



Fitness

planning with a purpose.

Physical Education Resources for Grades 6-8
Weeks 8–10 of the Academic School Year



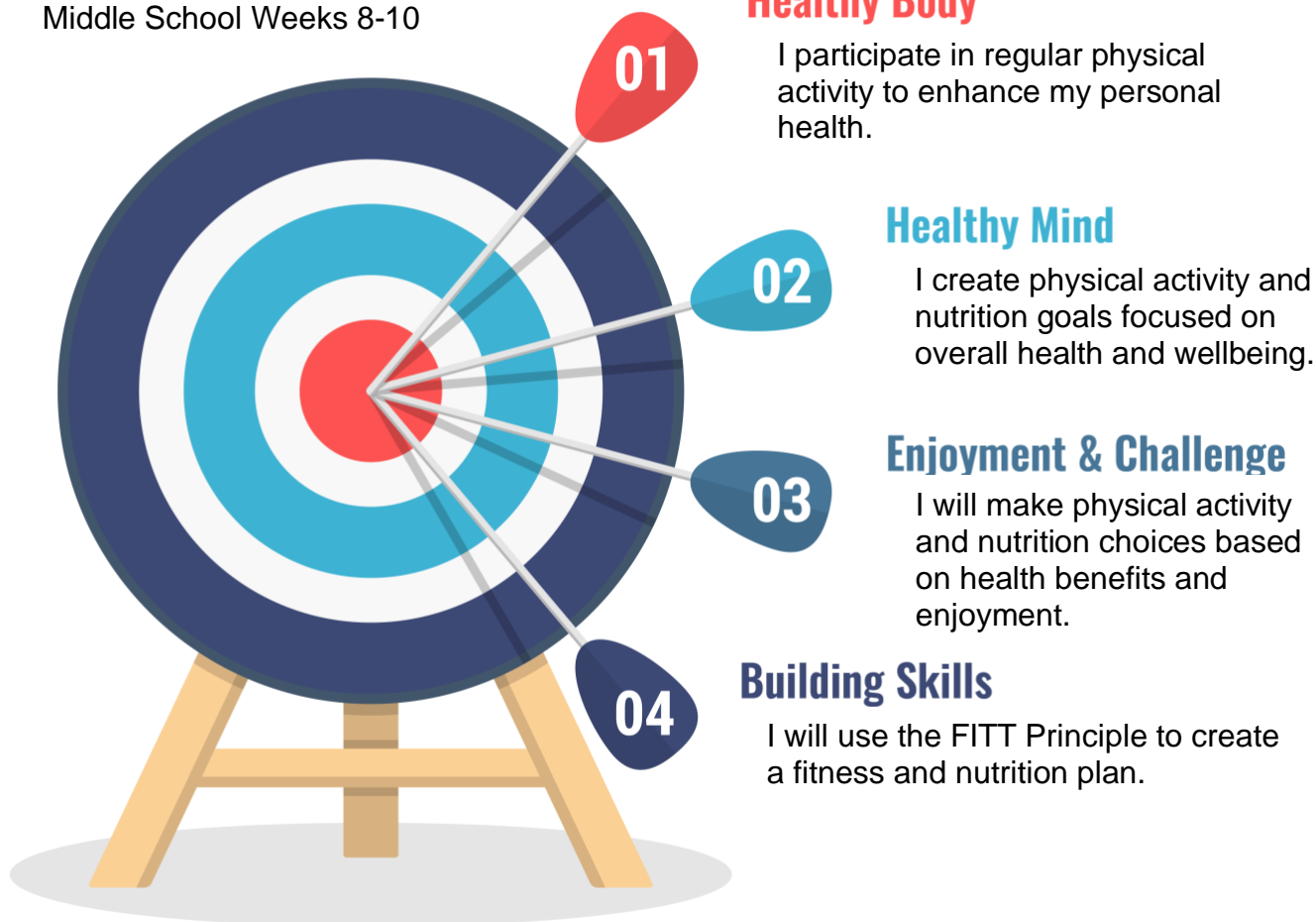
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Learning Module: **FITNESS PLANNING**
Middle School Weeks 8-10



Why are we learning this?

Fitness Planning with a Purpose is a 3-week instructional module that is important because it will teach us:

- how to use the FITT Principle to improve health-related fitness
- how to identify whole foods from each of the 5 food groups
- how to set a GREAT Goal and plan focused on my personal fitness and nutrition behaviors

Students and families:

During the next 3 weeks of this school year, we will be working on a unit called *Fitness Planning with a Purpose*. During this unit, we will talk about how to develop a personal fitness and nutrition plan to maintain and improve our health and overall wellness.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 3-week *Fitness Planning* experience. But, if there is a time when you need a copy of our learning materials, you can visit www.OPENPhysEd.org/penow to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Thank you for being physically active every day.

Go Be Great!

Middle School Physical Education Checklist for Fitness Planning with a Purpose

CHECK	WEEK 1
	Attend physical education class, have fun, and stay healthy and safe.
	Read through the 7-Day Fitness Planner and complete the Fitness & Nutrition Think Sheet (page 2).
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
	WEEK 2
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the Fitness / Nutrition GREAT Goal Worksheet (page 3).
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
	WEEK 3
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the 7-day daily fitness and nutrition planners (page 4-10).
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).

Fitness Plan

WEEKLY LEARNING TARGETS

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will read about and discuss the 5 components of health-related fitness and the FITT Principle.
- I will define the 5 food groups and give examples of foods from each.

SOCIAL AND EMOTIONAL OBJECTIVE:

- I will consider my family and school resources and I list health-enhancing physical activities that I enjoy and are available to me.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will log my daily physical activity and reflect on the benefits and consequences of my activity choices.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS: FITNESS PROGRAMMING

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

- **(6)** Maintains a physical activity log for at least two weeks and reflects on activity levels documented in the log.
- **(7)** Designs a fitness and nutrition plan based on personal fitness goals, emotional and mental health needs, and activity preferences.
- **(8)** Seeks out and identifies fitness opportunities in the local community.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

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



Fitness Plan

WEEKLY LEARNING TARGETS

WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will actively participate in physical activity lessons and discussions.
- I will create a GREAT Goal that is related to my personal fitness and nutrition behaviors.

SOCIAL AND EMOTIONAL OBJECTIVE:

- I will use positive language when writing my personal GREAT Goal.

WELLNESS OBJECTIVES:

- I will seek out and choose nutritious whole foods from all food groups whenever it is possible.
- I will log my daily physical activity and reflect on the benefits and consequences of my activity and nutrition choices.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS: NUTRITION

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

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(7)** Compares and contrasts the health benefits of whole foods versus processed foods.
- **(8)** Seeks out and makes requests for nutritious whole-food choices.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



Fitness Plan

WEEKLY LEARNING TARGETS

WEEK 3 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will actively participate in physical activity lessons and discussions.
- I will create 7 days of daily fitness and nutrition planners and reflected on the targeted benefits of my activity and nutrition choices.

SOCIAL AND EMOTIONAL OBJECTIVE:

- I will discuss the positive and negative consequences of my physical activity and nutrition choices.

WELLNESS OBJECTIVES:

- I will seek out and choose nutritious whole foods from all food groups whenever it is possible.
- I will log my daily physical activity and reflect on the benefits and consequences of my activity and nutrition choices.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS: FITNESS PROGRAMMING

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

- **(6)** Maintains a physical activity log for at least two weeks and reflects on activity levels documented in the log.
- **(7)** Designs a fitness and nutrition plan based on personal fitness goals, emotional and mental health needs, and activity preferences.
- **(8)** Seeks out and identifies fitness opportunities in the local community.

FITNESS: NUTRITION

- **(6)** Identifies foods from each food group that can be combined to build balanced meals.
- **(7)** Compares and contrasts the health benefits of whole foods versus processed foods.

Social and Emotional Learning Priority Outcomes:

RESPONSIBLE DECISION-MAKING: EMPOWERMENT

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





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Brain & Body Warm-Ups

LESSON 1

5 Components of Health-Related Fitness: Characteristics that contribute to a person's overall well-being.

The class learned about the 5 components of Health-Related Fitness.

Plank Party RPS: [\[YouTube\]](#)

The object of this game is to win a series of Rock, Paper, Scissor games and move from squat to plank position. Win the game in plank position and win the match. Start in squat position. The winner moves to table pose (hands and knees). Win in table pose, move to plank position. Win in plank position, win the entire match. The player who loses a game moves backward — e.g. from table pose back to squat position.

Purposeful Practice

The FITT Principle: Four elements of a comprehensive fitness plan.

The class used the FITT Principle to build their wellness plans.

First Letter, Last Letter: [\[YouTube\]](#)

Create 2 teams (can be played with 1 group). The object is for Team 1 to think of an exercise starting with the 1st letter of a food, and the other team to think of an exercise starting with the last letter. Pull a flashcard to see the food. Team 1 has 30 sec. to demo a physical activity that begins with the 1st letter. Team 2 must demo an activity starting with the last letter. Successful teams score a point. Next, switch first/last letters (i.e. Team 1 uses last letter, Team 2 uses first letter).

Just for Fun (and health)

5 Food Groups: Categories of foods that are similar in the type of nutrition they provide.

Micha built his meal at the buffet to include all 5 Food Groups.

Memory Plate: [\[YouTube\]](#)

The object is for the class to memorize objects on Plate A and then name the missing food on Plate B. The class has 30 seconds to name the missing food.

Next, the class must perform the exercise listed below the plate. If they name the food in less than 30 seconds, complete the exercise for 15 seconds. If they don't name the food, perform the exercise for 30 seconds.



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Brain & Body Warm-Ups

LESSON 2

Muscular Endurance: The ability of a muscle to continue to perform without fatigue.

Holding plank position is a muscular endurance exercise.

Plank Drawing Challenge: [\[YouTube\]](#)

The object of this game is for students to draw as many foods in the assigned food group as possible while in plank position. Each round is 30 seconds. Students start in plank position with a paper and pencil on the floor under their eyes. As soon as the teacher calls out the food group the clock starts and students begin drawing – switching drawing hands with each food (i.e., drawing 1 with right hand, drawing 2 with left hand).

Purposeful Practice

Aerobic Capacity: The ability of the body to take in, transport, and use oxygen during physical activity.

Jumping rope helps build a person's aerobic capacity.

5 Second Rule: [\[YouTube\]](#)

Divide the class into 2 teams (can also be played in 1 large cooperative group). Teams take turns and score points by naming 3 things that fit into a particular category in 5 seconds (e.g., name 3 muscular endurance activities or protein foods). Pull/display the category flash cards. Team B must perform jump rope skills (or invisible jump rope skills) while Team A takes a turn. Then Team A performs skills while Team B takes a turn. This is a fast-paced game.

Just for Fun (and health)

Intensity: The amount of sustained effort used during physical activity.

HIIT stands for High Intensity Interval Training. In a HIIT session, a person will work at a high-intensity level for 20 to 30 seconds and then take a short 10- or 15-second rest.

Crossword Intervals: [\[YouTube\]](#)

The object of this activity is for the class to solve a crossword puzzle cooperatively.

Perform the exercises listed after each clue for 30 seconds before moving on to the next clue. There are 15 total intervals for a 7 ½ minute HIIT session.



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Brain & Body Warm-Ups

LESSON 3

Frequency: The rate that something is repeated over time. How often it happens.

The frequency of Josh's HIIT workouts was 3 times per week.

TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

Plank Party RPS: [\[YouTube\]](#)

The object of this game is to win a series of Rock, Paper, Scissor games and move from squat to plank position.

Plank Drawing Challenge: [\[YouTube\]](#)

The object of this game is for students to draw as many foods in the assigned food group as possible while in plank position.

Purposeful Practice

LESSON 3

Time: The duration of a single session of physical activity.

Fortu planned 30 minutes of time for his bike ride.

TEACHER / STUDENT CHOICE

Choose a Purposeful Practice activity.

First Letter, Last Letter: [\[YouTube\]](#)

The object is for Team 1 to think of an exercise starting with the 1st letter of a food, and the other team to think of an exercise starting with the last letter.

5 Second Rule: [\[YouTube\]](#)

Teams take turns and score points by naming 3 things that fit into a particular category in 5 seconds.

Just for Fun (and health)

Type: The activity category associated with an activity (aerobic, strength, flexibility, mindfulness).

Sasha knew that it was important to add mindfulness to the type of activities included on her fitness plan.

TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

Memory Plate: [\[YouTube\]](#)

The object is for the class to memorize objects on Plate A and then name the missing food on Plate B.

Crossword Intervals: [\[YouTube\]](#)

The object of this activity is for the class to solve a crossword puzzle cooperatively.

Fitness Plan

TEACHER TALK

[Lesson 1 Sample Script]

Brain & Body Warm-Ups

In Lesson 1 of our Fitness Fun Planning with a Purpose module, we're going to discuss 3 really important concepts that will help us live a healthy and physically active lifestyle.

First, we'll talk about the 5 Components of Health-Related Fitness.

The 5 components of fitness are Aerobic Capacity (how well your heart and lungs can deliver oxygen to your muscles), Muscular Strength (how much weight you can push or pull at one time), Muscular Endurance (how long your muscles can continue to do work without getting exhausted), Flexibility (how well your bones and muscles can move through a range of motion), and Body Composition (the balance of lean tissue and fat in the body).

Understanding the 5 components of fitness and how both physical activity and nutrition affect each component will get us ready to create a fitness and nutrition plan with a purpose. Let's start our lesson with a fun game that helps to build our muscular endurance — Plank Party RPS!

Purposeful Practice

The next important concept that we'll learn about during this 3-week experience is the FITT Principle. This principle will guide the way that we plan our physical activity routine.

FITT stands for Frequency, Intensity, Time, and Type. Frequency refers to how often we exercise (5 times per week). Intensity refers to how hard we work during exercise (light to heavy; moderate to vigorous). Time refers to how long we are active during a workout or activity session. We want to be active 60 minutes (time) every day (frequency). But, it's okay to get those minutes in smaller chunks throughout the day – like in 15-minute time blocks. The final T stands for Type (aerobic, muscular fitness, flexibility, mindfulness). It's important to include a variety of activity types into our routine so we can improve or maintain all 5 components of Health-Related Fitness.

To help us start to think about the different exercises that we can do let's play a game of First Letter, Last Letter.

Just for Fun (and health)

Finally, let's talk about the 5 Food Groups. Nutrition and physical activity are both important to our overall health and wellness and they make up the 2 components of energy balance. Nutrition gives us the energy we need to be active and live. Physical activity burns that energy in a way that keeps our bodies strong and healthy.

Just like we have to put the right fuel or batteries in our cars and machines. It's important to put the right fuel in our bodies. The 5 Food Groups help us balance the meals and snacks that we eat with all of the right fuel.

Fruit gives us carbohydrates for quick energy, vitamins for a healthy body, and fiber to help our digestive system. Vegetables give us all of those things with even more vitamins and minerals that we need. Protein foods help to build and maintain our muscles. Grains provide more carbohydrates and fiber. And dairy foods supply our bones and body systems with Calcium. The body is an amazing and complex machine and it's important to fuel it the right way with a balanced diet. Let's explore the 5 food groups with a game of Memory Plate.





7-DAY FITNESS PLANNER

INSTRUCTIONS AND ACADEMIC LANGUAGE GUIDE

Student Name:

Welcome to your 7-day fitness planner! This packet is designed to help you visualize a full week of health-enhancing physical activity and nutrition choices. This finished planner can be a guide as you build a healthy and active lifestyle over time.

This document is not meant to be an absolute prescription for healthful living. You're encouraged to eat a variety of healthy foods and enjoy a lifetime of physical activity adventure. This planner is a sample of what your healthy and active lifestyle can look like with physical activities and food that you enjoy.

Keep in mind, there are many right answers when it comes to personal physical activity and nutrition goals. Your right answers should be unique to you. Consider your resources. What activity choices are available to you? What healthy foods are available? What fits within your family's culture and traditions? What new foods and activities can you try?

The most important part of this process is your thoughtful consideration. Think about what's realistic for you and consider the type of healthy and active lifestyle that you want to live.



7-DAY FITNESS PLANNER

INSTRUCTIONS AND ACADEMIC LANGUAGE GUIDE

COMPLETE THIS PLANNER	IMPORTANT ACADEMIC LANGUAGE
<ul style="list-style-type: none"> • Start with a vision of your goal and backward-design a lifestyle to meet your goals. <ul style="list-style-type: none"> ⇒ Set a realistic GREAT Goal and use the visualization of that goal to guide your planning. • Fill in the blanks and check the boxes. <ul style="list-style-type: none"> ⇒ It seems simple — and it is! However, it's very important that you do this in a thoughtful way so that the planner includes realistic opportunities for you to make healthy choices that fit your schedule and lifestyle. • Build routines and follow routines. <ul style="list-style-type: none"> ⇒ For many people, weekdays look similar to each other and weekends tend to be more flexible. Think about your weekday routine and try to build a weekend routine that can be flexible if you need it to be. • Think about what you enjoy. <ul style="list-style-type: none"> ⇒ You'll stick with a fitness and nutrition plan if you build in activities and foods that you enjoy. You may need to substitute healthy alternatives for empty-calorie treats. However, finding nutritious food choices can be a fun adventure for your taste buds. • Be flexible, adventurous, and modify as needed. <ul style="list-style-type: none"> ⇒ When this plan is done, give it a try. If you decide that the activities that you selected are getting boring — try something new! 	<p>5 Components of Health-Related Fitness: Characteristics that contribute to a person's overall well-being.</p> <ul style="list-style-type: none"> • Muscular Strength: Maximum force that a muscle can produce. • Muscular Endurance: The ability of a muscle to continue to perform without fatigue. • Aerobic Capacity: The ability of the body to take in, transport, and use oxygen during physical activity. • Flexibility: The ability of bone and attached muscles to move through the natural range of motion provided by a skeletal joint. • Body Composition: The ratio of lean tissue to fat tissue in the body. <p>The FITT Principle: Four elements needed for a comprehensive fitness plan.</p> <ul style="list-style-type: none"> • Frequency: The rate that something is repeated over time. How often it happens. • Intensity: The amount of sustained effort used during physical activity. • Time: The duration of a single session of physical activity. • Type: The activity category associated with an activity (aerobic, strength, flexibility, mindfulness). <p>5 Food Groups: Categories of foods that are similar in the type of nutrition they provide.</p> <ul style="list-style-type: none"> • Fruits: Sweet, edible parts of trees and plants. • Vegetables: Edible parts of plants which can include roots, leaves, and flowers. • Grains: Foods made with the harvested seeds of grass plants. • Protein: Foods that provide a significant source of protein such as meat, beans, eggs, soy, nuts, and some seeds. Some proteins also fit into the vegetable group. • Dairy: Foods, primarily made from milk products, that provide a significant source of calcium. Milk products that have little or no calcium are not in the Dairy Group. <p>Water: A colorless, transparent liquid that forms the basis of the fluids that are required for life. Water is not a food group but is important to consider when looking at a person's nutritional needs.</p>



FITNESS & NUTRITION THINK SHEET

BUILDING A VISION GREATNESS. GO BE GREAT!

How do you feel? It's time to think about our physical activity, fitness, and nutrition habits so we can set a meaning GREAT Goal. Answer all of the questions below before moving on to the Great Goal worksheet.

Fitness Questions		
How many days per week are you physically active in a way that benefits your health and well-being? (Frequency)		
When you are physically active, do you work to a point that you start to breathe heavy and sweat? (Intensity)		
Are your physical activity sessions longer than 30 minutes per session? (Time)		
What are 3 health-enhancing physical activities that you enjoy? (Type)		
Rate the way you feel about each component of fitness.		
Muscular Strength	<input type="checkbox"/> Great! I want to maintain my strength. <input type="checkbox"/> Okay. I want to improve my strength.	
Why did you give this rating?		
Muscular Endurance	<input type="checkbox"/> Great! I want to maintain my muscular endurance. <input type="checkbox"/> Okay. I want to improve my muscular endurance.	
Why did you give this rating?		
Aerobic Capacity	<input type="checkbox"/> Great! I want to maintain my aerobic capacity. <input type="checkbox"/> Okay. I want to improve my aerobic capacity.	
Why did you give this rating?		
Flexibility	<input type="checkbox"/> Great! I want to maintain my flexibility. <input type="checkbox"/> Okay. I want to improve my flexibility.	
Why did you give this rating?		
Nutrition Questions		
How many meals per day do you eat food from all 5 food groups?		
Choose the food groups that you can focus on as a way to most improve your eating habits.	<input type="checkbox"/> Fruits <input type="checkbox"/> Grains <input type="checkbox"/> Dairy	<input type="checkbox"/> Vegetables <input type="checkbox"/> Protein



FITNESS / NUTRITION GREAT GOAL

BUILDING A VISION GREATNESS. GO BE GREAT!

It's time to set a GREAT goal! People who do great things are people who set goals and then work toward achieving those goals. This GREAT Goal Planner will walk you through the process of creating a goal for the next 10-weeks.

Use your responses on the Fitness & Nutrition Think Sheet to create a meaningful goal. Some goals will take longer than 10 weeks to achieve. That's okay! If you need more time, make the adjustments by updating your efforts and timeline. Let's get started! Enter your goal information into the blank white spaces in the chart below.

**G
R
E
A
T**

Goal's Name

Describe your goal in 5 words or less. Congratulations! This new, simple statement is now your goal's name.

Reason for your Goal

Every GREAT goal has a "why" that gives it purpose and direction. How will this goal make your world a better place?

Efforts Required

How are you going to achieve your goal? List 4 specific steps that you will take today, tomorrow, next week, and beyond.

Accountability Partner

When you tell someone about your goal, it becomes real. List 1 person you will share your goal with. Ask them to help you.

Timeline for your Goal

Today is your starting point. The finish line is 10 weeks from today. Place your efforts (see E above) in order on the timeline.

Goal's Name:			Reason for your Goal:		
Effort Required					Accountability Partner
Today	Tomorrow	Next Week	Beyond Next Week		
Great Goal Timeline					
Today	Tomorrow	Next Week	Beyond	Finish Line	
Date	Date	Date	Date	Date	
Effort	Effort	Effort	Effort	Effort	

Fitness planning with a purpose.



Complete each blank space in the chart and check the boxes that apply. Then, answer the questions at the bottom of the page.

	DAILY FITNESS PLANNER					DAILY NUTRITION PLANNER		
	Activity Name	Time Spent	Type of Activity	Activity Intensity	Component of Fitness	Meal Name	Food Planner	Food Groups
	The name of your planned physical activity.	The time you plan to spend.	Check all that apply. You want at least 1 from each category per week.	Check the intensity level of each activity listed.	Check all that apply. You want at least 1 from the 4 check boxes available. All activity choices can have an impact on your overall body composition.		Create a list of tentative food that you could eat at each meal. Work to build a balanced meal with as many food groups as possible.	Check all that apply. You want as many groups as possible at each meal.
M O N D A Y			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Breakfast		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Lunch		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Dinner		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Snacks		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
What will be the targeted health benefits of your physical activity and nutrition choices?								
Health benefits of physical activity choices...					Health benefits of nutrition choices...			

Fitness planning with a purpose.



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	Activity Name	Time Spent	Type of Activity	Activity Intensity	Component of Fitness	Meal Name	Food Planner	Food Groups
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F R I D A Y			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Breakfast		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Lunch		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Dinner		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Snacks		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
What will be the targeted health benefits of your physical activity and nutrition choices?								
Health benefits of physical activity choices...					Health benefits of nutrition choices...			

Fitness planning with a purpose.



Complete each blank space in the chart and check the boxes that apply. Then, answer the questions at the bottom of the page.

	DAILY FITNESS PLANNER					DAILY NUTRITION PLANNER		
	Activity Name	Time Spent	Type of Activity	Activity Intensity	Component of Fitness	Meal Name	Food Planner	Food Groups
	The name of your planned physical activity.	The time you plan to spend.	Check all that apply. You want at least 1 from each category per week.	Check the intensity level of each activity listed.	Check all that apply. You want at least 1 from the 4 check boxes available. All activity choices can have an impact on your overall body composition.		Create a list of tentative food that you could eat at each meal. Work to build a balanced meal with as many food groups as possible.	Check all that apply. You want as many groups as possible at each meal.
S A T U R D A Y			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Breakfast		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Lunch		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Dinner		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Snacks		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
What will be the targeted health benefits of your physical activity and nutrition choices?								
Health benefits of physical activity choices...					Health benefits of nutrition choices...			

Fitness planning with a purpose.



Complete each blank space in the chart and check the boxes that apply. Then, answer the questions at the bottom of the page.

	DAILY FITNESS PLANNER					DAILY NUTRITION PLANNER		
	Activity Name	Time Spent	Type of Activity	Activity Intensity	Component of Fitness	Meal Name	Food Planner	Food Groups
	The name of your planned physical activity.	The time you plan to spend.	Check all that apply. You want at least 1 from each category per week.	Check the intensity level of each activity listed.	Check all that apply. You want at least 1 from the 4 check boxes available. All activity choices can have an impact on your overall body composition.		Create a list of tentative food that you could eat at each meal. Work to build a balanced meal with as many food groups as possible.	Check all that apply. You want as many groups as possible at each meal.
SUNDAY			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Breakfast		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Lunch		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
			<ul style="list-style-type: none"> Aerobic Strength Flexibility Mindfulness 	<ul style="list-style-type: none"> Light Medium Heavy 	<ul style="list-style-type: none"> Muscular Strength Muscular Endurance Aerobic Capacity Flexibility Body Composition 	Dinner		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
						Snacks		<ul style="list-style-type: none"> Fruits Vegetables Grains Protein Dairy Water
What will be the targeted health benefits of your physical activity and nutrition choices?								
Health benefits of physical activity choices...					Health benefits of nutrition choices...			

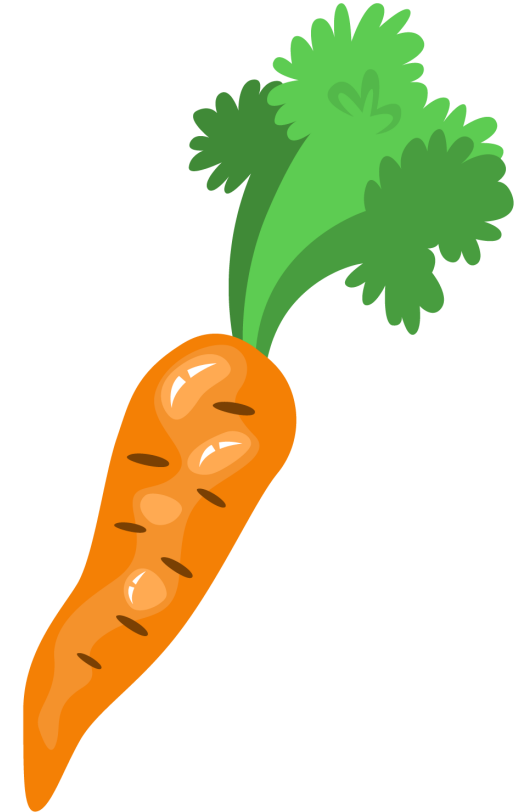


First Letter, Last Letter

Nutrition Flash Cards



CARROT





CORN



VEGETABLE

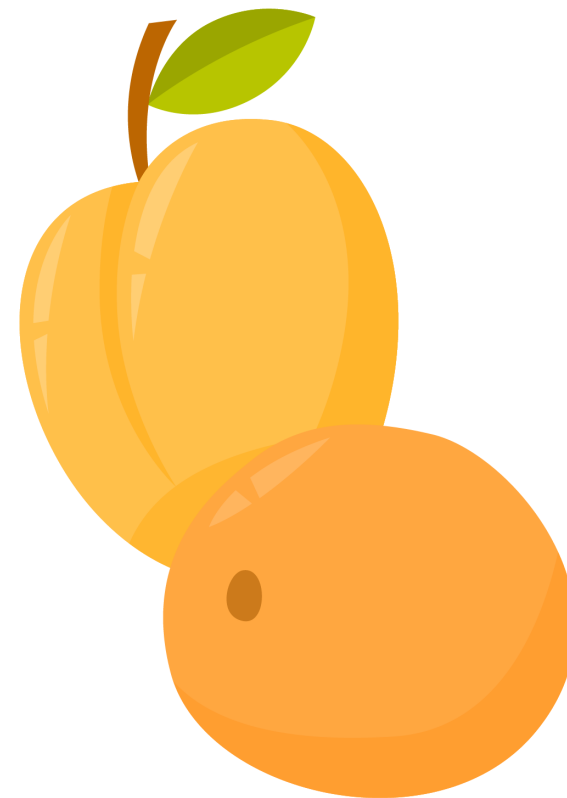


APPLE



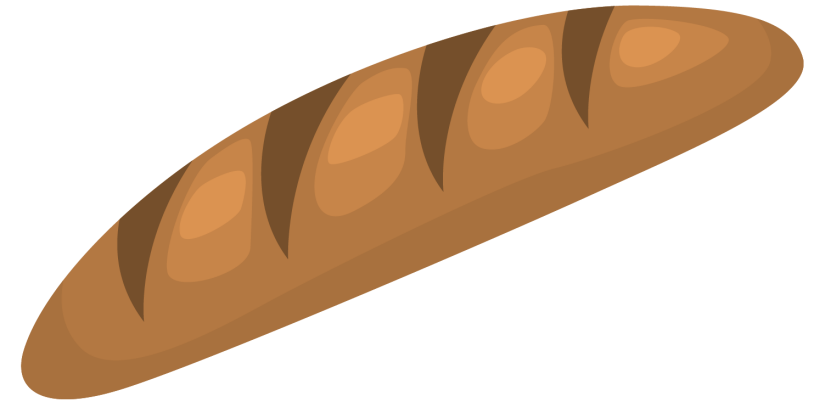


PEACH





BREADD



GRAIN

OPEN[®]



PASTA



GRAIN



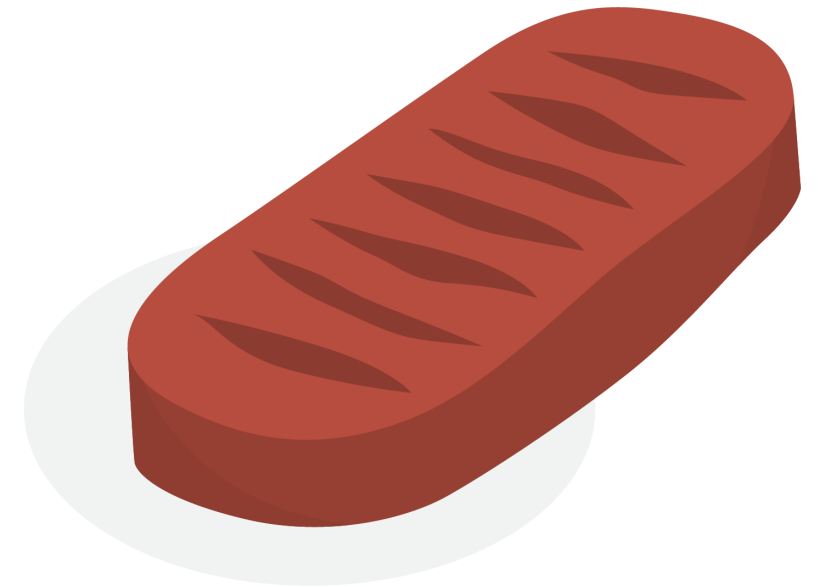
BEANS



PROTEIN



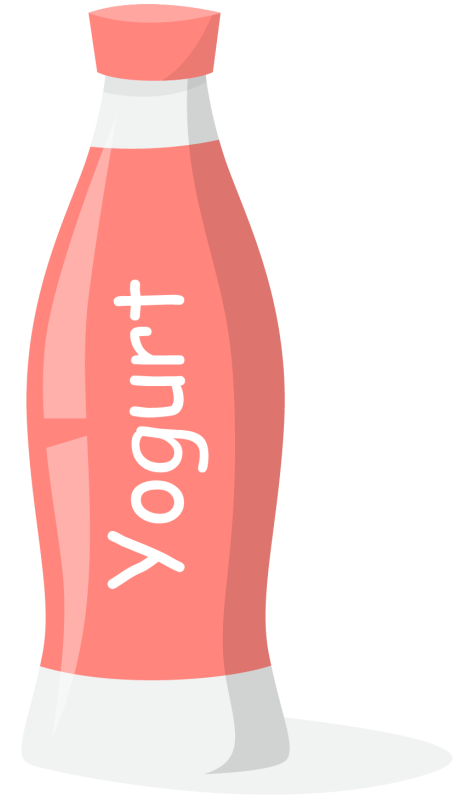
HAMBURGERER



PROTEIN



YOGURT



DAIRY

OPEN[®]



MILK

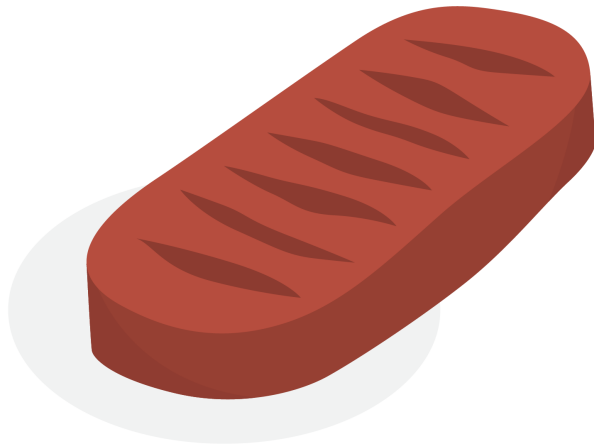


DAIRY



5 Second Rule

Fitness & Nutrition Category Cards
(with clues & without clues)



Protein



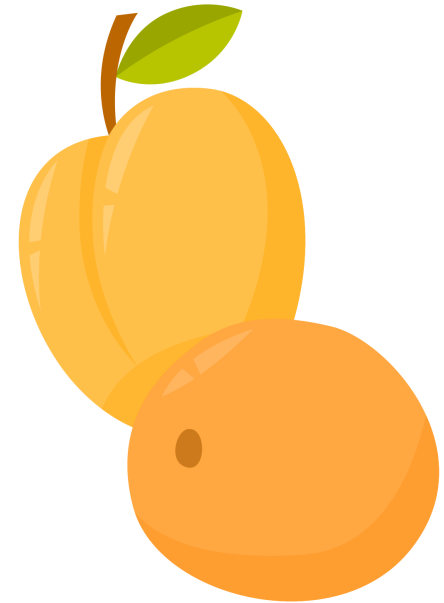


Aerobic Capacity





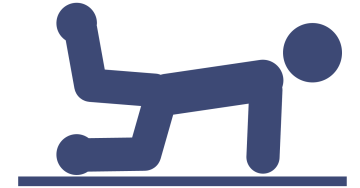
Fruits

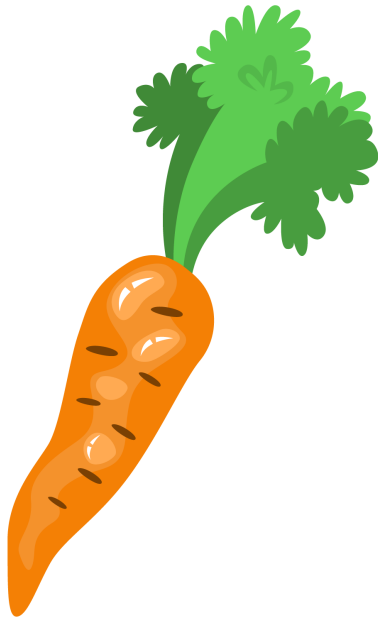


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Muscular Endurance





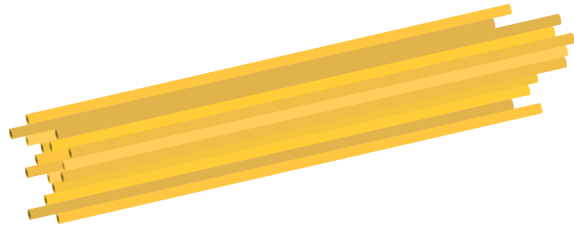
Vegetables



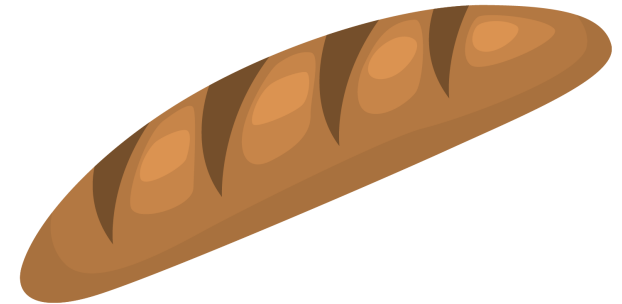


Muscular Strength





Grains



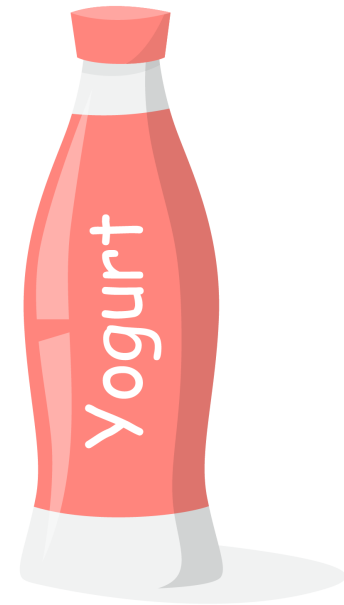


Flexibility





Dairy





Aerobic Capacity



Muscular Endurance



Muscular Strength



Flexibility



Fruits



Vegetables



Grains



Protein



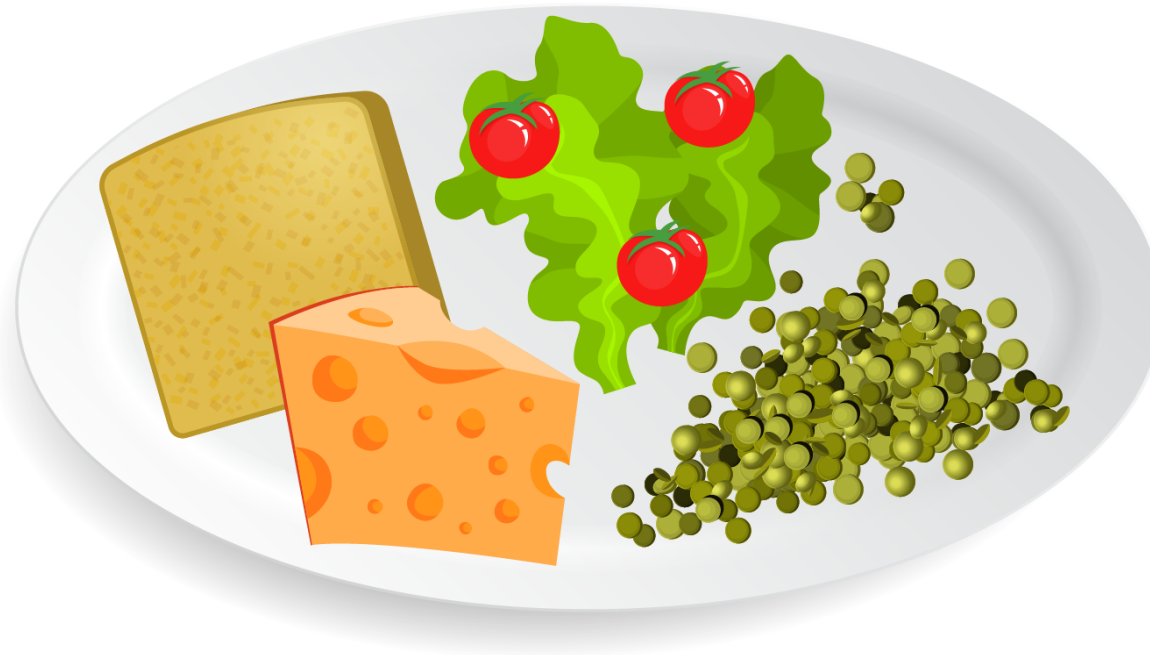
Dairy



Memory Plate

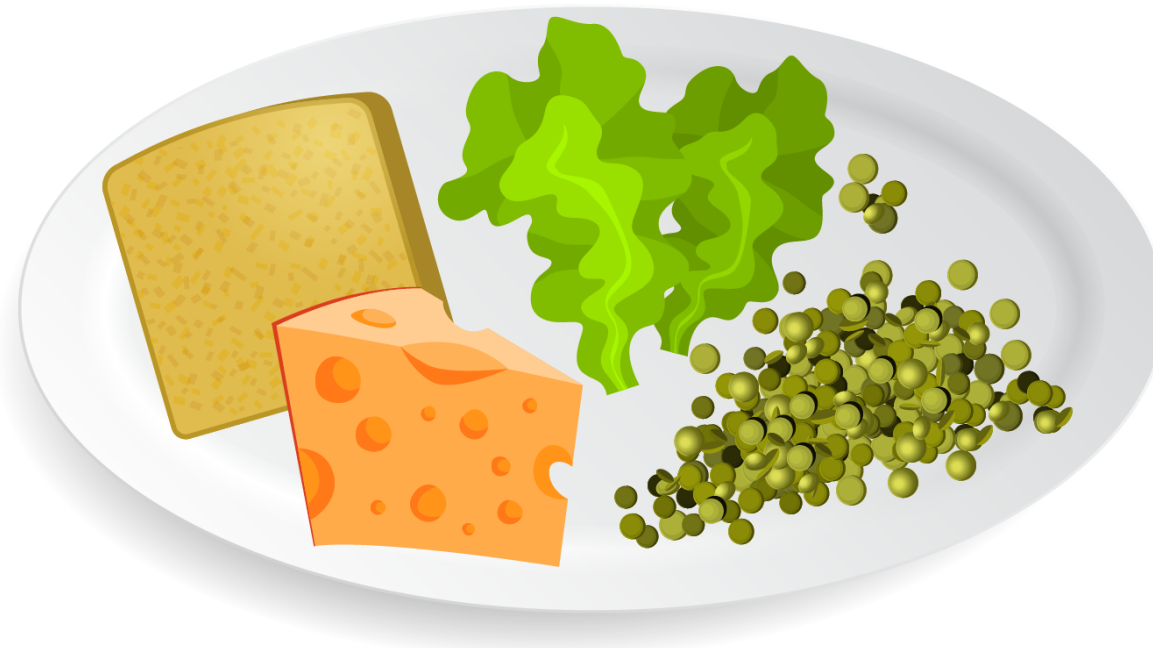
Nutrition Game Cards

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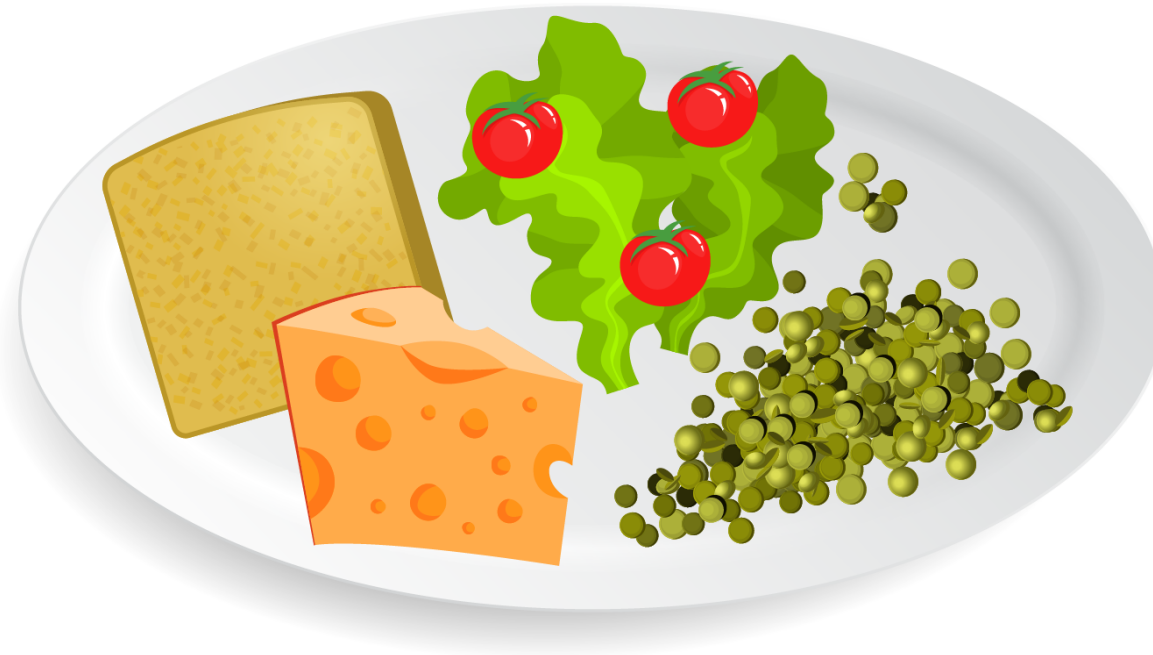
Planning with a Purpose
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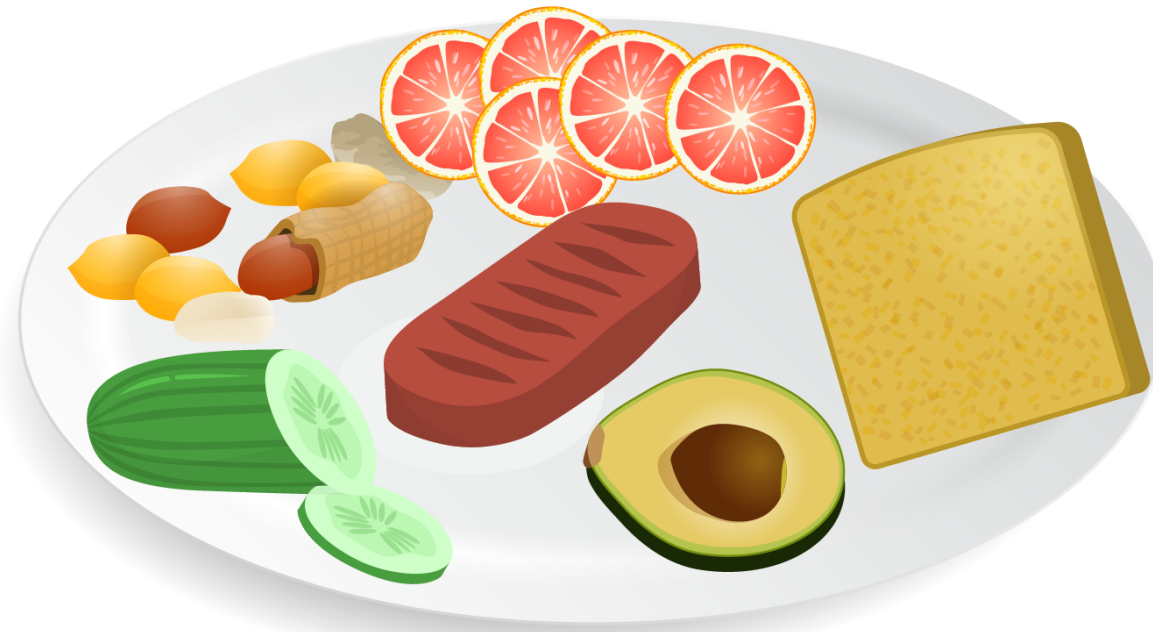
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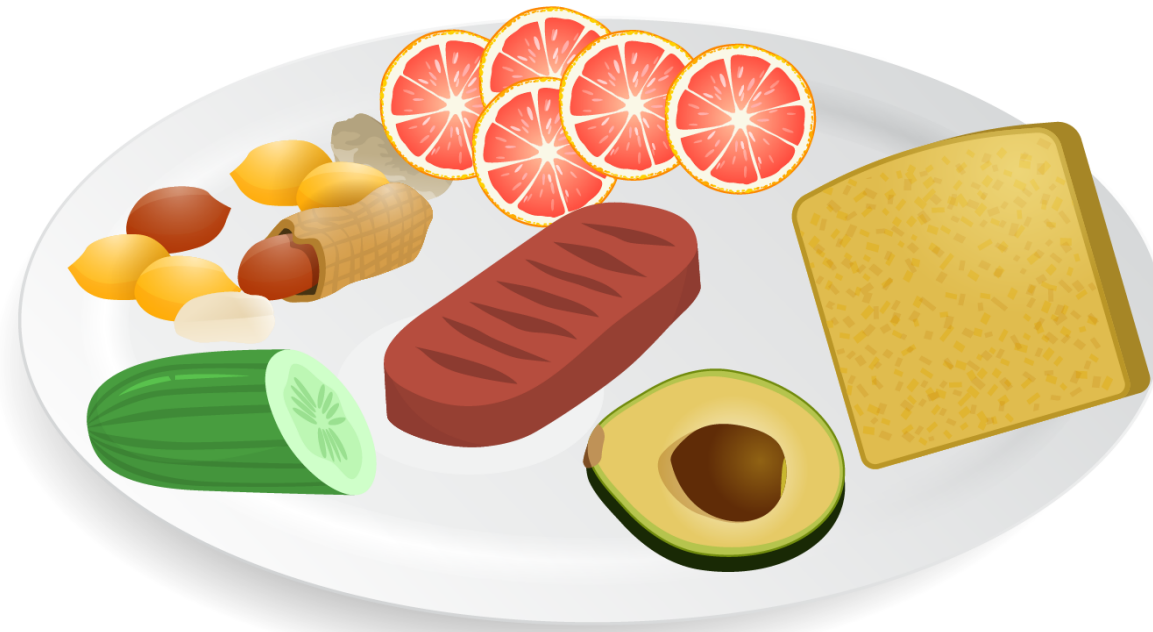
SQUATS

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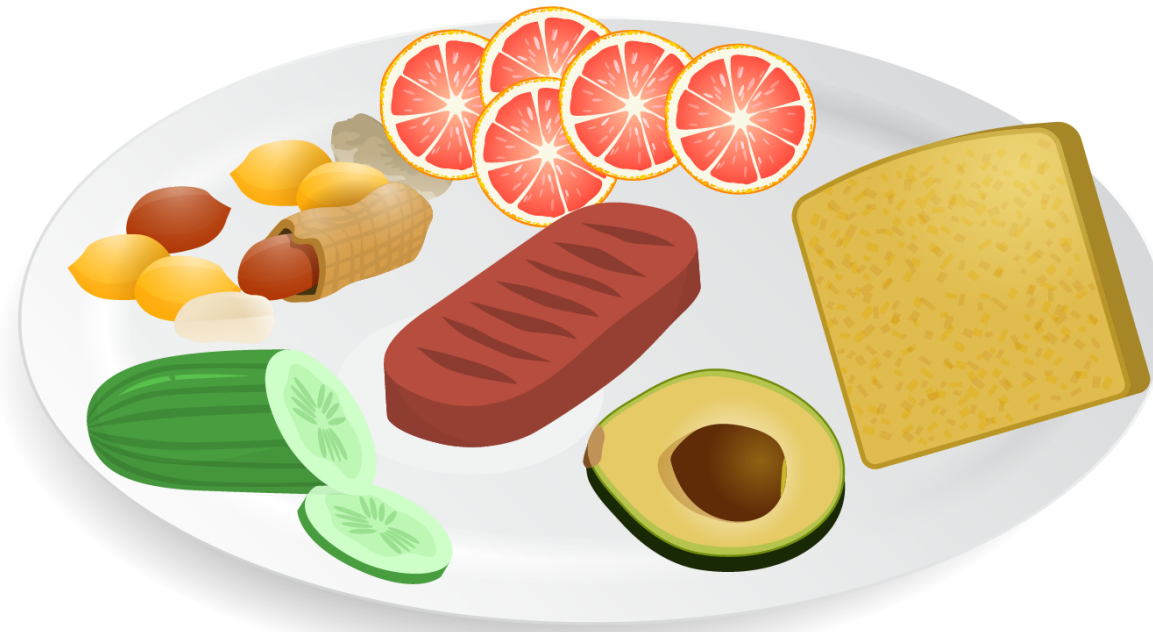
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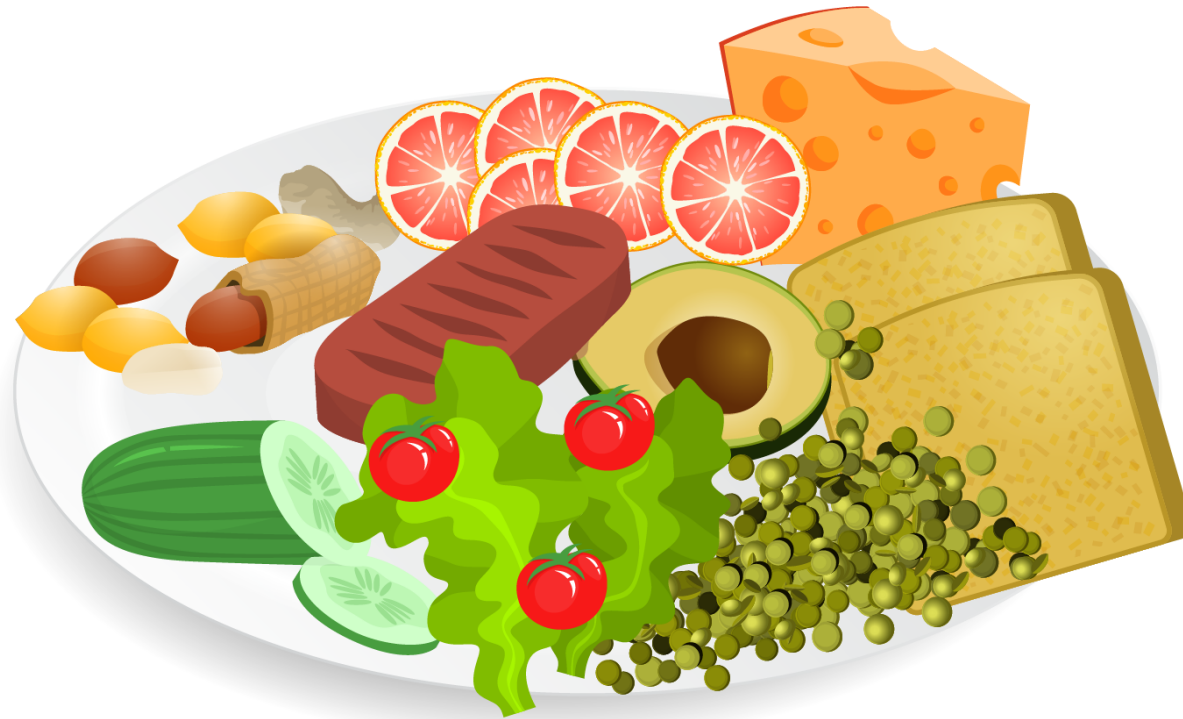
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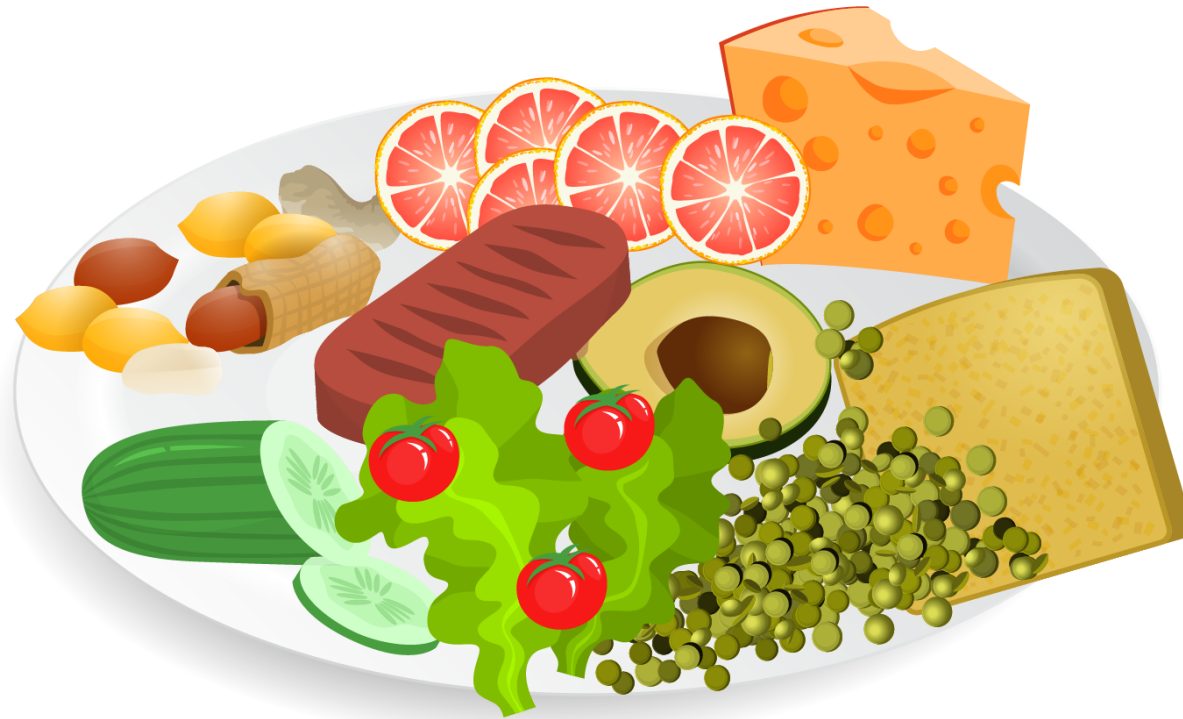
BURPEES

OPEN[®]

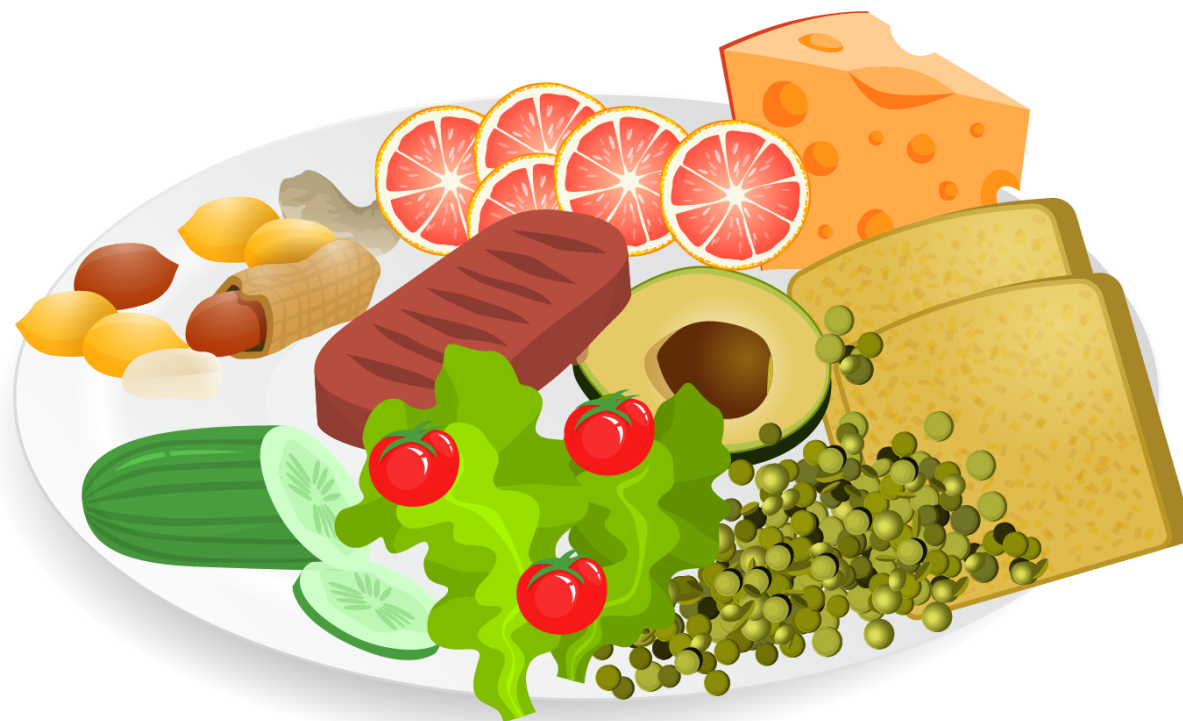


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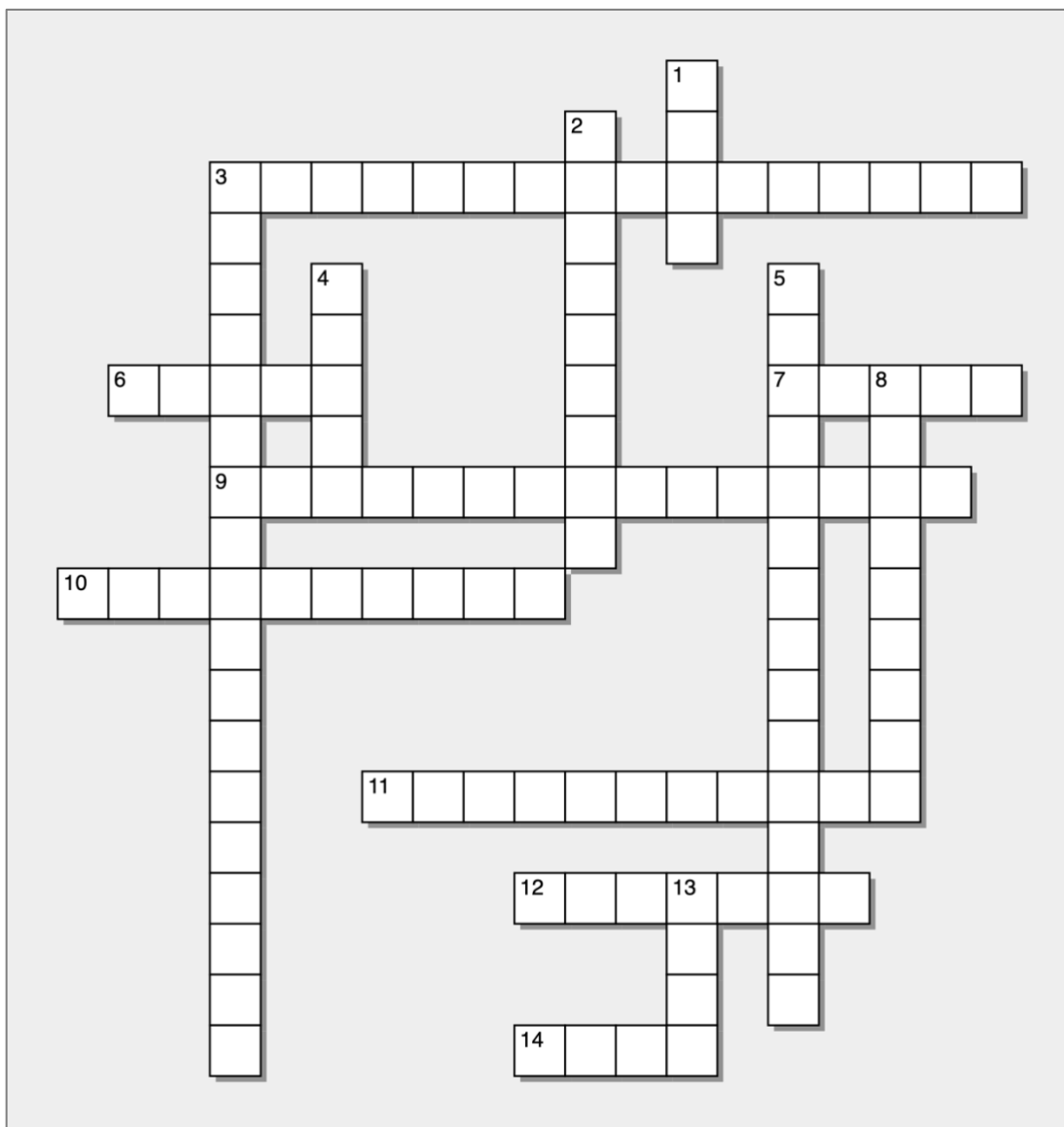


PLANK SHOULDER TAPS

Fitness planning with a purpose.



Solve the crossword puzzle. Perform the exercises after each clue for 30 seconds before moving to the next clue. There are 15 total exercise intervals for a 7-minute & 30-second interval workout.

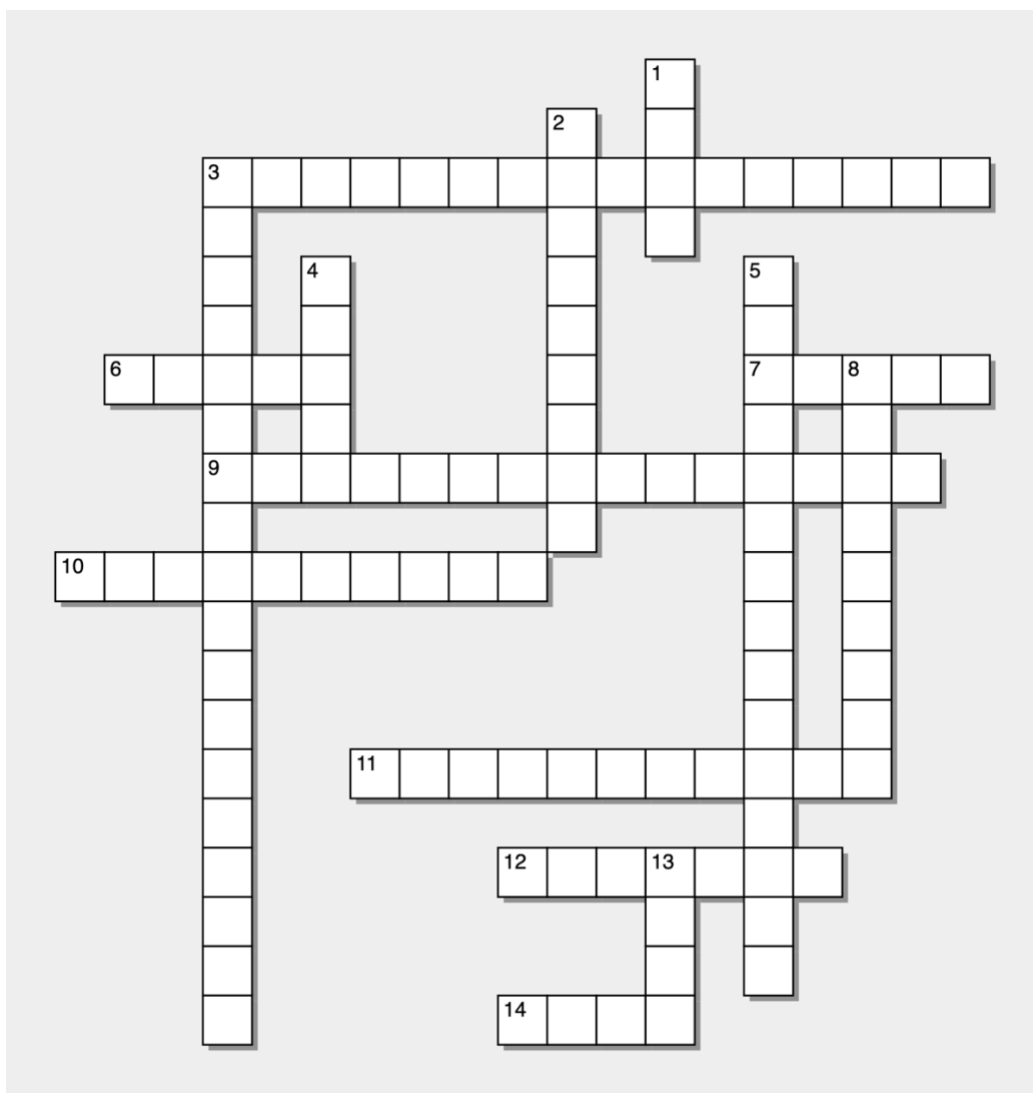


Across

- 3) Maximum force that a muscle can produce. (*Split Jacks*)
- 6) Sweet, edible parts of trees and plants. (*Jumping Jacks*)
- 7) Foods, primarily made from milk products, that provide a significant source of calcium. (*Half Jacks*)
- 9) The ability of the body to take in, transport, and use oxygen during physical activity. (*Jumping Jacks*)
- 10) Edible parts of plants which can include roots, leaves, and flowers. (*Side Jacks*)
- 11) The ability to move muscles and bones through the range of motion created by skeletal joints. (*Seal Jacks*)
- 12) Foods that provide a significant source of protein such as meat, beans, eggs, soy, nuts, and some seeds. (*Seal Jacks*)
- 14) The duration of a physical activity session. (*Twist Jacks*)

Down

- 1) Four elements needed for a comprehensive fitness plan. (*Twist Jacks*)
- 2) How often something happens. (*Half Jacks*)
- 3) The ability of a muscle to continue to perform without fatigue. (*Plank Jacks*)
- 4) A colorless, transparent liquid that forms the basis of the fluids that are required for life. (*March Jacks*)
- 5) The ratio of lean tissue to fat tissue. (*Side Jacks*)
- 8) The amount of sustained effort used during physical activity. (*March Jacks*)
- 13) The category associated with an activity – aerobic, strength, mindfulness, etc. (*Split Jacks*)



Across

- 3) Maximum force that a muscle can produce. (Split Jacks) [MUSCULARSTRENGTH]
 6) Sweet, edible parts of trees and plants. (Jumping Jacks) [FRUIT]
 7) Foods, primarily made from milk products, that provide a significant source of calcium. (Half Jacks) [DAIRY]
 9) The ability of the body to take in, transport, and use oxygen during physical activity. (Jumping Jacks) [AEROBICCAPACITY]
 10) Edible parts of plants which can include roots, leaves, and flowers. (Side Jacks) [VEGETABLES]
 11) The ability to move muscles and bones through the range of motion created by skeletal joints. (Seal Jacks) [FLEXIBILITY]
 12) Foods that provide a significant source of protein such as meat, beans, eggs, soy, nuts, and some seeds. (Seal Jacks) [PROTEIN]
 14) The duration of a single session of physical activity. (Twist Jacks) [TIME]

Down

- 1) Four elements needed for a comprehensive fitness plan. (Twist Jacks) [FITT]
 2) The rate that something is repeated over time. How often it happens. (Half Jacks) [FREQUENCY]
 3) The ability of a muscle to continue to perform without fatigue. (Plank Jacks) [MUSCULARENDURACNCE]
 4) A colorless, transparent liquid that forms the basis of the fluids that are required for life. (March Jacks) [WATER]
 5) The ratio of lean tissue to fat tissue in the body. (Side Jacks) [BODYCOMPOSITION]
 8) The amount of sustained effort used during physical activity. (March Jacks) [INTENSITY]
 13) The activity category associated with an activity (aerobic, strength, flexibility, mindfulness). (Split Jacks) [TYPE]

Fitness Plan

MENU ACTIVITY CARDS

BRAIN & BODY WARM-UP

5 Components of Health-Related Fitness:

Characteristics that contribute to a person's overall well-being.

The class learned about the 5 components of Health-Related Fitness.

Plank Party RPS

The object of this game is to win a series of Rock, Paper, Scissor games and move from squat to plank position. Win the game in plank position and win the match. Start in squat position. The winner moves to table pose (hands and knees). Win in table pose, move to plank position. Win in plank position, win the entire match. The player who loses a game moves backward — e.g. from table pose back to squat position.



Fitness Plan

MENU ACTIVITY CARDS

BRAIN & BODY WARM-UP

Muscular Endurance: The ability of a muscle to continue to perform without fatigue.

Holding plank position is a muscular endurance exercise.

Plank Drawing Challenge

The object of this game is for students to draw as many foods in the assigned food group as possible while in plank position. Each round is 30 seconds. Students start in plank position with paper and pencil on the floor under their eyes. As soon as the teacher calls out the food group the clock starts and students begin drawing – switching drawing hands with each food (i.e., drawing 1 with right hand, drawing 2 with left hand).



Fitness Plan

MENU ACTIVITY CARDS

PURPOSEFUL PRACTICE

The FITT Principle: Four elements of a comprehensive fitness plan.

The class used the FITT Principle to build their wellness plans.

First Letter, Last Letter

Create 2 teams (can be played with 1 group). The object is for Team 1 to think of an exercise starting with the 1st letter of a food, and the other team to think of an exercise starting with the last letter. Pull a flashcard to see the food. Team 1 has 30 sec. to demo a physical activity that begins with the 1st letter. Team 2 must demo an activity starting with the last letter. Successful teams score a point. Next, switch first/last letters (i.e. Team 1 uses the last letter, Team 2 uses the first letter).



Fitness Plan

MENU ACTIVITY CARDS

PURPOSEFUL PRACTICE

Aerobic Capacity: The ability of the body to take in, transport, and use oxygen during physical activity.

Jumping rope helps build a person's aerobic capacity.

5 Second Rule

Divide the class into 2 teams (can also be played in 1 large cooperative group). Teams take turns and score points by naming 3 things that fit into a particular category in 5 seconds (e.g., name 3 muscular endurance activities or protein foods). Pull/display the category flash cards. Team B must perform jump rope skills (or invisible jump rope skills) while Team A takes a turn. Then Team A performs skills while Team B takes a turn. This is a fast-paced game.



Fitness Plan

MENU ACTIVITY CARDS

JUST FOR FUN (AND HEALTH)

5 Food Groups: Categories of foods that are similar in the type of nutrition they provide.

Micha built his meal at the buffet to include all 5 Food Groups.

Memory Plate

The object is for the class to memorize objects on Plate A and then name the missing food on Plate B. The class has 30 seconds to name the missing food.

Next, the class must perform the exercise listed below the plate. If they name the food in less than 30 seconds, complete the exercise for 15 seconds. If they don't name the food, perform the exercise for 30 seconds.



Fitness Plan

MENU ACTIVITY CARDS

JUST FOR FUN (AND HEALTH)

Intensity: The amount of sustained effort used during physical activity.

HIIT stands for High Intensity Interval Training. In a HIIT session, a person will work at a high-intensity level for 20 to 30 seconds and then take a short 10- or 15-second rest.

Crossword Intervals

The object of this activity is for the class to solve a crossword puzzle cooperatively.

Perform the exercises listed after each clue for 30 seconds before moving on to the next clue.

There are 15 total intervals for a 7 ½ minute HIIT session.



At Home Choice Board

Hang this choice board near your safe physical activity space.

Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
<p>Plank Party RPS: Win a series of Rock, Paper, Scissor games and move from squat, to table pose, to plank position. Win in plank position, win the match. [YouTube]</p>	<p>First Letter, Last Letter Play in 2 teams or in 1 large group. The object is for Team 1 to think of an exercise starting with the 1st letter of a food. Team 2 thinks of an exercise starting with the last letter. Use food flashcards. Teams have 30 sec. to demo an activity. Successful teams score a point. [YouTube]</p>	<p>Memory Plate: Memorize objects on a Plate. The leader removes 1 object. Player have to name the missing food in 30 seconds or less. Perform an exercise for 15 seconds if you correctly named the missing food. Perform for 30 seconds if you did not name the missing food. [YouTube]</p>
<p>Plank Drawing Challenge: Draw as many foods in food groups as possible in plank position. Each round is 30 seconds. Start in plank position with paper and pencil on the floor under their eyes. Begin drawing – switch drawing hands with each food (i.e., drawing 1 with right hand, drawing 2 with left hand). [YouTube]</p>	<p>5 Second Rule: Play in 2 teams or in 1 large group. Score points by naming 3 things that fit into a set category in 5 seconds. Pull/display the category flash cards. Team B must perform an exercise while Team A takes a turn. Then Team A performs while Team B takes a turn. [YouTube]</p>	<p>Crossword Intervals: The object of this activity is to solve a crossword puzzle and complete exercises. Perform the exercises listed after each clue for 30 seconds before moving on to the next clue. There are 15 total intervals for a 7 ½ minute HIIT session. [YouTube]</p>

Fitness Plan

PHYSICAL EDUCATION VOCAB

Important words for us to understand and use.

⇒ **5 Components of Health-Related Fitness:** Characteristics that contribute to a person's overall well-being.

1. **Muscular Strength:** Maximum force that a muscle can produce.
2. **Muscular Endurance:** The ability of a muscle to continue to perform without fatigue.
3. **Aerobic Capacity:** The ability of the body to take in, transport, and use oxygen during physical activity.
4. **Flexibility:** The ability of bone and attached muscles to move through the natural range of motion provided by a skeletal joint.
5. **Body Composition:** The ratio of lean tissue to fat tissue in the body.

⇒ **5 Food Groups:** Categories of foods that are similar in the type nutrition they provide.

1. **Fruits:** Sweet, edible parts of trees and plants.
2. **Vegetables:** Edible parts of plants which can include roots, leaves, and flowers.
3. **Grains:** Foods made with the harvested seeds of grass plants.



Fitness Plan

PHYSICAL EDUCATION VOCAB

4. **Protein:** Foods that provide a significant source of protein such as meat, beans, eggs, soy, nuts, and some seeds. Some proteins also fit into the vegetable group.

5. **Dairy:** Foods, primarily made from milk products, that provide a significant source of calcium. Milk products that have little or no calcium are not in the Dairy Group.

⇒ **The FITT Principle:** Four elements needed for a comprehensive fitness plan.

1. **Frequency:** The rate that something is repeated over time. How often it happens.

2. **Intensity:** The amount of sustained effort used during physical activity.

3. **Time:** The duration of a single session of physical activity.

4. **Type:** The activity category associated with an activity (aerobic, strength, flexibility, mindfulness).

⇒ **Water:** A colorless, transparent liquid that forms the basis of the fluids that are required for life. Water is not a food group but is important to consider when looking at a person's nutritional needs.



Physical Education Class Discussion Questions

Physical Activity & Personal Health

Question Set for Lesson 1

- 1) What are the 4 components of the FITT Principle?
- 2) What do you know about each of the components?
- 3) How is the FITT Principle related to fitness planning?

Question Set for Lesson 2

- 1) What are the 5 food groups?
- 2) What would you include on a list of foods for each group?
- 3) How are the food groups related to creating a healthy nutrition plan?

Question Set Lesson 3

- 1) What are the benefits of choosing nutritious food during mealtime and for snacks?
- 2) What are the benefits of choosing to be physically active every day?
- 3) How can you apply what you know about nutritious whole foods when choosing the foods that you eat?
- 4) How are nutrition and physical activity choices related?

Social & Emotional Health

Question Set 1

- 1) What health-enhancing physical activity options are available to you in our community?
- 2) What other resources are available that could help you plan and stick to a fitness and nutrition plan?
- 3) How are physical activity and nutrition related to your emotional health?

Question Set 2

- 1) How can you recognize positive language?
- 2) How can you apply positive language when writing GREAT Goals?
- 3) How is positive language related to motivation and perseverance?

Question Set 3

- 1) What are the positive consequences of regular physical activity and good nutrition choices?
- 2) What are the negative consequences of too little physical activity and poor nutrition choices?
- 3) How would you summarize the importance of nutrition and physical activity?

Fitness Plan

HOW GREAT WERE WE?

Lesson 1

Give a thumb to give your answer.

- As a class, did we actively participate in lesson discussions?
- Did you respect the ideas of your classmates?



- As a class, did we make behavior choices with consideration of others?
- Did you enjoy being physically active in class?



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



Fitness Plan

HOW GREAT WERE WE?

Lesson 2

Give a thumb to give your answer.

- As a class, did we communicate effectively?
- Did you as an individual use positive language with others?



- As a class, did we help each other enjoy our physical activity choices?
- Did you enjoy being physically active in class?



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



Fitness Plan

HOW GREAT WERE WE?

Lesson 3

Give a thumb to give your answer.

- As a class, did we identify physical activity opportunities in the community?
- Were there activity options that you would enjoy?



-
- As a class, did we actively participate in lesson discussions?
 - Did you respect the ideas of your classmates?



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





Weekly Physical Activity Log

Fitness Plan

Name: _____

Class: _____

Date: _____

WEEK 1 of 3: Use this activity log to track your physical activity minutes.
Put a check next to each day that you complete 60 minutes.

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

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

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

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

> What was the biggest benefit of your physical activity choices this week?



Weekly Physical Activity Log

Fitness Plan

Name: _____

Class: _____

Date: _____

WEEK 2 of 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

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

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

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

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

> Think about the food that you ate this week. What was your favorite nutritious whole food and how did your body benefit from you eating that food?



Weekly Physical Activity Log

Fitness Plan

Name: _____

Class: _____

Date: _____

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

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

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

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

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

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

Fitness Plan

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 and easy-to-read instructional materials. • Use different colored cones or spots to identify a home base for each student. • Use spot markers to create movement or 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 modifications of fitness exercises or the use of assistive equipment. • Adapt body positioning to student needs. For example, modify the game to play 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.

