



Online Physical Education Network

LIFETIME FITNESS

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

In collaboration with



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

Varsity  Brands





Learning Module: **LIFETIME FITNESS**
High School Weeks 4-7

Healthy Body

I will analyze the health benefits of my physical activity choices.

Healthy Mind

I will practice mindful breathing.

Enjoyment & Challenge

I will create fitness challenges using activities that I enjoy and enhance my health.

Building Skills

I will pace my activity intensity and work with my heart rate in the heart health zone.



Why are we learning this?

Lifetime Fitness is the second physical education learning module of the school year. It is important because it will teach us:

- How to analyze the health benefits of my physical activity choices
- mindful breathing techniques that we can use whenever we feel tense
- how to pace my physical activity intensity to stay in the heart health zone

Students and families:

During the next 4 weeks of this school year we will be working on a unit called *Lifetime Fitness!* 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, Heart Rate Zones, and how analyze the health benefits of different physical activity options.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Lifetime Fitness* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit www.OPENPhysEd.org/HS-LifetimeFitness 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!**

High School Physical Education Checklist for Lifetime Fitness

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



LIFETIME FITNESS

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 analyze the health benefits of this week's physical activity choices.

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.

- **(HS)** Analyzes the health benefits of self-selected physical activity and applies choices to personal fitness planning.

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.

LIFETIME FITNESS

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 work to keep my heart rate in the heart health zone during activities.

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.

- **(HS)** Uses available technology to adjust pacing to keep heart rate in a target zone.

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.

LIFETIME FITNESS

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 for how I will keep my pace my intensity within the heart health zone.

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 apply safe practices in during my physical activity and exercise choices.

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.

- **(HS)** Uses available technology to adjust pacing to keep heart rate in a target zone.

RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY

- **(HS)** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration).

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.

LIFETIME FITNESS

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will analyze the health benefits of this week's physical activity choices.
- 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 discuss how focused breathing can help my overall emotional well-being.

WELLNESS OBJECTIVES:

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

- **(HS)** Analyzes the health benefits of self-selected physical activity and applies choices to personal fitness planning.

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



LIFETIME FITNESS
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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.

After you learn how to play this activity, create your own (CYO) Card Cardio Challenges.

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

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

*A healthy immune system is one **health benefit** of regular aerobic activity.*

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.

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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

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.

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

Complete 8, 30-second exercise intervals that match the number rolled on the die. See FITT Dice Challenge Cards for different routines.

Out & Back Wellness Walk:

The object is to walk at a steady pace for 8 minutes. Walk away from the starting point for 4 minutes. At the 4-minute mark, turn around and walk back. At the end of the time you should be back at the starting point.

Just for Fun (and health)

WEEK 2 of 4

HEART HEALTH ZONE: A heart rate (Beats Per Minute) zone from 60% to 90% of Max HR (~120 to 180 BPM). This zone provides the maximum health benefit to one's heart.

*We are learning how to pace our activity intensity to stay in our **heart health zone**.*

Exercise Word Scrambler:

Use the letters on the Word Scrambler Card to create and list the names of physical activity choices.

If you list an exercise that we can do in personal space, we'll complete that exercise for 15 seconds.

Score 1 point for each valid name and a bonus point if you name an exercise that appears on another list.

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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

FITNESS PLAN: A course of action designed to reach a desired level of fitness.

*My **fitness plan** includes a variety of physical activities that I enjoy.*

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

Complete 8, 30-second exercise intervals that match the number rolled on the die. See FITT Dice Challenge Cards for different routines.

Out & Back Wellness Walk:

The object is to walk at a steady pace for 8 minutes. Walk away from the starting point for 4 minutes. At the 4-minute mark, turn around and walk back. At the end of the time you should be back at the starting point.

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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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

ANALYZE: To examine something in order to gather important information.

*Chadwick **analyzed** his activity choices as he built his fitness plan.*

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

Complete 8, 30-second exercise intervals that match the number rolled on the die. See FITT Dice Challenge Cards for different routines.

Out & Back Wellness Walk:

The object is to walk at a steady pace for 8 minutes. Walk away from the starting point for 4 minutes. At the 4-minute mark, turn around and walk back. At the end of the time you should be back at the starting point.

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.

LIFETIME FITNESS

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! 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 on the die 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 topic for today is the variety of health benefits that you get from regular physical activity. Being active is a great way to socialize with friends and family members. It helps us maintain our mental and emotional health. Physical activity is also critical for keeping our bodies healthy. It helps our immune system stay strong and works to keep our body composition balanced.

Throughout our Lifetime Fitness lessons we'll talk about the health benefits of the activities that we're choosing. For example, there are many health benefits of walking. Walking is the perfect exercise to do with your family members and almost everyone can go on a walk.

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

LIFETIME FITNESS

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

LIFETIME FITNESS

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.*

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

LIFETIME FITNESS

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.

LIFETIME FITNESS

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 1

- 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

LIFETIME FITNESS

Menu Activity Cards

PURPOSEFUL PRACTICE

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.

6-Minute FITT Dice Challenge 2

- 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

LIFETIME FITNESS

Menu Activity Cards

PURPOSEFUL PRACTICE

FITNESS PLAN: A course of action designed to reach a desired level of fitness.

*My **fitness plan** includes a variety of physical activities that I enjoy.*

6-Minute FITT Dice Challenge 3

- 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

LIFETIME FITNESS

Menu Activity Cards

PURPOSEFUL PRACTICE

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.

Out & Back Wellness Walk

- The object is to walk at a steady pace for 8 minutes.
- On the start signal, walk away from the starting point for a full 4 minutes.
- At the 4-minute mark, turn around and walk back.
- If you walked at a steady pace, at the end of the 8 minutes you will be back at the starting point.
- Can you maintain a pace that increases your heart rate?

LIFETIME FITNESS

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

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

*A healthy immune system is one **health benefit** of regular aerobic activity.*

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.

LIFETIME FITNESS

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

HEART HEALTH ZONE: A heart rate (Beats Per Minute) zone from 60% to 90% of Max HR (~120 to 180 BPM). This zone provides the maximum health benefit to one's heart.

*We are learning how to pace our activity intensity to stay in our **heart health zone**.*

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.

LIFETIME FITNESS

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.

LIFETIME FITNESS

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

LIFETIME FITNESS

Card Cardio Challenges

CREATE CARDIO CHALLENGES FOR EACH CARD IN THE DECK.
NEXT — DRAW A CARD AND COMPLETE A CHALLENGE.

Card	Exercise
Ace	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
Jack	15-second
Queen	15-second
King	15-second

Answer this question...

Cardio is the TYPE of activity. What are the health benefits of cardio activities?

LIFETIME FITNESS

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.

LIFETIME FITNESS

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.

LIFETIME FITNESS

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.

LIFETIME FITNESS

FITT Dice Challenges

Create Your Own

Name: _____

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...

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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:

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Mission Possible

Name: _____

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?

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Mission Possible

CREATE YOUR OWN MISSION

Name:

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.

NYRR.ORG/OPEN



OPENPHYSED.ORG

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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]

Heart Rate Zone Chart

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

In your own words, list the health benefits of the heart health zone and describe why those benefits are important to you and the people you care about.



My Daily Wellness Plan

Name:

Use this page to create the ideal daily wellness plan. That means, if your day were to go perfectly on schedule you would follow this plan to get 60 minutes of physical activity. You would also eat nutritious whole foods at every meal and for snacks. We know that most days don't go perfectly on schedule. However, this plan can be a guide to help you focus on building a physically active lifestyle.

Daily Planner

Time of Day	Activity Name	Activity Time	Health Benefit
Early Morning			
Mid-Morning			
Late Morning			
Early Afternoon			
Mid-Afternoon			
Late Afternoon			
Evening			

Meal	Nutritious Foods
Breakfast	
Snack	
Lunch	
Snack	
Dinner	
Snack	

It's important to drink plenty of water. Write 1-3 sentences about how you will plan to drink a healthful amount of water and avoid sugary beverages.



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 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 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.	Out & Back Wellness Walk: The object is to walk at a steady pace. Walk away from the starting point for half of your set walking time. At the half-way mark, turn around and walk back.	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.



LIFETIME FITNESS

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.

ANALYZE: To examine something in order to gather important information.

*Chadwick **analyzed** his activity choices as he built his fitness plan.*

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.*

MORE →

LIFETIME FITNESS

Physical Education Vocab

Important words for us to understand and use.

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.

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 PLAN: A course of action designed to reach a desired level of fitness.

*My **fitness plan** includes a variety of physical activities that I enjoy.*

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.

MORE →

LIFETIME FITNESS

Physical Education Vocab

Important words for us to understand and use.

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.*

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

*A healthy immune system is one **health benefit** of regular aerobic activity.*

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.

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LIFETIME FITNESS

Physical Education Vocab

Important words for us to understand and use.

HEART HEALTH ZONE: A heart rate (Beats Per Minute) zone from 60% to 90% of Max HR (~120 to 180 BPM). This zone provides the maximum health benefit to one's heart.

*We are learning how to pace our activity intensity to stay in our **heart health zone**.*

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**.*

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LIFETIME FITNESS

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.

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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 can you use pacing in order to keep your heart rate within a heart healthy zone? Can you give an example?

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) What are the health benefits of wellness walking?
- 2) How does the health benefits of wellness walking compare to those of another physical activity choice?
- 3) What could you say to convince someone to include wellness walking into their daily physical activity routine?

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	Circuit Training Exercises 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.]

> 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	Circuit Training Exercises 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

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

> 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	Circuit Training Exercises 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

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

> 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	Circuit Training Exercises 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

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

> 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?

LIFETIME FITNESS

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.