



Online Physical Education Network

FITNESS ON THE MOVE

Physical Education Resources for Middle School
Weeks 4–7 of the Academic School Year

In collaboration with



[NYRR.ORG/OPEN](https://nyrr.org/open)

Varsity  BRANDS





Learning Module: **FITNESS ON THE MOVE**
Middle School Weeks 4-7

Healthy Body

I will discuss the components of the FITT principle.



Healthy Mind

I will practice mindful breathing.

Enjoyment & Challenge

I will create fitness challenges using activities that I enjoy and provide a challenge.

Building Skills

I will move safely with control at a variety of intensity levels.

Why are we learning this?

Fitness on the Move is the second physical education learning module of the school year.

It is important because it will teach us:

- the components of the FITT principle — the foundation of fitness planning
- mindful breathing techniques that we can use whenever we feel tense
- how to move safely with control at moderate to vigorous intensity levels

Students and families:

During the next 4 weeks of this school year we will be working on a unit called *Fitness on the Move!* The learning activities in this unit were created as a collaboration of OPEN and Rising New York Road Runners. During this unit we learn will about the FITT principle and how it can help us create personal fitness plans.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Fitness on the Move* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit www.OPENPhysEd.org/MS-FitnessMove to download activity pages, assignments, and watch video demonstrations of the games and learning activities that we'll be using in physical education class.

Thank you for being physically active every day.

Go Be Great!

Middle School Physical Education Checklist for Fitness on the Move

CHECK	WEEK 1 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
	WEEK 2 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the <i>CYO Mission Possible Worksheet</i> . Send it to your Physical Education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
	WEEK 3 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the <i>Daily Wellness Plan</i> . Send it to your Physical Education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)
	WEEK 4 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the <i>CYO FITT Dice Challenge Worksheet</i> . Send it to your Physical Education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)



FITNESS ON THE MOVE

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the FITT principle and how it relates to good health.
- I will be physically active as a way to protect my health.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will use positive words that help my classmates feel safe.
- I will demonstrate courage as I work to create a positive activity environment for myself and others.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will build physical activity into my daily routine.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: PERSONAL HEALTH

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

- **(6)** Describes how physical activity positively impacts the body to promote good health.
- **(7)** Identifies and explains the relationship between the five components of health- related fitness and disease prevention.
- **(8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: SAFETY

- **(Secondary)** Applies positive communication skills to seek and offer help and to resist inappropriate social pressure.

SOCIAL AWARENESS: SAFETY

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

FITNESS **ON THE** MOVE

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss exercise intensity and how it relates to heart rate.
- I will look for opportunities to be physically active with family and friends.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will safely control my personal behavior in order to make physical education a positive learning environment.
- I will use my words to help motivate my classmates to be active.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will build physical activity into my daily routine.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS KNOWLEDGE

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

- **(6)** Defines each component of the FITT principle as it relates to personal fitness.
- **(7)** Defines Heart Rate as a way to measure activity Intensity.

RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY

- **(8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

Social and Emotional Learning Priority Outcomes:

RESPONSIBLE DECISION-MAKING: SAFETY

- **(Secondary)** Evaluates positive and negative consequences of personal behavior options. Makes decisions in the best interest of self and others.

RELATIONSHIP SKILLS: EMPOWERMENT

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

FITNESS ON THE MOVE

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will create a daily plan that includes 60-minutes of physical activity.
- I will discuss my plan and how it incorporates the FITT Principle.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will identify emotions that contribute to optimism.
- I will practice breathing techniques that promote stress management.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will build physical activity into my daily routine.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS KNOWLEDGE

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

- **(6)** Defines each component of the FITT principle as it relates to personal fitness.
 - **(7)** Defines Heart Rate as a way to measure activity Intensity.
- ##### RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY
- **(8)** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: SAFETY

- **(Secondary)** Recognizes the role of emotions in personal behavior.
Applies understanding to establish positive & optimistic patterns of behavior.

SELF-MANAGEMENT: SAFETY

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

FITNESS ON THE MOVE

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will create a safe and effective FITT Dice Challenge.
- I will describe and discuss the purpose of routine physical activity.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will include focused breathing in my CYO FITT Dice Challenge.
- I will define personal physical activity goals for the next 3 weeks of physical education class.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete all tasks on my *Fitness On The Move* checklist.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: PERSONAL HEALTH

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

- **(6)** Describes how physical activity positively impacts the body to promote good health.
- **(7)** Identifies and explains the relationship between the five components of health- related fitness and disease prevention.
- **(8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: EMPOWERMENT

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

SELF-AWARENESS: EMPOWERMENT

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

OPEN[®] HOME & SCHOOL MOVEMENT MENU



FITNESS ON THE MOVE
— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 1 of 4

COURAGE: The ability to do what's right even though you feel fear.

*Corina showed **courage** on the first day of school. She came to class even though she felt nervous.*

Card Cardio Challenge: [\[Vimeo\]](#)

You'll need a deck of cards or a card app on your phone and the Card Cardio Exercise Chart from OPENPhysEd.org.

Pull a card from a shuffled deck and then complete the exercise that matches the card you pulled.

Finish the exercise and then pull another card.

Purposeful Practice

WEEK 1 of 4

FITT Principle: The foundation of personal fitness planning. It stands for Frequency, Intensity, Time, Type.

*Boise used the **FITT** principle to create his monthly fitness plan.*

6-Minute FITT Dice: [\[YouTube\]](#)

Complete the 8, 30-second exercise intervals that match the number rolled on the die. There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.

- 1 – Jumps ([YouTube](#))
- 2 – High-5 Breathing ([YouTube](#))
- 3 – Slow Climbers ([YouTube](#))
- 4 – Squat Hold Calf Raises ([YouTube](#))
- 5 – High Knees ([YouTube](#))
- 6 – Equal Breathing ([YouTube](#))

[30-Second Interval Music on Apple Music.](#)

Just for Fun (and health)

WEEK 1 of 4

EXERCISE: Physical activity that a person does specifically to improve health and fitness.

*Mr. Kline taught the students an **exercise** they could do at home to improve muscular strength.*

Fitness Categories Game:

The object of the game is to write 1 word per in each category that starts with the challenge letter given. You have 30 seconds to complete each category. For example, if the challenge letter is T – the exercise in the Muscular Fitness category could be Triceps Extension, a fruit could be a Tangerine, and so on. As a group, do 5 jumping jacks for every category left on each card without a valid answer.

OPEN[®] HOME & SCHOOL MOVEMENT MENU



FITNESS ON THE MOVE
— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 2 of 4

MOTIVATION: A reason to do something. The desire to reach a goal.

Jenna's motivation for wearing her mask was to keep her family healthy.

Mission Possible: [\[Vimeo\]](#)

You've got 3 minutes to complete the following mission:

- 3 Reps: Get Down, Get Up
- 5 Reps: Sit Ups
- 5 Reps: Chair (Couch) Sits
- 5 Reps: Triceps Dips
- 1 Rep: Touch 4 Walls
- 10 Reps: Lunges

Now it's time to CYO Mission (Create Your Own). Use the CYO Mission Worksheet to create a new set of challenges.

Purposeful Practice

WEEK 2 of 4

FREQUENCY: The rate at which is repeated over a particular period of time.

The frequency of Jessica's muscular fitness exercise is 3 times per week.

6-Minute FITT Dice: [\[YouTube\]](#)

Complete the 8, 30-second exercise intervals that match the number rolled on the die. There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.

- 1 – Split Jacks ([YouTube](#))
 - 2 – High-5 Breathing ([YouTube](#))
 - 3 – Plank Jacks ([YouTube](#))
 - 4 – Scissor Arms ([YouTube](#))
 - 5 – Seal Jacks ([YouTube](#))
 - 6 – Equal Breathing ([YouTube](#))
- [30-Second Interval Music on Apple Music.](#)

Just for Fun (and health)

WEEK 2 of 4

INTENSITY: The amount of effort used when performing an exercise or activity.

Every day, we should get a least 60 minutes of physical activity that is at a moderate to vigorous intensity.

Exercise Word Scrambler:

Use the letters shown on the Word Scrambler Card to create and list the names of as many physical activity choices as you can.

If you list an exercise that we can do in our personal space, we'll complete that exercise for 15 seconds. If more than 1 person has the same exercise on their list, we'll complete 30 seconds.

Score a point for each valid name and a bonus point if you name an exercise that appears on another list.

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FITNESS ON THE MOVE
— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 3 of 4

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing as a way to help the body and mind relax.

This or That: [\[Vimeo\]](#)

In this activity you will perform a tree pose if you agree with a statement that you hear. You will do jumping jacks if you disagree with the statement.

The leader will call out a statement about the things they like. For example, "Apples are my favorite fruit." If you agree and apples are your favorite fruit, perform a tree pose. If grapes are your favorite fruit, perform jumping jacks.

Continue calling out statements, taking turns as leader.

Purposeful Practice

WEEK 3 of 4

TIME: The duration or length of an exercise or physical activity session.

Get 60-minutes of daily activity by including a time of 30-minutes in the morning and 30-minutes in the afternoon.

6-Minute FITT Dice: [\[YouTube\]](#)

Complete the 8, 30-second exercise intervals that match the number rolled on the die. There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.

- 1 – Climbers ([YouTube](#))
- 2 – High-5 Breathing ([YouTube](#))
- 3 – Plank Thigh Taps ([YouTube](#))
- 4 – Scissor Chops ([YouTube](#))
- 5 – Jump Knee Tucks ([YouTube](#))
- 6 – Equal Breathing ([YouTube](#))

Just for Fun (and health)

WEEK 3 of 4

EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

20 Questions (100 Reps): [\[YouTube\]](#)

Pick an exercise, physical activity, or healthy food. The class gets 20 yes/no questions to gain clues and guess what the exercise, activity, or food is.

The entire class must do 5 reps of a chosen exercise to earn a question. If the class ends up asking all 20 questions, they will do a total of 100 exercise reps.

When the exercise, activity, or food is guessed correctly, pick a new leader to think of a new topic.

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FITNESS ON THE MOVE
— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 4 of 4

PURPOSE: The reason for doing something.

Izzi's purpose for being active after school was to have fun with her friends.

TEACHER / STUDENT CHOICE
Choose a Warm-Up activity.

Card Cardio Challenge: [\[Vimeo\]](#)

Pull a card from a shuffled deck and then complete the exercise that matches the card you pulled.

Mission Possible: [\[Vimeo\]](#)

You get 3 minutes to complete a fitness mission.

This or That: [\[Vimeo\]](#)

Perform specific exercises if you agree or disagree with a statement.

Purposeful Practice

WEEK 4 of 4

SAFE: Protected from danger.

The students chose safe activities when building their FITT Dice Challenges.

TEACHER / STUDENT CHOICE
Choose a Purposeful Practice activity.

CYO FITT Dice Challenge: [\[YouTube\]](#)

It's time to create your own FITT Dice Challenge. Use the worksheet to create a routine with 2 aerobic activities, 2 muscular fitness activities, and 2 mindful breathing activities. It's okay to use activities we've done in class, or you can choose to include your own safe exercises.

[30-Second Interval Music on Apple Music.](#)

Just for Fun (and health)

WEEK 4 of 4

IMPROVE: To become better.

Johnna created a fitness plan to improve his muscular fitness.

TEACHER / STUDENT CHOICE
Choose 1 (or both) Warm-Up activity.

Fitness Categories:

Write 1 word per in each category that starts with the challenge letter given.

Exercise Word Scrambler:

Use letters on the Word Scrambler Card to list the names of as many physical activity choices as you can.

20 Questions: [\[YouTube\]](#)

The class gets 20 questions to gain clues and guess a fitness-related word.

FITNESS ON THE MOVE

Teacher Talk

[Fitness on the Move Week 1 Sample Script]

Brain & Body Warm-Ups

It's week 4 of physical education class and we're going to talk about 3 really important things that will help us be the best that we can be.

The first thing is Courage. Courage is a person's ability to do what's right, even though that person feels fear.

Everyone has been afraid, and everyone has demonstrated courage — even if it was a small act of courage. Starting school in a new and different way took courage. All of us were nervous and afraid of what it would be like. We knew we'd have to be cautious and work in new ways. But here we are! We're now in week 4!

Let's celebrate how far we've come with a fun Brain & Body Warm-Up. We're going to do an activity from the Rising New York Road Runner's Play Builder called Card Cardio Challenge.

Purposeful Practice

The second thing we need to talk about this week is the FITT Principle. The 4 components of the FITT Principle help us create personal fitness plans that focus on overall good health. The components are Frequency (how often we're active), Intensity (how much effort we spend), Time (how long each bout of activity lasts), and Type (the kind of activity you're doing – for example, aerobic or muscular fitness).

In the activity, 6-Minute FITT Dice Challenge, we'll experience these components in action. You can do this activity 3 to 5 times per week (the frequency). Each exercise assigned to a number varies in intensity. Some activities are low to moderate in intensity and some are vigorous. The time it takes to complete this challenge is 6 minutes, and there are 3 types of activities (aerobic, muscular fitness, and mindfulness). The 6-Minute FITT Dice challenge is Purposeful Practice focused on teaching us about the FITT Principle.

Just for Fun (and health)

The final thing I want to talk about this week is exercise. Exercise is a physical activity that you can do to improve your health and fitness. We already talked about some of the different types of exercises. Different exercise types focus on different components of health-related fitness. Some exercises focus on muscle and bone strength. Some exercises are focused on making our heart stronger (aerobic capacity). It's important to do a variety of different exercises in order to keep our whole bodies healthy.

This week when you're filling out your physical activity log. Think about the different types of activities that you're doing. Try to do different exercises that will help your body stay healthy.

Walking is the perfect exercise to do with your family members. Almost everyone can go on a walk and it's really good for both our muscles and our heart. It isn't an exercise that helps make muscles stronger. Instead, it's an important exercise that helps keep our muscles ready for action (endurance). Taking a walk with family and friends is a perfect time to teach them about the vocabulary words that we're learning in physical education class.

FITNESS **ON THE MOVE**

Menu Activity Cards

BRAIN & BODY WARM-UP

COURAGE: The ability to do what's right even though you feel fear.

*Corina showed **courage** on the first day of school. She came to class even though she felt nervous.*

Card Cardio Challenge

- Get a deck of cards or a card phone app.
- Pull a card from a shuffled deck. Then do the exercise that matches the card pulled.
- Finish the exercise, then pull another card.

Card	Exercise
Ace	1 Jumping Jack
2	2 Burpees
3	3 Squats
4	Touch 4 walls
5	5 Push-ups
6	6 Lunges
7	7 High-knees
8	8 Hops (on each foot)
9	9 Mountain climbers
10	10 Sit-ups
Jack	15-second plank
Queen	15-second down dog
King	15-second child's pose

FITNESS **ON THE MOVE**

Menu Activity Cards

BRAIN & BODY WARM-UP

MOTIVATION: A reason to do something. The desire to reach a goal.

Jenna's motivation for wearing her mask was to keep her family healthy.

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Mission Possible

- You've got 3 minutes to complete the following mission:
 - 3 Reps: Get Down, Get Up
 - 5 Reps: Sit Ups
 - 5 Reps: Chair (Couch) Sits
 - 5 Reps: Triceps Dips
 - 1 Rep: Touch 4 Walls
 - 10 Reps: Lunges

FITNESS **ON THE MOVE**

Menu Activity Cards

BRAIN & BODY WARM-UP

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing is a way to help the body and mind relax.

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This or That

- In this activity you will perform a tree pose if you agree with a statement that you hear. You will do jumping jacks if you disagree with the statement.
- The leader will call out a statement about the things they like. For example, “Apples are my favorite fruit.” If you agree and apples are your favorite fruit, perform a tree pose. If grapes are your favorite fruit, perform jumping jacks.
- Continue calling out statements, taking turns as leader.

FITNESS **ON THE MOVE**

Menu Activity Cards

PURPOSEFUL PRACTICE

FITT Principle: The foundation of personal fitness planning. It stands for Frequency, Intensity, Time, Type.

*Boise used the **FITT** principle to create his monthly fitness plan.*

6-Minute FITT Dice Challenge

- Complete the 8, 30-second exercise intervals that match the number rolled on the die. There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.
 - 1 – Jumps
 - 2 – High-5 Breathing
 - 3 – Slow Climbers
 - 4 – Squat Hold Calf Raises
 - 5 – High Knees
 - 6 – Equal Breathing

FITNESS **ON THE MOVE**

Menu Activity Cards

PURPOSEFUL PRACTICE

FREQUENCY: The rate at which is repeated over a particular period of time.

*The **frequency** of Jessica's muscular fitness exercise is 3 times per week.*

6-Minute FITT Dice Challenge

- Complete the 8, 30-second exercise intervals that match the number rolled on the die. There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.
 - 1 – Split Jacks
 - 2 – High-5 Breathing
 - 3 – Plank Jacks
 - 4 – Scissor Arms
 - 5 – Seal Jacks
 - 6 – Equal Breathing

FITNESS **ON THE MOVE**

Menu Activity Cards

PURPOSEFUL PRACTICE

TIME: The duration or length of an exercise or physical activity session.

*Get 60-minutes of daily activity by including a **time** of 30-minutes in the morning and 30-minutes in the afternoon.*

6-Minute FITT Dice Challenge

- Complete the 8, 30-second exercise intervals that match the number rolled on the die.
There are 3 TYPES of exercise on the dice list: Aerobic, Muscular Fitness, Mindfulness.
 - 1 – Climbers
 - 2 – High-5 Breathing
 - 3 – Plank Thigh Taps
 - 4 – Scissor Chops
 - 5 – Jump Knee Tucks
 - 6 – Equal Breathing

FITNESS **ON THE MOVE**

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

EXERCISE: Physical activity that a person does specifically to improve health and fitness.

*Mr. Kline taught the students an **exercise** they could do at home to improve muscular strength.*

FITNESS CATEGORIES GAME

- The object of the game is to write 1 word per in each category that starts with the challenge letter given.
- You have 30 seconds to complete each category. For example, if the challenge letter is T – the exercise in the Muscular Fitness category could be Triceps Extension, a fruit could be a Tangerine, and so on.
- As a group, do 5 jumping jacks for every category left on each card without a valid answer.

FITNESS **ON THE MOVE**

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

INTENSITY: The amount of effort used when performing an exercise or activity.

*Every day, we should get a least 60 minutes of physical activity that is at a moderate to vigorous **intensity**.*

EXERCISE WORD SCRAMBLER

- Use the letters on the Word Scrambler Card to create and list the names of as many physical activity choices as you can.
- If you list an exercise that we can do in our personal space, we'll complete that exercise for 15 seconds. If more than 1 person has the same exercise on their list, we'll complete 30 seconds.
- Score a point for each valid name and a bonus point if you name an exercise that appears on another list.

FITNESS **ON THE MOVE**

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

20 Questions (100 Reps)

- Pick an exercise, physical activity, or healthy food. The class gets 20 yes/no questions to gain clues and guess what the exercise, activity, or food is.
- The entire class must do 5 reps of a chosen exercise to earn a question. If the class ends up asking all 20 questions, they will do a total of 100 exercise reps.
- When the exercise, activity, or food is guessed correctly, pick a new leader to think of a new topic.

FITNESS **ON THE MOVE**

Card Cardio Challenges

DRAW A CARD AND COMPLETE A CHALLENGE.

Card	Exercise
Ace	1 Jumping Jack
2	2 Burpees
3	3 Squats
4	Touch 4 walls
5	5 Push-ups
6	6 Lunges
7	7 High-knees
8	8 Hops (on each foot)
9	9 Mountain climbers
10	10 Sit-ups
Jack	15-second plank
Queen	15-second down dog
King	15-second child's pose

FITNESS **ON THE MOVE**

FITT Dice Challenges

Complete 8 intervals in 6 minutes with 30 seconds of exercise and 15 seconds of rest.

Roll the die. Then, complete the 30-second exercise interval that matches the number rolled on the die.

There are 3 TYPES of exercises the challenge list:
Aerobic, Muscular Fitness, Mindfulness.

CHALLENGE CHART 1

- 1 – Jumps** (Aerobic / Vigorous Intensity)
- 2 – High-5 Breathing** (Mindfulness / Low Intensity)
- 3 – Slow Climbers** (Muscular Fitness / Vigorous Intensity)
- 4 – Squat Hold Calf Raises** (Muscular Fitness / Moderate Intensity)
- 5 – High Knees** (Aerobic / Vigorous Intensity)
- 6 – Equal Breathing** (Mindfulness / Low Intensity)

SELF-TALK DISCUSSION

Think about this...

- The FITT Principle stands for Frequency, Intensity, Time and Type. Choose 1 of the 4 components and think about how it relates to good health and disease prevention. Be ready to discuss.

FITNESS **ON THE MOVE**

FITT Dice Challenges

Complete 8 intervals in 6 minutes with 30 seconds of exercise and 15 seconds of rest.

Roll the die. Then, complete the 30-second exercise interval that matches the number rolled on the die.

There are 3 TYPES of exercises the challenge list:
Aerobic, Muscular Fitness, Mindfulness.

CHALLENGE CHART 2

- 1 – Split Jacks** (Aerobic / Vigorous Intensity)
- 2 – High-5 Breathing** (Mindfulness / Low Intensity)
- 3 – Plank Jacks** (Muscular Fitness / Vigorous Intensity)
- 4 – Scissor Arms** (Muscular Fitness / Moderate Intensity)
- 5 – Seal Jacks** (Aerobic / Vigorous Intensity)
- 6 – Equal Breathing** (Mindfulness / Low Intensity)

SELF-TALK DISCUSSION

Think about this...

- Heart Rate allows us to measure exercise **intensity**. The more intense an activity is, the faster our heart will beat. Why does your heart beat faster during physical activity? How does moderate to vigorous exercise help our hearts stay healthy? Be ready to discuss.

FITNESS **ON THE MOVE**

FITT Dice Challenges

Complete 8 intervals in 6 minutes with 30 seconds of exercise and 15 seconds of rest.

Roll the die. Then, complete the 30-second exercise interval that matches the number rolled on the die.

There are 3 TYPES of exercises the challenge list:
Aerobic, Muscular Fitness, Mindfulness.

CHALLENGE CHART 3

- 1 – Climbers** (Aerobic / Vigorous Intensity)
- 2 – High-5 Breathing** (Mindfulness / Low Intensity)
- 3 – Plank Thigh Taps** (Muscular Fitness / Vigorous Intensity)
- 4 – Scissor Chops** (Muscular Fitness / Moderate Intensity)
- 5 – Jump Knee Tucks** (Aerobic / Vigorous Intensity)
- 6 – Equal Breathing** (Mindfulness / Low Intensity)

SELF-TALK DISCUSSION

Think about this...

- Every day we are striving to get 60 minutes of moderate to vigorous activity. But we don't have to get all 60 minutes at one time. It's okay to get 5, 15, or 30-minute chunks of activities. Movement breaks are a great way to build activity into your day. When can you schedule a movement break into your day? What activities can you use to help give your mind and body a boost? Be ready to discuss.

FITNESS **ON THE MOVE**

FITT Dice Challenges

Create Your Own

Create a routine that includes
8 activity intervals in 6 minutes with
30 seconds of exercise and 15 seconds of rest.

Roll the die. Then, complete the 30-second exercise
interval that matches the number rolled on the die.

Include 3 TYPES of exercises on your challenge list:
Aerobic, Muscular Fitness, Mindfulness.

CYO CHALLENGE CHART

1 –	(Aerobic / Vigorous Intensity)
2 –	(Mindfulness / Low Intensity)
3 –	(Muscular Fitness / Vigorous Intensity)
4 –	(Muscular Fitness / Moderate Intensity)
5 –	(Aerobic / Vigorous Intensity)
6 –	(Mindfulness / Low Intensity)

SELF-TALK DISCUSSION

Write your own self-talk discussion question and then write your answer...

FITNESS ON THE MOVE

Fitness Categories

Official Game Card

Name: _____

You have 30 seconds to write 1 word per category that starts with the challenge letter given to you by the activity leader.

The challenge letter is: _____

Category	Your Answer
A physical activity / exercise...	_____
A fruit or vegetable...	_____
A healthy snack...	_____
A famous person...	_____
A famous place...	_____
Title of a book...	_____

Score Board

Give yourself 5 points for each correct answer.

Subtract your score from 30.

The difference is the number of jumping jacks that you add to the group total.
The group total is the number of jumping jacks everyone in your group will perform.

30

5 points per correct answer: — _____

Add to group total:

FITNESS **ON THE MOVE**

Mission Possible

You've got 3 minutes to complete the following mission.
If you're done before the time is up, perform High-5 Mindful Breathing.

# of Reps	Exercise
3	Get Down, Get Up
5	Sit Ups
5	Chair (couch) Sits
5	Triceps Dips
1	Touch 4 Walls
10	Lunges

INTENSITY QUESTIONS

How can you make this mission more intense?

How can you make this mission less intense?

FITNESS **ON THE MOVE**

Mission Possible

CREATE YOUR OWN MISSION

Create a mission that takes 3 minutes to complete.

If done before the time is up, perform High-5 Mindful Breathing.

# of Reps	Exercise

FITT QUESTIONS

Write a question to be answered after the 3-minute mission is over.

FITNESS **ON THE** MOVE

Exercise Word Scrambler

How many words can you make?

Name:

--

Use the letters in the chart below to spell the names of exercises and physical activities. **Score a point for each exercise.** If you list an exercise we can do in personal space, we'll complete that activity for 15 seconds. Score 1 bonus point for physical education academic language words.

Note: You can use a letter more than once in the same word.

F	G	R	A
E	L	Q	P
U	M	N	S
C	T	Y	I
J	O	K	B

Write your words below.

[illegible]

At Home Choice Board

Hang this choice board near your safe physical activity space.

Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
Card Cardio Challenge [Vimeo] Pull a card from a shuffled deck and then complete the exercise that matches the card you pulled.	FITT Dice Challenge [YouTube] Complete 3 stations in 1-min or 3 sec intervals — Jump Station, Move Station, Stretch Station.	Fitness Categories [YouTube] Write 1 word per in each category that starts with the challenge letter given.
Mission Possible [Vimeo] You get 3 minutes to complete a fitness mission.	CYO FITT Dice Challenge: [YouTube] Use the worksheet to create a routine with 2 aerobic activities, 2 muscular fitness activities, and 2 mindful breathing activities.	Exercise Word Scrambler [YouTube] Use letters on the Word Scrambler Card to list the names of as many physical activity choices as you can.
This or That [Vimeo] Perform specific exercises if you agree or disagree with a statement.	BLANK SPACE Create Your Own Choice	20 Questions (100 Reps) [YouTube] You get 20 questions to gain clues and guess a fitness-related word. Do 5 exercise reps to earn a question.



FITNESS **ON THE** MOVE

Physical Education Vocab

Important words for us to understand and use.

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

In order to improve her aerobic capacity, Fiona decided to train for a community 5K race.

BALANCE: Upright and steady.

Steffano was able to keep his balance while he stood on 1 foot.

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

Joe maintained his healthy body composition by staying active every day and eating healthily.

COURAGE: The ability to do what's right even though you feel fear.

*Corina showed **courage** on the first day of school. She came to class even though she felt nervous.*

EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

MORE →

FITNESS ON THE MOVE

Physical Education Vocab

Important words for us to understand and use.

EXERCISE: Physical activity that a person does specifically to improve health and fitness.

*Mr. Kline taught the students an **exercise** they could do at home to improve muscular strength.*

FITT Principle: The foundation of personal fitness planning. It stands for Frequency, Intensity, Time, Type.

*Boise used the **FITT Principle** to create his monthly fitness plan.*

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

Good flexibility can help you bend and reach safely during daily activity.

FREQUENCY: The rate at which is repeated over a particular period of time.

*The **frequency** of Jessica's muscular fitness exercise is 3 times per week.*

HEALTH: The state of being free from sickness or injury.

*Micha was in good **health** because he was physically active every day and always ate nutritious foods.*

MORE →

FITNESS **ON THE** MOVE

Physical Education Vocab

Important words for us to understand and use.

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

It's important to consider our health-related fitness when we're creating a physical activity routine.

HEART: The muscular organ that pumps blood through the body.

Your heart is a muscle that gets stronger when you exercise.

IMPROVE: To become better.

Johnna worked to improve his balance so he could easily stand on 1 foot.

INDEPENDENT: The ability to think and act for yourself.

The students were independent and could safely move without teacher reminders.

INTENSITY: The amount of effort used when performing an exercise or activity.

*Every day, we should get a least 60 minutes of physical activity that is at a moderate to vigorous **intensity**.*

MORE →

FITNESS **ON THE** MOVE

Physical Education Vocab

Important words for us to understand and use.

MOTIVATION: A reason to do something. The desire to reach a goal.

Jenna's motivation for wearing her mask was to keep her family healthy.

MUSCULAR ENDURANCE: The ability of a muscle to continue to perform and do work without fatigue.

Keira showed the teacher her muscular endurance by holding plank position for 30 seconds without a rest.

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

Orion used his muscular strength to throw the ball as hard as he could.

PURPOSE: The reason for doing something.

Izzi's purpose for being active after school was to have fun with her friends.

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing is a way to help the body and mind relax.

MORE →

FITNESS **ON THE** MOVE

Physical Education Vocab

Important words for us to understand and use.

SAFE: Protected from danger.

The students kept a safe physical distance during physical education class.

TIME: The duration or length of an exercise or physical activity session.

*Get 60-minutes of daily activity by including a **time** of 30-minutes in the morning and 30-minutes in the afternoon.*

TYPE: The activity category associated with a given exercise (e.g., muscular fitness 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.*

Physical Education Class Discussion Questions Physical Activity & Personal Health

Question Set 1

- 1) What is the FITT Principle?
- 2) What do you know about Frequency, Intensity, Time, and Type?
- 3) How would you apply the FITT Principle into a physically active lifestyle?

Question Set 2

- 1) How can you tell how intense an activity or exercise is?
- 2) How does exercise intensity affect your heart rate?
- 3) How could you change the activities we've done in physical education to make the more or less intense?

Question Set 3

- 1) How would you describe a day that includes 60-minutes of physical activity?
- 2) How might being physically active affect your mental and emotional health?
- 3) How could you adapt one of your daily routines in order to get more physical activity into your schedule?

Question Set 4

- 1) How do you perform High-5 Breathing? How do you perform Equal Breathing?
- 2) How can you apply these breathing techniques into your daily life?
- 3) How is mindful breathing related to mental and emotional health?

Social & Emotional Health

Question Set 1

- 1) What is courage?
- 2) How do demonstrate courage in your life?

Question Set 2

- 1) What does motivation mean?
- 2) What things can you say to help motivate friends and family members?

Question Set 3

- 1) What do you know about optimism?
- 2) How does optimism affect our behavior?

Question Set 4

- 1) What does the word purpose mean?
- 2) How can you move your body with purpose?



Name: _____

Class: _____

Date: _____

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

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

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

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

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

> Let's focus on using positive words to describe physical activity and exercise. In the space below, write a positive sentence about why daily physical activity is important to you.

Name: _____

Class: _____

Date: _____

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

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

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

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

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

> What actions did you take to control your personal behavior to create a positive environment for your friends and family members?

Name: _____

Class: _____

Date: _____

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

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

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

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

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

> Briefly write about a situation in which you could have used mindful breathing to help control your emotions.

Name: _____

Class: _____

Date: _____

WEEK 4: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

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

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

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

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

> What is the purpose of physical education class in your life? Why is learning about building a physically active lifestyle important for you now and in the future?

FITNESS ON THE MOVE

Universal Design for Learning

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

The table below offers UDL adaptations and suggestions.

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

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