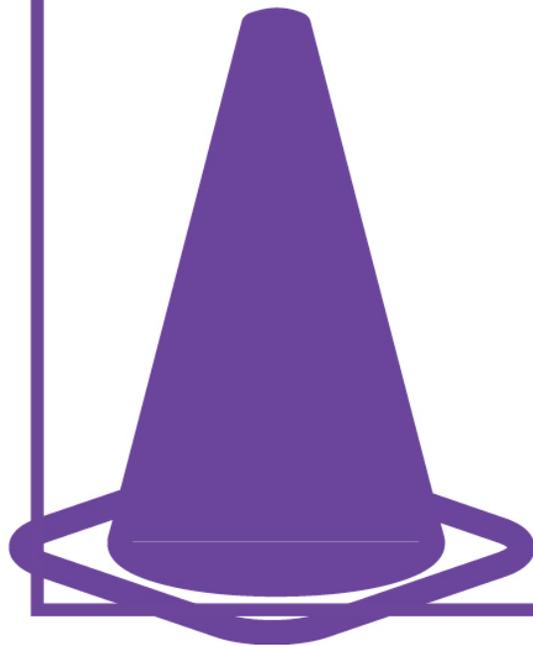
Cardiorespiratory Endurance

# **KNEE-ELBOW CRUNCHES**



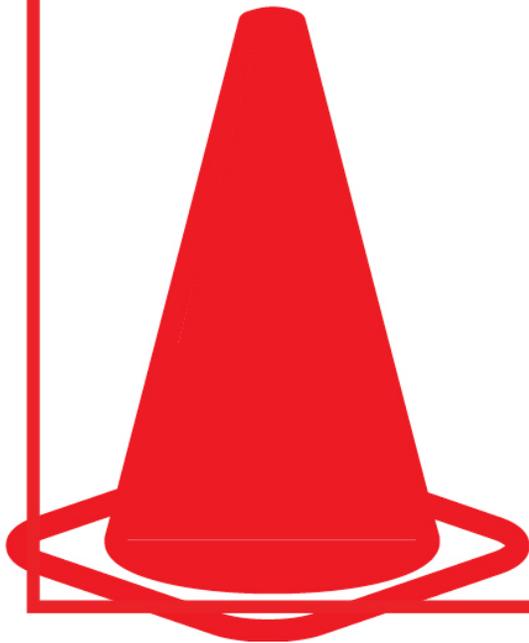
Muscular Fitness

# PLANK ARM RAISES



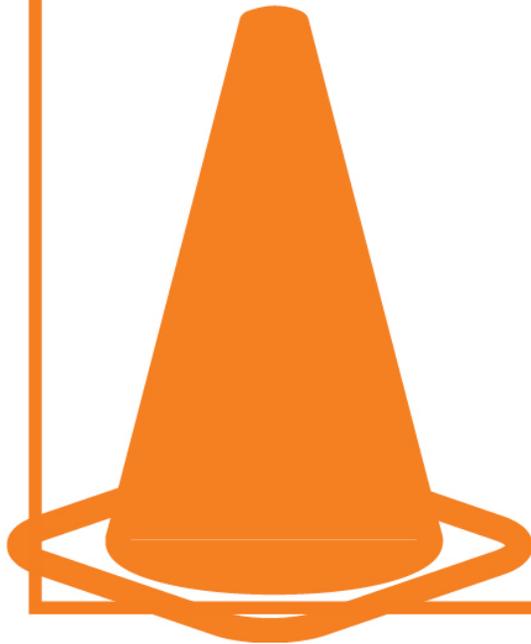
Skill-Related Fitness

# HIGH KNEES



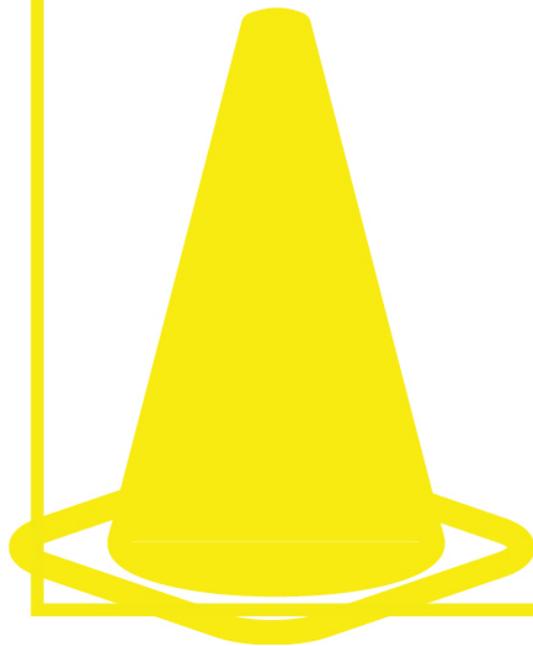
Cardiorespiratory Endurance

# LUNGES



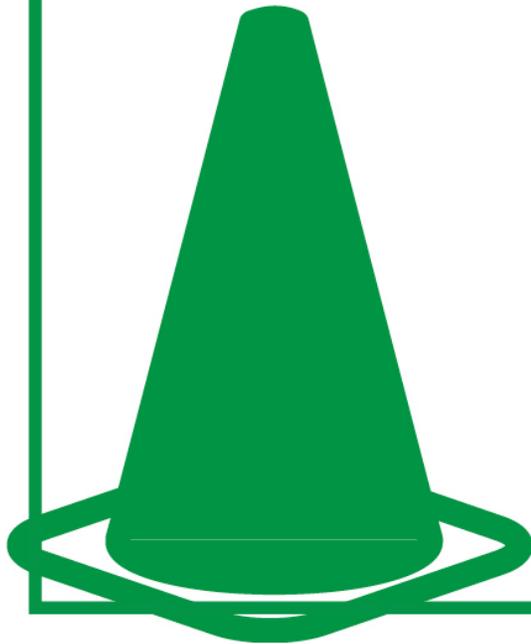
Muscular Fitness

# **JUMP KNEE-TUCKS**



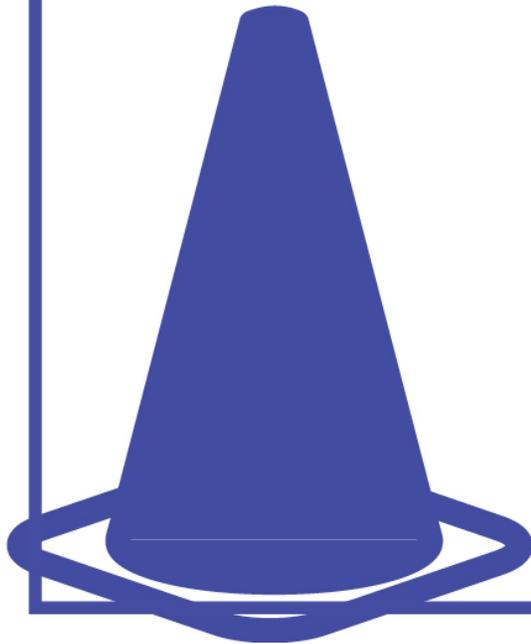
Skill-Related Fitness

# **BUTT KICKS**



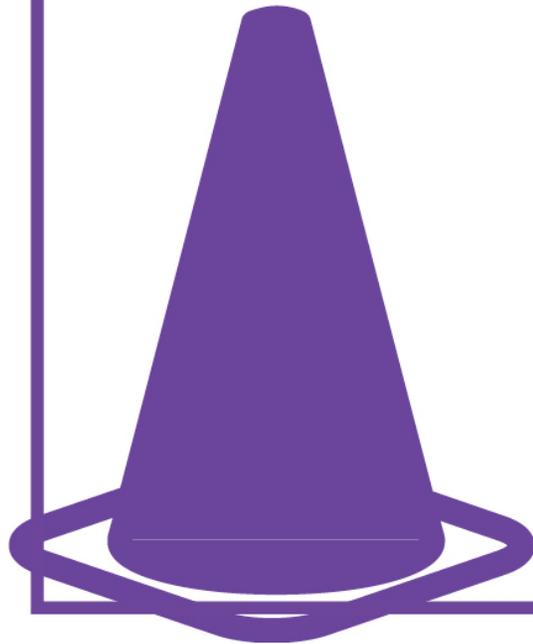
Cardiorespiratory Endurance

# SUMO SQUATS



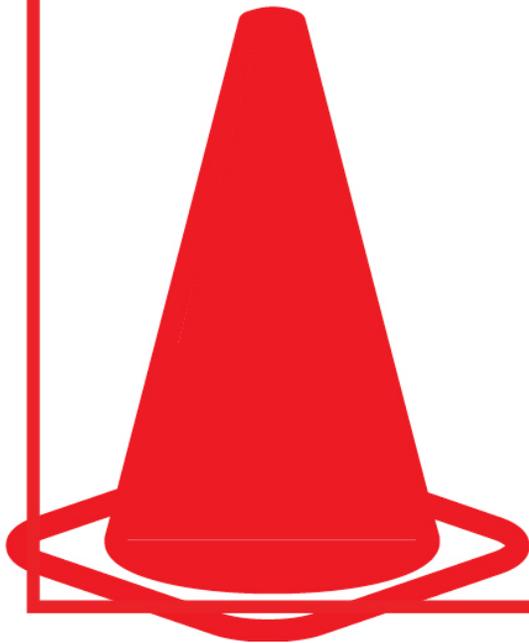
Muscular Fitness

# **BALANCE BACK KICK**



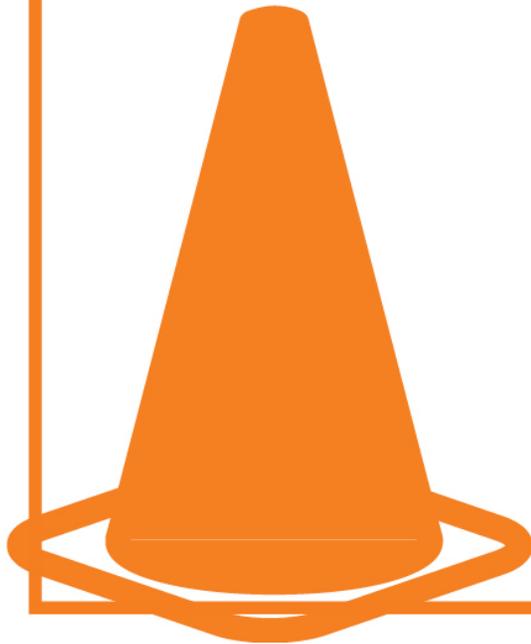
Skill-Related Fitness

# BURPEES



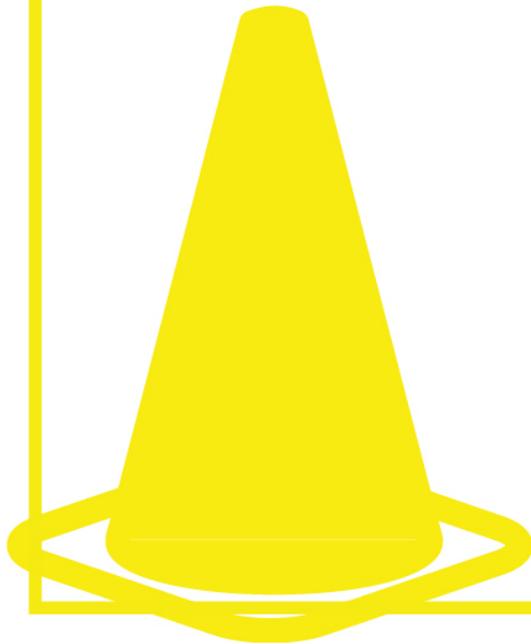
Cardiorespiratory Endurance

# PLANK PUNCHES



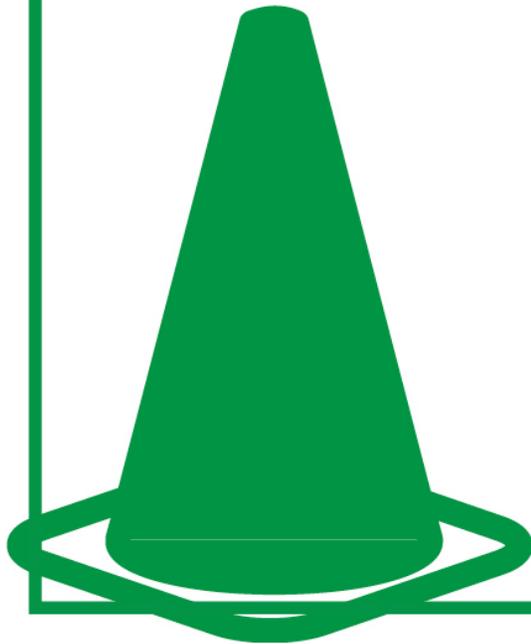
Muscular Fitness

# JUMPS



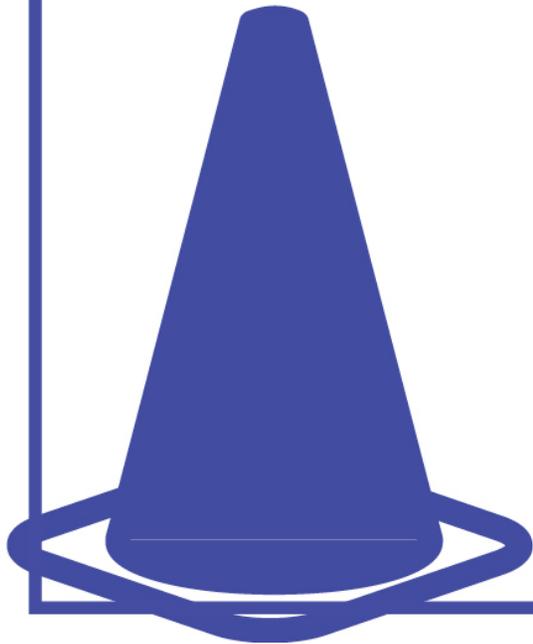
Skill-Related Fitness

# CLIMBERS



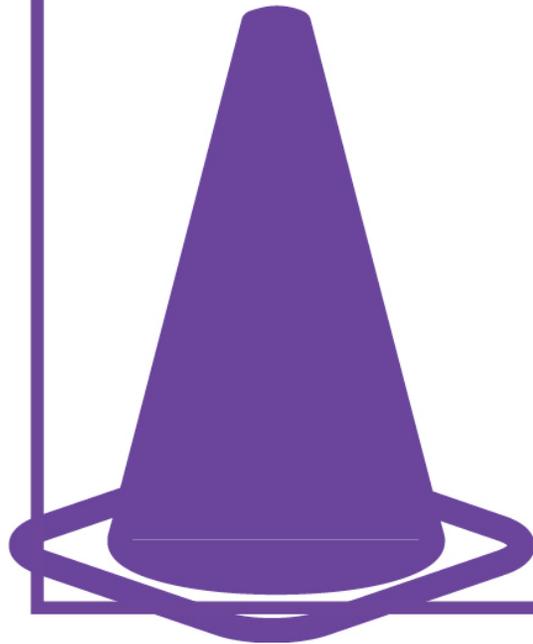
Cardiorespiratory Endurance

# SUPERMANS



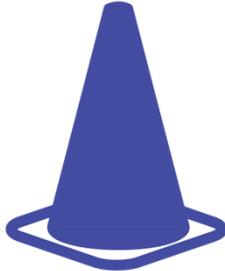
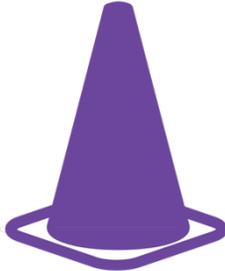
Muscular Fitness

# BEAR CRAWLS



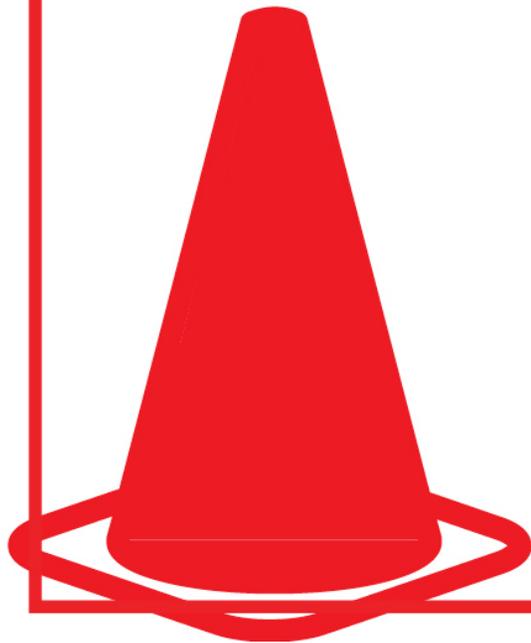
Skill-Related Fitness

TABATA STATION CARD

<b>BUTT KICKS</b>	<b>V-UPS</b>	<b>JAB+JAB CROSS+HOOK</b>	<b>JAB+CROSS SQUAT</b>	<b>SIDE PLANKS</b>	<b>JUMP PUNCHES</b>
<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>	<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>
					

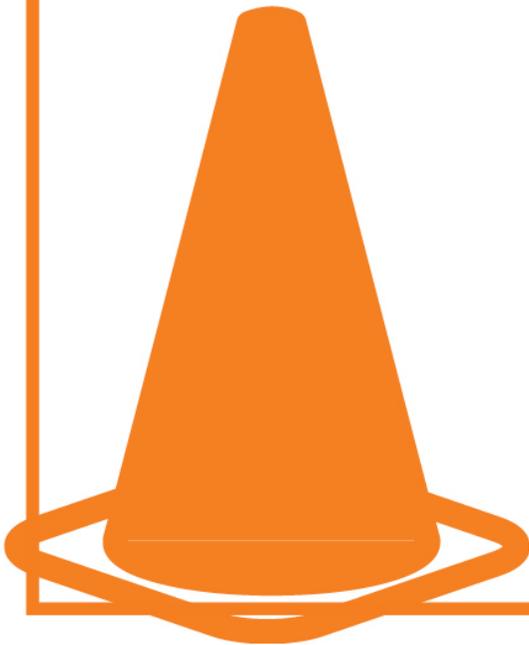


# **BUTT KICKS**



Cardiorespiratory Endurance

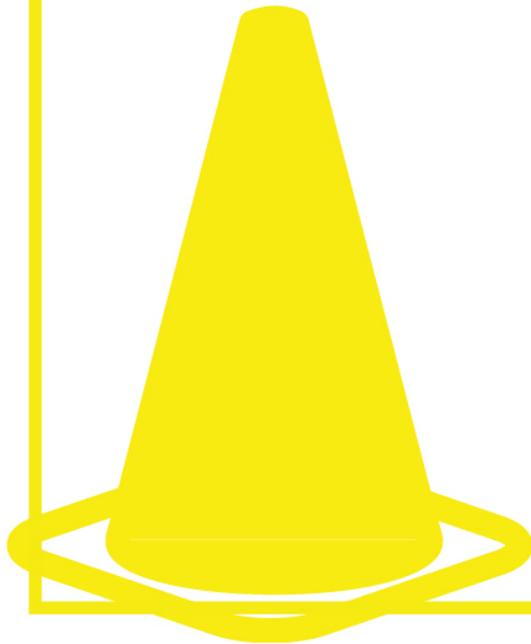
# V-UPS



Muscular Fitness

# **JAB+JAB**

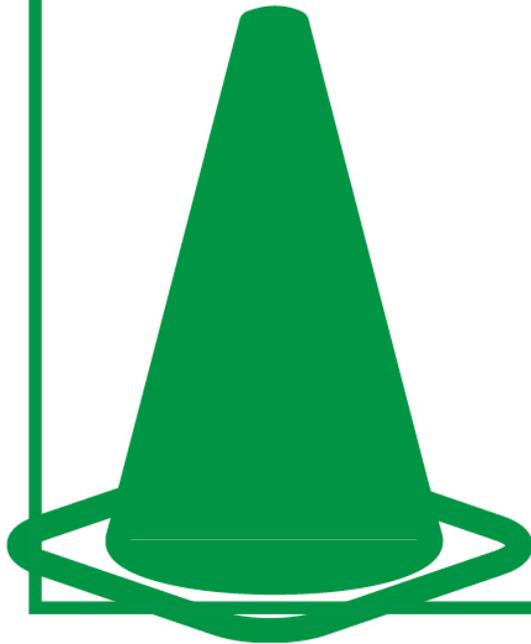
# **CROSS+HOOK**



Skill-Related Fitness

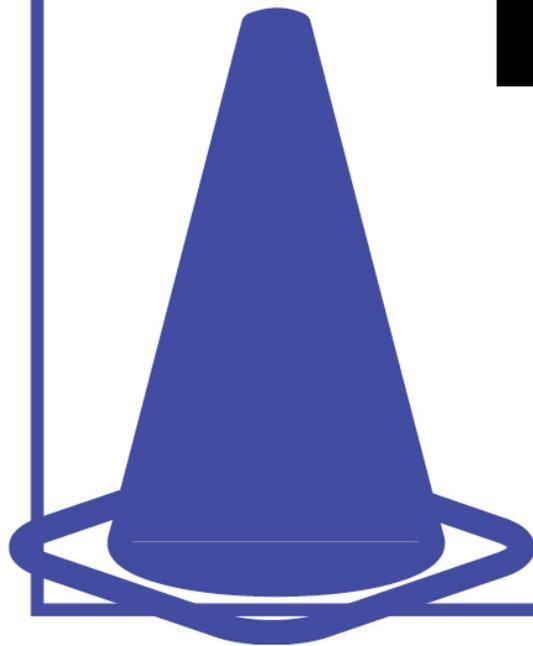
# **JAB+CROSS**

# **SQUAT**



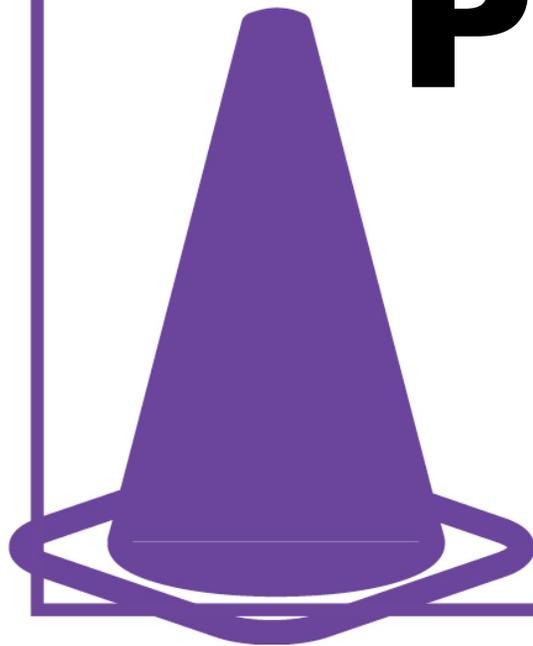
Cardiorespiratory Endurance

# **SIDE PLANKS**



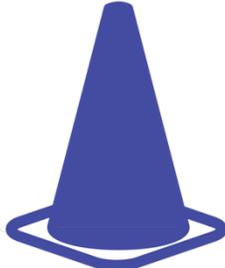
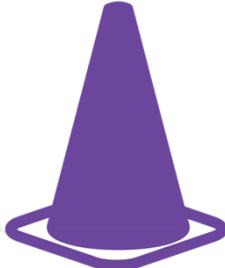
Muscular Fitness

# **JUMP PUNCHES**



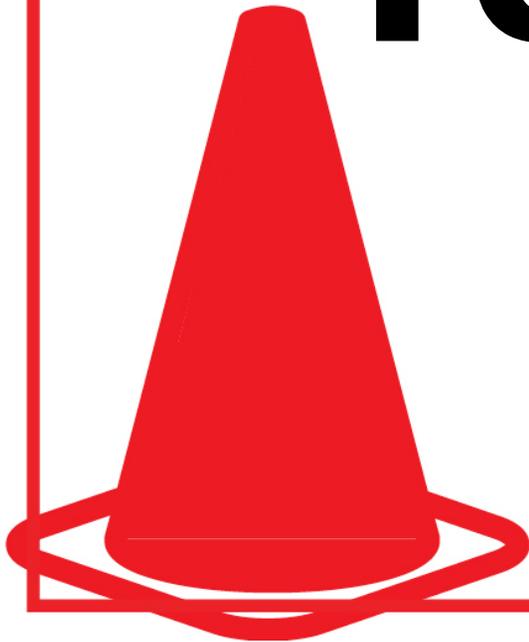
Skill-Related Fitness

TABATA STATION CARD

<p><b>SIDE SIDE FEET TOGETHER</b></p>	<p><b>JUMP SQUATS</b></p>	<p><b>HOOK KICKS</b></p>	<p><b>FLY KICKS</b></p>	<p><b>JUMP LUNGES</b></p>	<p><b>SQUAT + TURNING KICK</b></p>
<p><b>Cardiorespiratory Endurance</b></p>	<p><b>Muscular Fitness</b></p>	<p><b>Skill-Related Fitness</b></p>	<p><b>Cardiorespiratory Endurance</b></p>	<p><b>Muscular Fitness</b></p>	<p><b>Skill-Related Fitness</b></p>
					

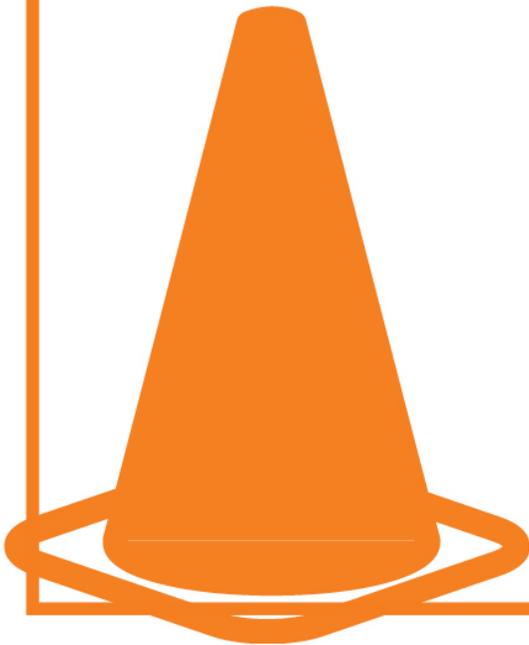


**SIDE SIDE  
FEET  
TOGETHER**



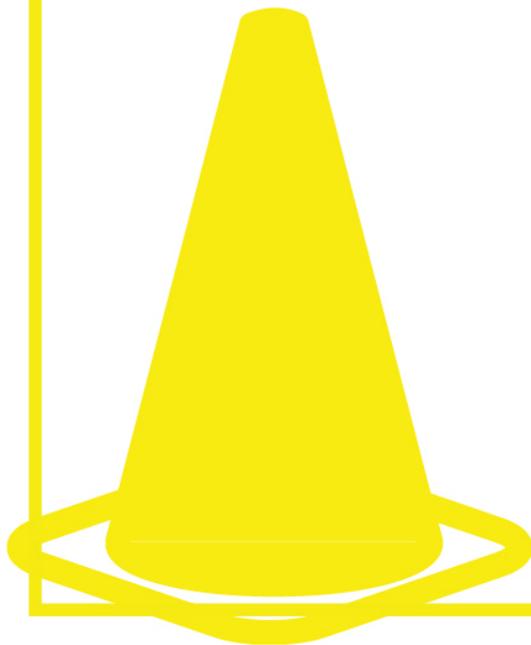
Cardiorespiratory Endurance

# JUMP SQUATS



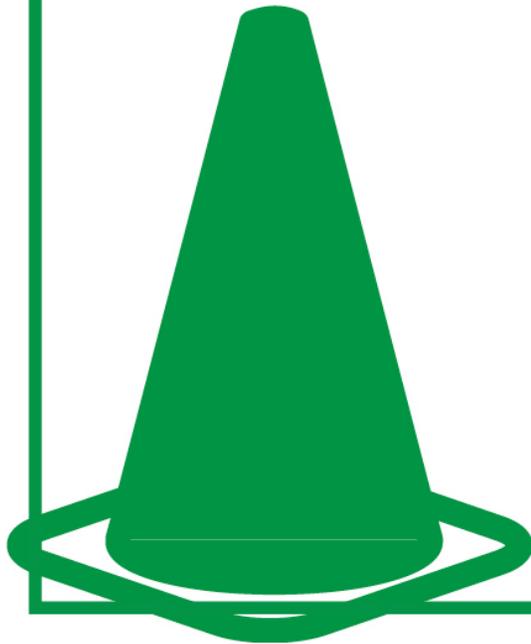
Muscular Fitness

# **HOOK KICKS**



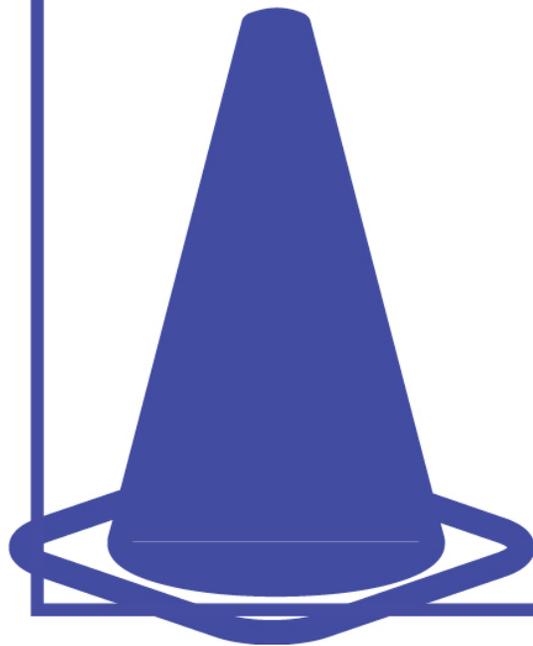
Skill-Related Fitness

# FLY KICKS



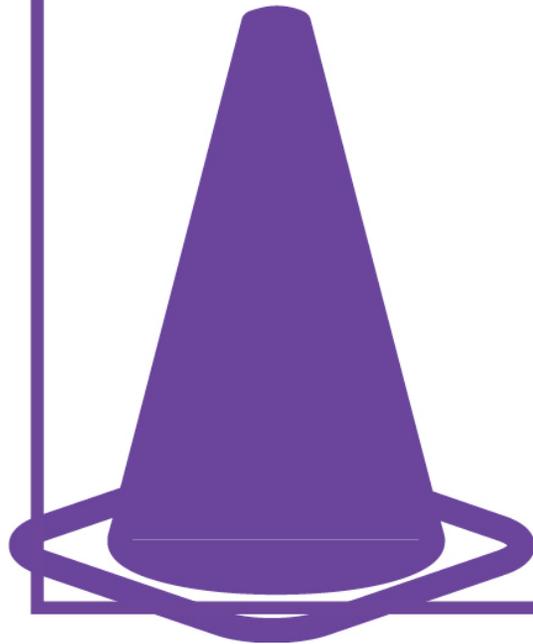
Cardiorespiratory Endurance

# JUMP LUNGES



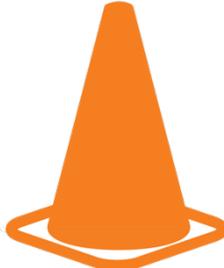
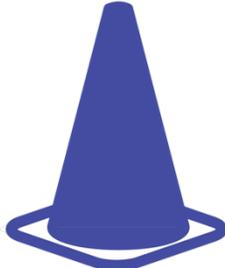
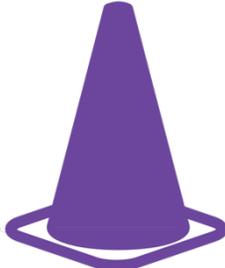
Muscular Fitness

# **SQUAT + TURNING KICK**



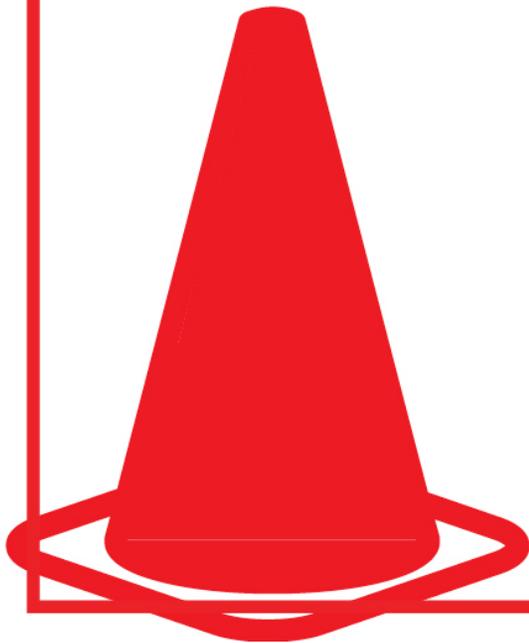
Skill-Related Fitness

TABATA STATION CARD

<b>SEAL JACKS</b>	<b>THIGH TAPS</b>	<b>FLOW STEPS</b>	<b>BURPEE PUSH-UP</b>	<b>PLANK INTO LUNGE</b>	<b>TRIPLE PUNCH + DOUBLE TURN KICK</b>
<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>	<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>
					

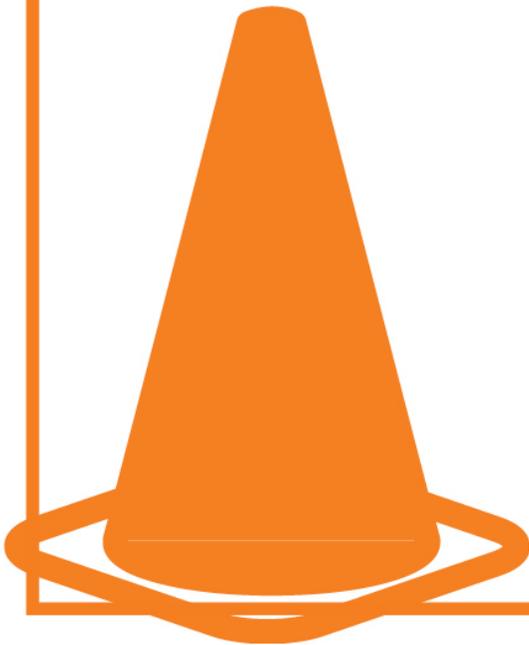


# SEAL JACKS



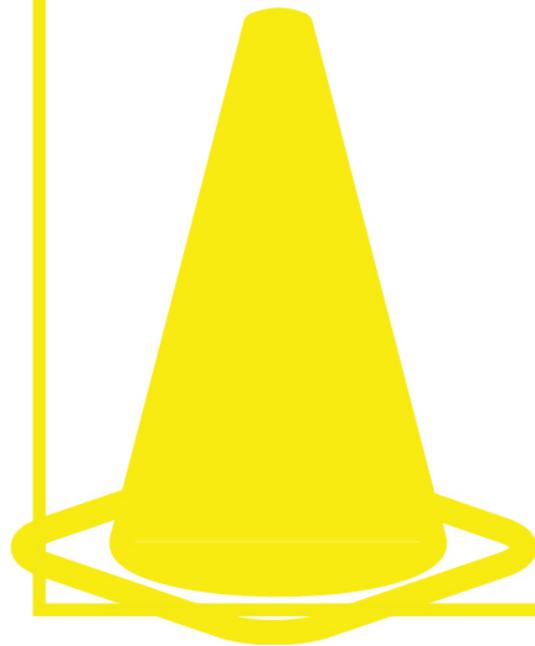
Cardiorespiratory Endurance

# THIGH TAPS



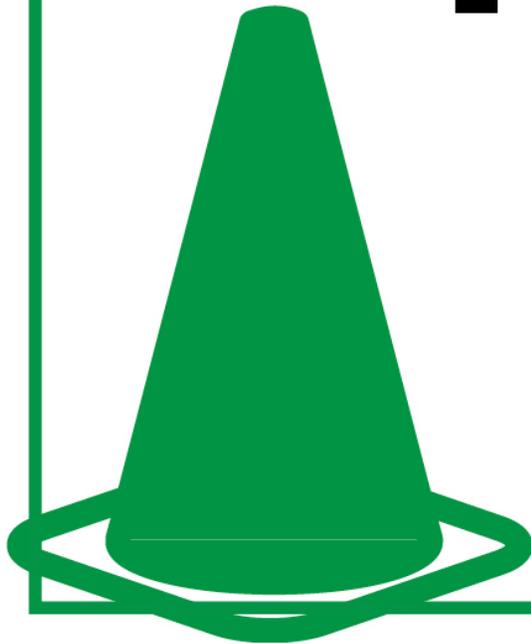
Muscular Fitness

# **FLOW STEPS**



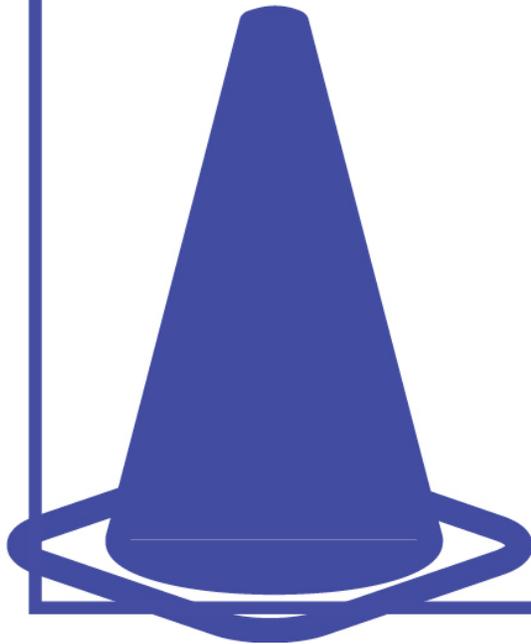
Skill-Related Fitness

# **BURPEE PUSH-UP**



Cardiorespiratory Endurance

# PLANK INTO LUNGE

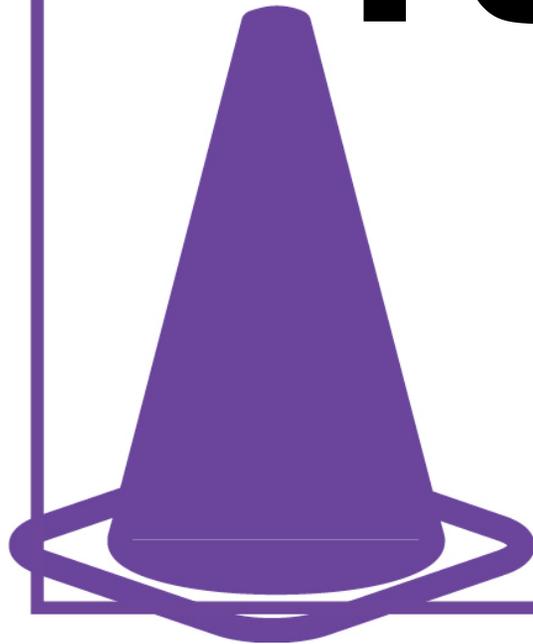


Muscular Fitness

# **TRIPLE PUNCH**

## **+ DOUBLE**

# **TURN KICK**



Skill-Related Fitness

PERCEIVED EXERTION CARD

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



PUSH-UP SKI TEAM SCORE

PUSH-UP SKI TEAM ROUND 1		
Date of Ski Trials		
Student Names		
Player 1 Push-ups		<i>Total # of push-ups in this round</i>
Player 2 Push-ups		<i>Total # of push-ups in this round</i>
Avg.HR Player 1		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 2		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 3		<input type="checkbox"/> (ck box if in Target HR Zone)
Total Score		= Push-ups + Heart Rates

PUSH-UP SKI TEAM ROUND 2		
Player 2 Push-ups		<i>Total # of push-ups in this round</i>
Player 3 Push-ups		<i>Total # of push-ups in this round</i>
Avg.HR Player 1		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 2		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 3		<input type="checkbox"/> (ck box if in Target HR Zone)
Total Score		= Push-ups + Heart Rates

PUSH-UP SKI TEAM ROUND 3		
Player 3 Push-ups		<i>Total # of push-ups in this round</i>
Player 1 Push-ups		<i>Total # of push-ups in this round</i>
Avg.HR Player 1		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 2		<input type="checkbox"/> (ck box if in Target HR Zone)
Avg.HR Player 3		<input type="checkbox"/> (ck box if in Target HR Zone)
Total Score		= Push-ups + Heart Rates

**FINAL SCORE =**

(Sum of totals from all rounds)

PACER POINTS SCORE

**PARTNER PACER POINTS TRIAL 1**

Date of Trial 1		
Student Names		
Total Card Points		<i>Sum of all card values</i>
Avg.HR Player 1		<input type="checkbox"/> <i>(ck box if in Target HR Zone)</i>
Avg.HR Player 2		<input type="checkbox"/> <i>(ck box if in Target HR Zone)</i>
Total Score		<i>= Cards + Avg.HR1 + Avg.HR2</i>

**Performance Reflection:**

What are 2 things you could have done better in the trial scored above?

How will you apply focused effort to ensure those 2 things are improved upon in the trial to be scored below?

**PARTNER PACER POINTS TRIAL 2**

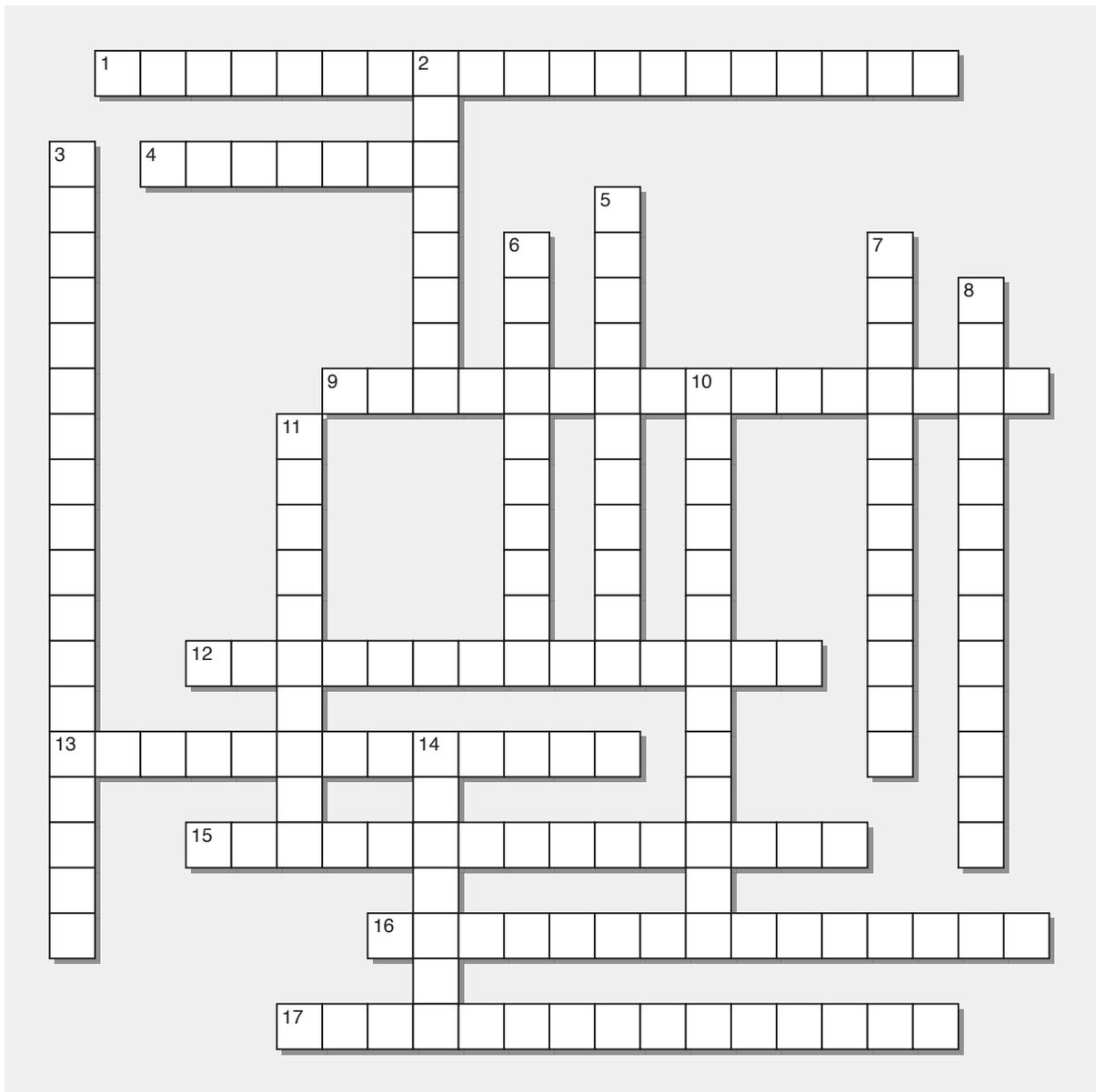
Date of Trial 2		
Student Names		
Total Card Points		<i>Sum of all card values</i>
Avg.HR Player 1		<input type="checkbox"/> <i>(ck box if in Target HR Zone)</i>
Avg.HR Player 2		<input type="checkbox"/> <i>(ck box if in Target HR Zone)</i>
Total Score		<i>= Cards + Avg.HR1 + Avg.HR2</i>



# CREATIVE MODE **FITNESS** OPENPhysEd.org

Complete the puzzle using the academic language vocabulary words from this module.

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



## Across

1) The energy pathway through which oxygen provides the chemical catalyst for the generation of energy. This system is associated with longer, more sustained forms of physical activity.

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

9) The average of the heart's beats per minute measured during a specific exercise period.

12) To participate in an activity while showing genuine interest and a desire for excellence.

13) The exchange information from one person or group to another.

15) The study of human movement as it relates to physical fitness and performance.

16) An exercise program in which participants move around a prescribed course, stopping at each station to perform a specified exercise.

17) Measurement of the percentage of fat, muscle, water, and bone found in the human body.

## Down

2) Physical activity that requires effort and is carried out to maintain or improve personal health and fitness.

3) The process of mindfully working toward improvement of a skill or ability through trial, error, feedback, and adjustment.

5) The process of working together for a common goal or outcome.

6) The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.

7) A specific way of performing a physical activity or movement to promote safety, enhance benefits, and avoid injury.

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

10) Support, confidence, or hope offered by someone or some event.

11) The ability to successfully and consistently complete a task or perform a skill.

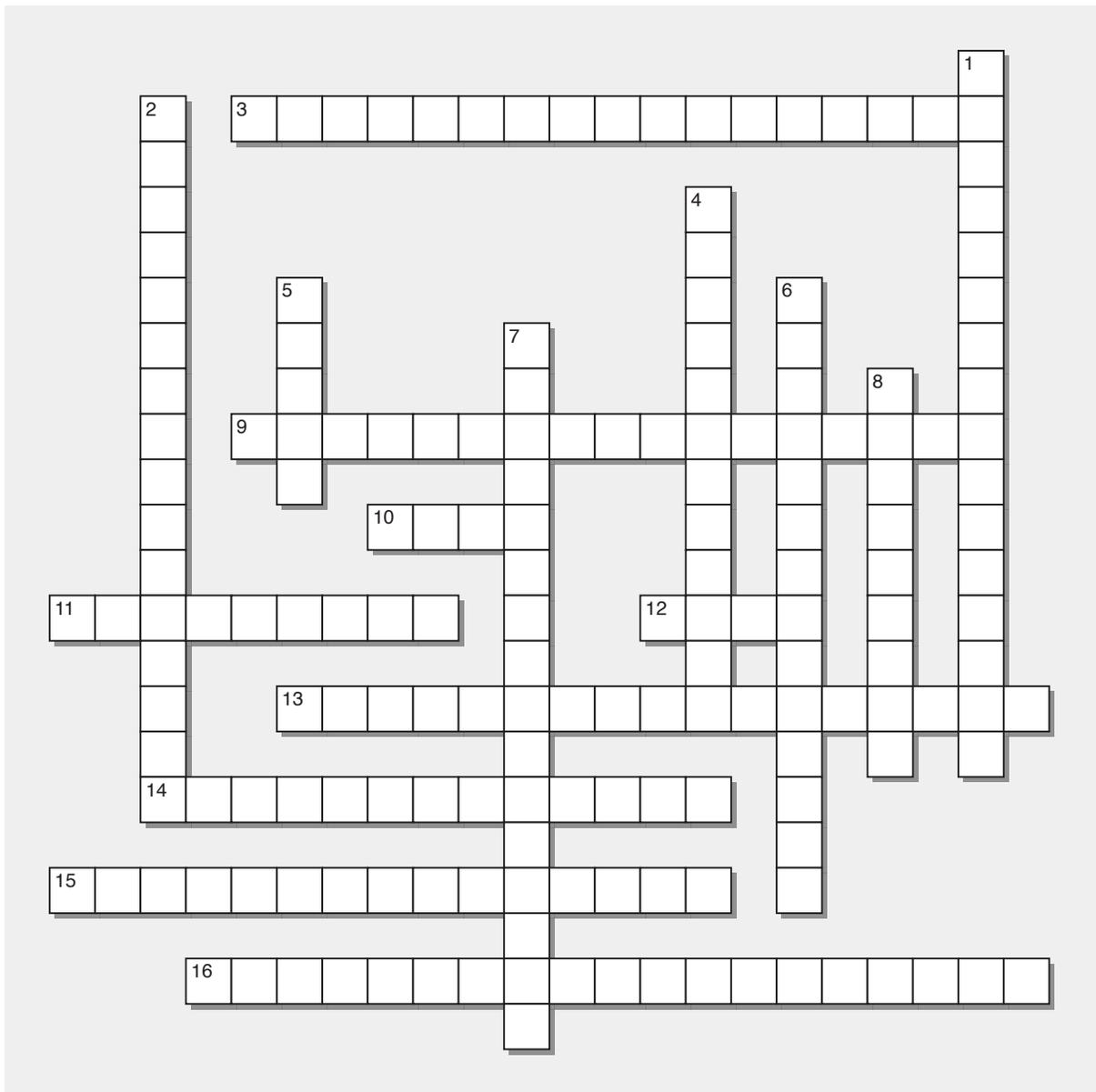
14) The ability to move quickly and easily.



# CREATIVE MODE **FITNESS** OPENPhysEd.org

Complete the puzzle using the academic language vocabulary words from this module.

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



## Across

- 3) The ability of a muscle to continue to perform without fatigue.
- 9) An individual goal related to a specific task or area of improvement that extends up to, or just beyond, your current ability.
- 10) High Intensity Interval Training is a form of exercise characterized by a series of short bouts of vigorous exercise followed by periods of rest or moderate exercise.
- 11) The rate at which something occurs or is repeated over a particular period of time.
- 12) To move or work at a steady and consistent speed, oftentimes in order to avoid becoming overly tired.
- 13) How hard an individual feels her/his body is working during a bout of physical activity or exercise.
- 14) A range of heart beats per minute, measured as a percentage of Maximum Heart Rate, identified because specific health benefits are associated with sustained exercise intensity within that range.
- 15) A continuum that moves from worse to better in terms of physical, mental, and emotional health. It represents an individual journey and is unique for every person based on past, current, and future expectations and goals.
- 16) A detailed proposal for achieving individual fitness goals.

## Down

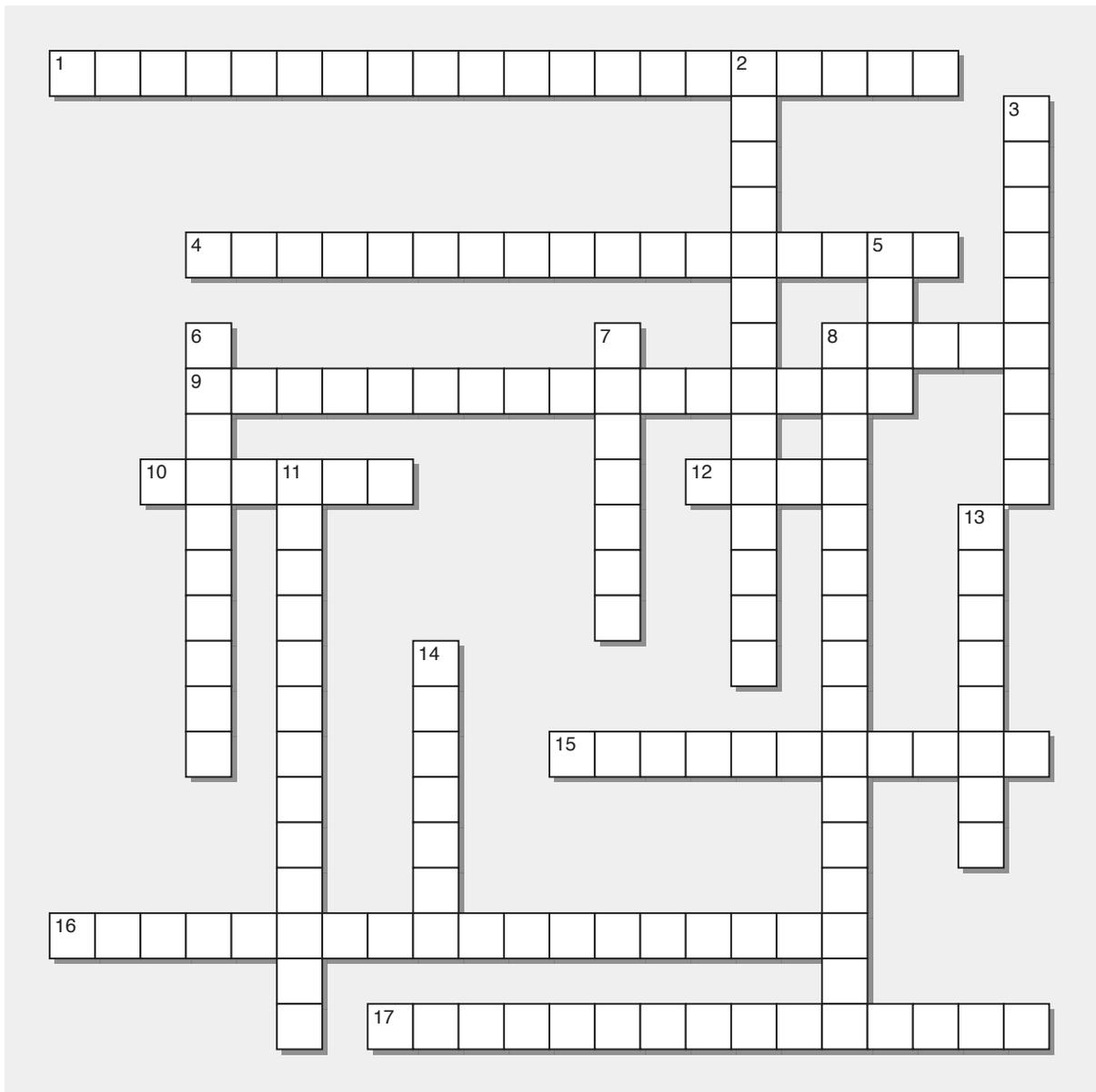
- 1) Wearable technology that measures real-time heart beats per minute.
- 2) The maximum amount of force a muscle can produce in a single effort.
- 4) The highest rate of beats per minute that an individual can achieve through strenuous physical activity.
- 5) The ability to produce maximum force in the shortest time.
- 6) An improvement to a person's overall wellbeing resulting from a physical activity or food choices.
- 7) A way of life that adheres to the principles and practices of wellness and physical fitness. It is characterized by good nutrition, regular physical activity, stress management, and risk avoidance.
- 8) The amount of exertion used when performing an exercise or activity.



# CREATIVE MODE **FITNESS** OPENPhysEd.org

Complete the puzzle using the academic language vocabulary words from this module.

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



## Across

1) A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include agility, balance, coordination, power, reaction time, and speed.

4) A measurement of heart rate immediately after a bout of exercise, and then again after a specified time period; commonly 1 and 3 minutes after completion. A person's recovery time is shorter if their cardiorespiratory fitness is better.

8) The ability to propel the body or a part of the body rapidly from one point to another.

9) The lowest number of beats per minute possible when an individual is fully relaxed and without distraction.

10) The condition of being protected against physical, social, and emotional harm.

12) The duration of an event or period.

15) The process of working together for a common goal or outcome.

16) The process of mindfully working toward improvement of a skill or ability through trial, error, feedback, and adjustment.

17) A range in the number of heart beats per minute chosen in order to reach a level of exercise intensity required to gain specific fitness benefits.

## Down

2) A form of high intensity interval training characterized by 8 rounds with 20-second intervals of high intensity exercise followed by 10 seconds of rest.

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

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

6) The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.

7) A brief period of exercise that precedes the workout with the purpose to elevate muscle temperature and increase blood flow to the muscles that will be engaged in a workout, exercise, or competition.

8) The process of using specific strategies in order to reduce anxiety and balance emotional wellbeing.

11) Support, confidence, or hope offered by someone or some event.

13) The combined action and effort of a group of people working toward a goal or purpose.

14) To give assistance, approval, comfort, or encouragement.

## CREATIVE MODE WORKSHEET

Student Names:

Which type of workout are you creating?     Circuit Training     Tabata Interval Stations

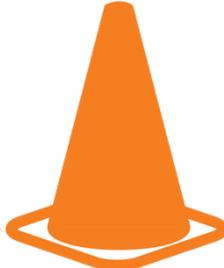
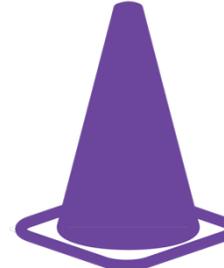
	<b>Routine is Amazing! (3)</b>	<b>Routine is Good to Go (2)</b>	<b>Routine Needs More Work (1)</b>
<b>Safety &amp; Appropriateness</b>	Exercises are appropriate and safe. Leaders can demonstrate exercises with safety cues.	Exercises are appropriate and safe. Leaders can demonstrate.	Exercises are not appropriate and could be unsafe.
<b>Fitness Concepts</b>	Exercises are placed in the correct category. Students can explain why exercises were chosen.	Exercises are placed in the correct category.	Exercises are not in the correct category.
<b>Health Benefits</b>	Routine allows participants to work in a target heart rate zone. Group can explain 3 health benefits of each exercise.	Routine allows participants to work in a target heart rate zone. Group can explain 1 health benefit of each exercise.	Routine does not provide the intensity needed to reach a target heart rate zone. Group cannot explain any benefits.

<b>Exercise Category</b>	<b>Exercise Name</b>	<b>Description</b>	<b>Safety Considerations</b>	<b>Health Benefits</b>
<b>Cardiorespiratory Endurance</b>				
<b>Muscular Fitness</b>				
<b>Skill-Related Fitness</b>				
<b>Cardiorespiratory Endurance</b>				
<b>Muscular Fitness</b>				
<b>Skill-Related Fitness</b>				

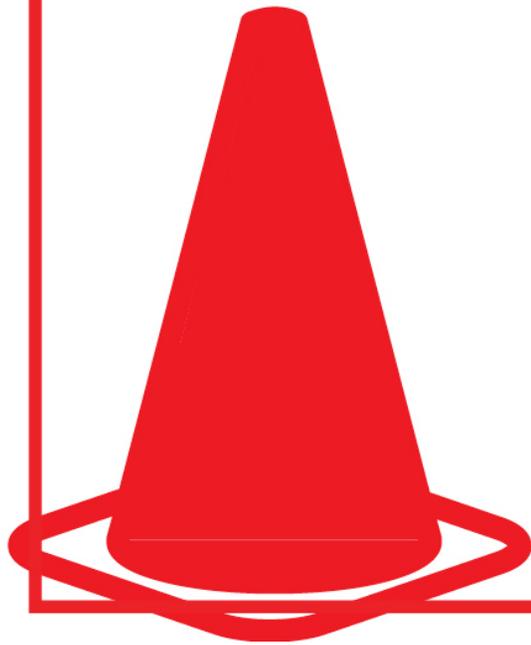
TABATA STATION CARD

Write an exercise in each column. Be sure the exercises match the fitness category for each cone.

Names: \_\_\_\_\_

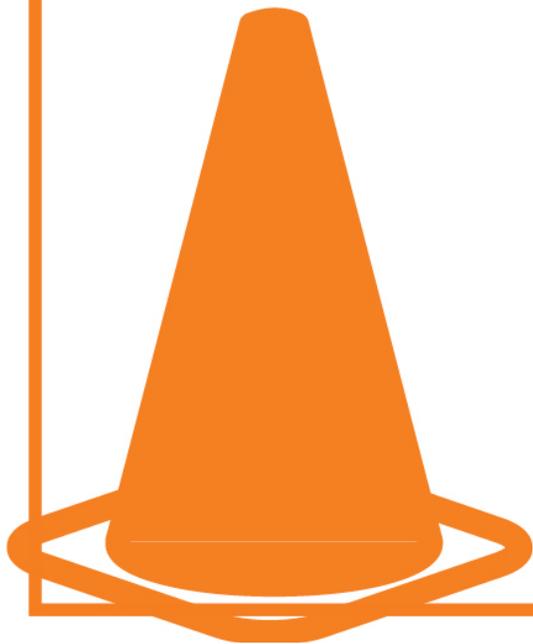
<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>	<b>Cardiorespiratory Endurance</b>	<b>Muscular Fitness</b>	<b>Skill-Related Fitness</b>
					

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



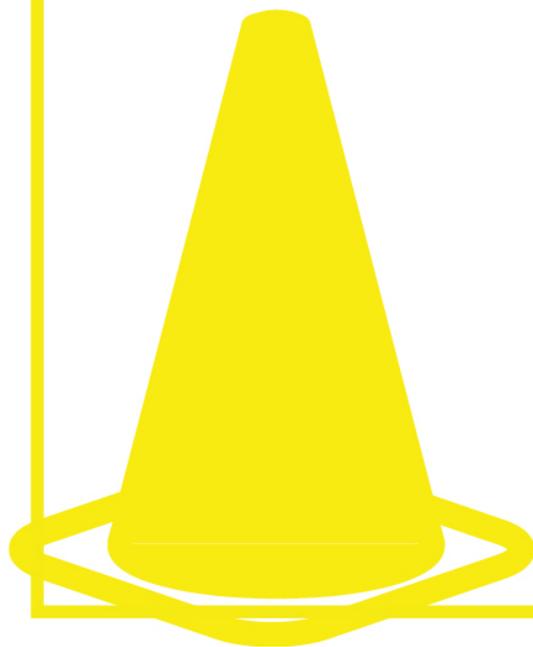
Cardiorespiratory Endurance

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



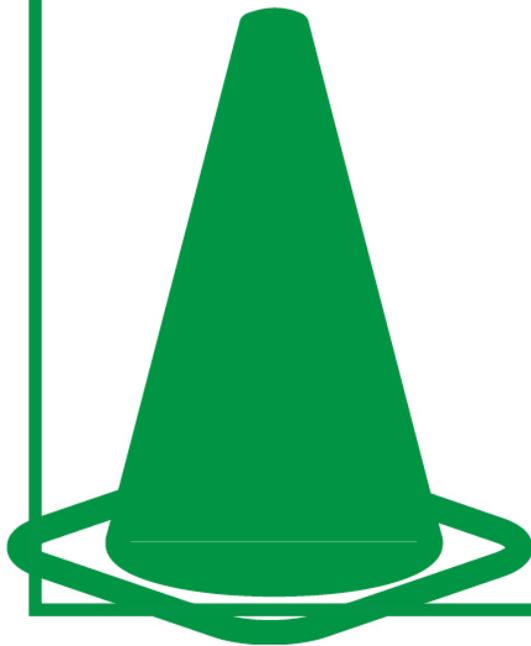
Muscular Fitness

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



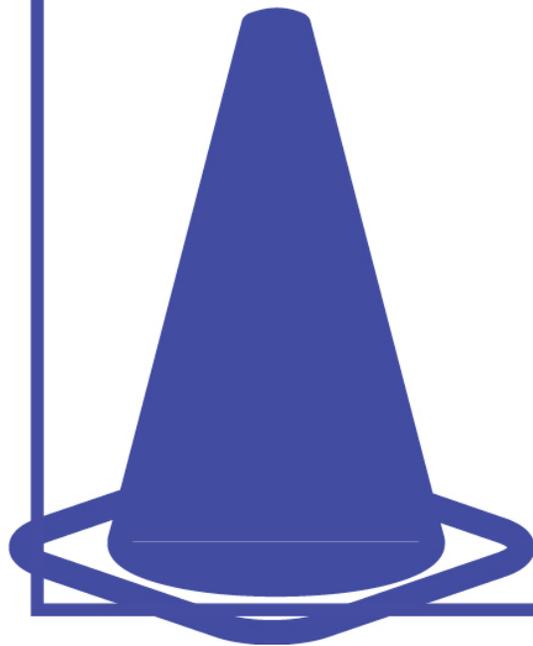
Skill-Related Fitness

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



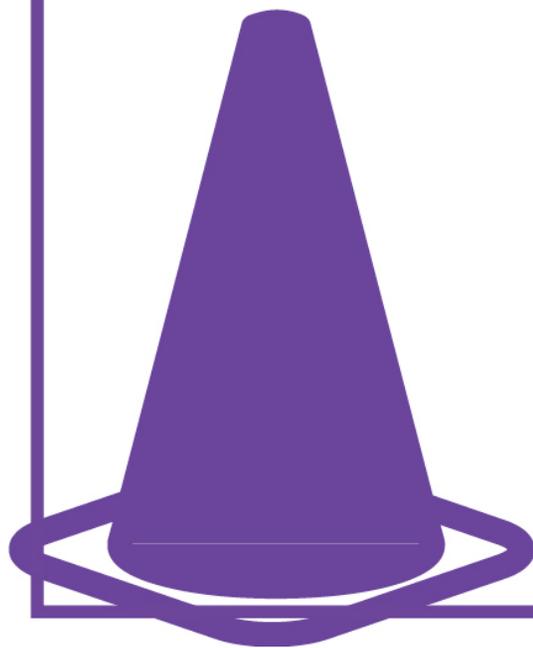
Cardiorespiratory Endurance

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



Muscular Fitness

Write an exercise on each station card. Be sure the exercise matches the fitness category for this card's cone.



Skill-Related Fitness

## SURVIVAL MODE REFLECTION

After the class performs your group’s workout, use the first reflection chart to rate your routine. Include specific information that you learned with details on how you can use that information to improve future workouts.

Use the second reflection chart to rate and comment on one other group’s routine.

My Group’s Workout Reflection	
Date:	
Perceived Exertion [Rate 1 to 10]	
Safety/Appropriateness [Rate 1 to 3]	
Fitness Concepts [Rate 1 to 3]	
Health Benefits [Rate 1 to 3]	
Lessons Learned:	

Group Workout Reflection	
Group Members & Date	
Perceived Exertion [Rate 1 to 10]	
Safety/Appropriateness [Rate 1 to 3]	
Fitness Concepts [Rate 1 to 3]	
Health Benefits [Rate 1 to 3]	
Lessons Learned:	



HOME TABATA ROUTINE

Name \_\_\_\_\_

Date \_\_\_\_\_

Create an at-home Tabata routine utilizing the skills and concepts learned in physical education class. Write six different exercises that correspond with each fitness concept in the chart below. Hang this page where you can be safely active and perform each of the selected activities.

Download a free Tabata timer for your iPhone here: <https://appsto.re/us/By5dZ.i>

Cardio-respiratory Endurance	Muscular Fitness	Skill-Related Fitness	Cardio-respiratory Endurance	Muscular Fitness	Skill-Related Fitness

Explain why you choose each specific exercises. Provide evidence that this routine is challenging in relation to your personal fitness.

Describe three safety consideration for this Tabata routine.

How would completing a Tabata routine three to five times per week positively impact your mental and emotional health?



ACADEMIC LANGUAGE QUIZ

1

\_\_\_\_\_ includes 5 physical fitness components that relate to good health.

- a. SMART Goals
- b. Health Related Fitness
- c. Skill Related Fitness
- d. FITT Principles

2

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

- a. Muscular Strength
- b. Power
- c. Speed
- d. Muscular Endurance

3

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

- a. Muscular Strength
- b. Agility
- c. Speed
- d. Muscular Endurance

4

The ability of the heart, lungs, & blood vessels to pump oxygen and nutrients during long periods of exercise.

- a. Efficiency
- b. Cardiorespiratory Endurance
- c. Muscular Endurance
- d. Coordination

5

\_\_\_\_\_ is the ability to move quickly and easily.

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

6

One's ability to stretch a muscle or group of muscles is known as \_\_\_\_\_.

- a. Body Mass Index
- b. Body Composition
- c. Flexibility
- d. SMART Goals

7

The percentage of fat, muscle, water and bone found in the human body is called \_\_\_\_\_.

- a. Skin Calipers
- b. Body Mass Index
- c. Healthy Living
- d. Body Composition

8

An improvement to a person's overall well-being resulting from a physical activity or food choice is called \_\_\_\_\_.

- a. Personal challenge
- b. Healthy lifestyle
- c. Health benefits
- d. Perceived exertion

## HOLISTIC PERFORMANCE RUBRIC

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

	Skill	Personal & Social Responsibility (PSR)
<b>Proficient 4</b>	Consistently and safely performs exercises with perfect form and pacing. Can apply the academic language of both health- and skill-related fitness during discussions with peers. Utilizes heart rate monitor technology effectively to measure and pace activity intensity. Correctly identifies the purpose and benefits of various exercises.	Conducts herself/himself safely and with consideration for others. Acts as a leader, communicating well, and working to help others improve.
<b>Competent 3</b>	Safely performs exercises with less than 3 corrections to form and pacing. Can apply the academic language of both health- and skill-related fitness during discussions with minor correction. Is motivated by the use of heart rate monitor technology and begins to use it to pace activity intensity. Can identify the benefits of exercise.	Conducts herself/himself safely without disrupting the learning environment.
<b>Lacks Competence 2</b>	Performs exercises with frequent errors in form. Has difficulty discussing various aspects of health- and skill-related fitness. Cannot identify the benefits of exercise	Occasionally creates unsafe situations
<b>Well Below Competence 1</b>	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts learning for others.

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

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

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

**Directions: Answer Yes or No to the first 8 items, then write a short response for items 9 and 10.**

	YES	NO
I think I can ask an adult (teacher or family member) to help me find opportunities to participate in circuit or Tabata training.	<input type="checkbox"/>	<input type="checkbox"/>
I think I can ask a friend or family member to participate in a circuit training or Tabata workout with me.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the skills I need to participate in circuit or Tabata training outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the knowledge I need to improve personal fitness outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I know where to find resources to learn more about circuit and Tabata training.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will participate in circuit or Tabata training in the future if the opportunity is available.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will feel comfortable participating in circuit or Tabata training with my peers outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think activities like circuit and Tabata training can help me stay active and healthy in the future.	<input type="checkbox"/>	<input type="checkbox"/>

**If you could choose between circuit or Tabata training and other physical activity options, would you choose either of these options? Why or why not?**

**Did you enjoy the challenges that you faced while learning about circuit and Tabata training? Why or why not?**

## TEACHER SELF-REFLECTION GUIDE

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3			
<b>Domain 3: Instruction</b>			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3			
<b>Domain 4: Professional Responsibilities</b>			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3			
<b>Self-Rating with Rationale</b>			
<b>Choose One:</b> <b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			