



Curriculum Mapping Project



**ACTIVE HOME PHYSICAL EDUCATION: 9-12 Fitness Knowledge**

5 Day Rotation	Day 1	Day 2	Day 3	Day 4	Day 5
Concept of Focus	I can keep an active lifestyle while staying at home from school.	I can develop my personal fitness to stay active for 60 minutes each day.	I can develop my cardiorespiratory endurance while completing fitness activities.	I can develop my muscular strength at home to improve overall fitness.	I can flex and extend my muscles to improve my personal fitness.
Academic Language for Today	<b>ACTIVE LIFESTYLE</b> A way of life which values physical activity as an essential part of living; physical activity is a part of daily routines.	<b>FITNESS</b> The degree to which a person is able to meet the physical, intellectual, and emotional demands for everyday living.	<b>CARDIORESPIRATORY ENDURANCE</b> The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to muscles during long periods of exercise.	<b>MUSCULAR STRENGTH</b> The maximum amount of force a muscle can produce in a single effort.	<b>DYNAMIC STRETCHING</b> An exercise or fitness routine in which movement and active muscular effort are used to warm up and stretch muscles.
Warm-up	<a href="#">Darebee.com Rookie</a>	<a href="#">Darebee.com Rookie</a>	<a href="#">Darebee.com Rookie</a>	<a href="#">Darebee.com Rookie</a>	<a href="#">Darebee.com Rookie</a>
OPEN Home Activity	<a href="#">Cone Flip Chaos</a> Complete this activity with a friend or family member.	<a href="#">AMRAP Challenges</a> Complete as many AMRAP Challenges as you can in 10 minutes.	<a href="#">Tabata Challenges</a> Complete 16 minutes of Tabata Training.	<a href="#">Cone Flip Chaos</a> Complete this activity with a friend or family member.	<a href="#">Warrior Fitness</a> Play the card game war with a friend. Use the chart to add fitness exercises. <a href="#">Warrior Chart</a>
Daily Fitness Activity	<a href="#">Choose 1 No-Equipment Workout</a>	<a href="#">Choose 1 No-Equipment Workout</a>	<a href="#">Choose 1 No-Equipment Workout</a>	<a href="#">Choose 1 No-Equipment Workout</a>	<a href="#">Choose 1 No-Equipment Workout</a>
Mindfulness	Learn some Tia Chi Perform Ju Fu Card 1. Practice this video 2X. <a href="#">Ju Fu Kata (Jigsaw #1)</a>	Learn some Tia Chi Perform Ju Fu Card 2. Practice this video 2X. <a href="#">Ju Fu Kata (Jigsaw #2)</a>	Learn some Tia Chi Perform Ju Fu Card 3. Practice this video 2X. <a href="#">Ju Fu Kata (Jigsaw #3)</a>	Learn some Tia Chi Perform Ju Fu Card 4. Practice this video 2X. <a href="#">Ju Fu Kata (Jigsaw #4)</a>	Learn some Tia Chi Perform Ju Fu Full Video. Practice 2X. <a href="#">Ju Fu Kata (Full Video)</a>
Assessment(s)	<a href="#">Physical Activity Log</a>	<a href="#">Physical Activity Log</a>	<a href="#">Physical Activity Log</a>	<a href="#">Physical Activity Log</a>	<a href="#">Physical Activity Log</a>

**Dear students and family members,**

The physical education team at our school is working with resources from **OPENPhysEd.org** to help you stay physically active and healthy while our schools are closed. In order to meet physical education goals during this time students must be physically active for 60 minutes each day. Use this physical activity log to record your activity time.

Remember, activity time doesn't have to happen all at once. You can add up your total activity throughout the day to equal 60 minutes. Students, at the end of each day ask a family member to sign next to the day's total activity. Then, return the finished log to your physical education teacher when school is back in session.

If our schools are closed for more than 2 weeks, visit  
**[www.openphysed.org/activeschools/activehome](http://www.openphysed.org/activeschools/activehome)**  
to download and print another activity log.

Your physical education teachers would also like you to visit the file links for your grade level on the OPEN webpage. From there you'll be able to download and print physical education resources that are fun and can be done at home.

Thank you for your cooperation. Stay active and stay well.

Sincerely,  
Your Physical Education Staff

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By staying active and completing this physical activity log you're meeting the following **SHAPE America** National Physical Education Grade-level Outcomes:

*Grades K-5 (Physical Activity Knowledge)*

**Standard 3 [E1.K,2,3a,5]** Identifies active play opportunities outside physical education class (K); Describes physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (2); Charts participation in physical activities outside physical education class (3a); Charts and analyzes physical activity outside physical education class for fitness benefits of activities (5).

*Grades 6-8 (Engages in Physical Activity)*

**Standard 3 [M2.6-8]** Participates in self-selected physical activity outside of physical education class (6); Participates in a physical activity twice a week outside of physical education class (7); Participates in physical activity three times a week outside of physical education class (8).

*Grades 9-12 (Engages in Physical Activity)*

**Standard 3 [H6.L1]** Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day (L1).

## Estimados estudiantes y familiares:

El equipo de educación física de su escuela está trabajando con recursos de OPENPhysEd.org para ayudarlo a mantenerse físicamente activo y saludable mientras nuestras escuelas están cerradas. Para cumplir con los objetivos de educación física durante este tiempo, los estudiantes deben estar físicamente activos durante 60 minutos cada día. Use este registro de actividad física para registrar su tiempo de actividad.

Recuerde, el tiempo de actividad no tiene que usted suceder de una vez. Puede sumar su actividad total durante el día para que sea igual a 60 minutos. Estudiantes, al final de cada día, pida a un miembro de la familia que firme al lado de la actividad total del día. Luego, regrese el registro terminado a su maestro de educación física cuando la escuela vuelva a la sesión.

Si nuestras escuelas están cerradas por más de 2 semanas, visite  
[www.openphysed.org/activeschools/activehome](http://www.openphysed.org/activeschools/activehome)  
para descargar e imprimir otro registro de actividad.

Sus maestros de educación física también desean que visite los enlaces de archivos para su nivel de grado en la página web OPEN. Desde allí, podrá descargar e imprimir recursos de educación física que son divertidos y se pueden hacer en la casa.

Gracias por su cooperación. Mantente activo y bien.

Attentamente,  
Su personal de educación física

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Al mantenerse activo y completar este registro de actividad física, cumple con lo siguiente  
***SHAPE America National Physical Education Grade-level Outcomes:***

### *Grades K-5 (Conocimiento de actividad física)*

**Standard 3 [E1.K,2,3a,5]** Identifica oportunidades de juego activo fuera de la clase de educación física (K); Describe actividades físicas para participar fuera de la clase de educación física (por ejemplo, antes y después de la escuela, en casa, en el parque, con amigos, con la familia) (2); Gráficos de participación en actividades físicas fuera de la clase de educación física (3a); Grafica y analiza la actividad física fuera de la clase de educación física para conocer los beneficios físicos de las actividades (5).

### *Grades 6-8 (Participa en actividad física)*

**Standard 3 [M2.6-8]** Participa en actividades físicas autoseleccionadas fuera de la clase de educación física (6); Participa en una actividad física dos veces por semana fuera de la clase de educación física (7); Participa en actividad física tres veces por semana fuera de la clase de educación física (8).

### *Grades 9-12 (Participa en actividad física)*

**Standard 3 [H6.L1]** Participa varias veces a la semana en una actividad de vida, baile o actividad física autoseleccionada fuera del día escolar (L1).



# Physical Education

## ACTIVITY LOG

### 2-Week Physical Activity Log

Use this activity log to track your physical activity minutes for 2 weeks.  
Have an adult sign their initials next to each day that you complete 30 minutes.

#### Week 1:

Day	Activity 1	Activity 2	Activity 3	Total
<b>Sample Day</b>	<i>Active Outside 30 Mins</i>	<i>Walk with Family 15 Mins</i>	<i>Dance Challenge 15 minutes</i>	<i>60 minutes</i>
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				

#### Week 2:

Day	Activity 1	Activity 2	Activity 3	Total
<b>Day 1</b>				
<b>Day 2</b>				
<b>Day 3</b>				
<b>Day 4</b>				
<b>Day 5</b>				
<b>Day 6</b>				
<b>Day 7</b>				



# Physical Education

## ACTIVITY LOG

### Registro De Actividad Física De 2 Semanas

Use este registro para registrar su actividad física durante las próximas dos semanas. Pídele a un adulto que verifique con su firma que hiciste las varias actividades físicas del día.

#### Semana 1:

Día	Actividad 1	Actividad 2	Actividad 3	Total
<i>Ejemplo:</i>	jugar afuera 30 minutos	caminar con la familia 15 minutos	desafío de baile 15 minutos	60 minutos
Día 1				
Día 2				
Día 3				
Día 4				
Día 5				
Día 6				
Día 7				

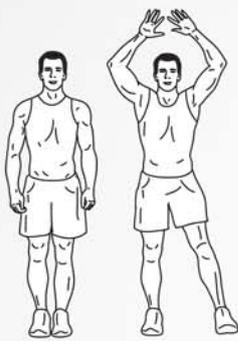
#### Semana 2:

Día	Actividad 1	Actividad 2	Actividad 3	Total
Día 1				
Día 2				
Día 3				
Día 4				
Día 5				
Día 6				
Día 7				

# ROOKIE

DAREBEE WORKOUT @ [darebee.com](https://darebee.com)

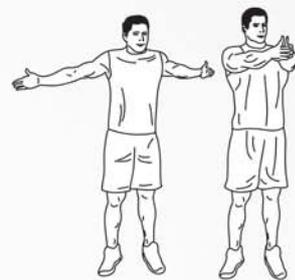
LEVEL I 3 sets LEVEL II 5 sets LEVEL III 7 sets REST up to 2 minutes



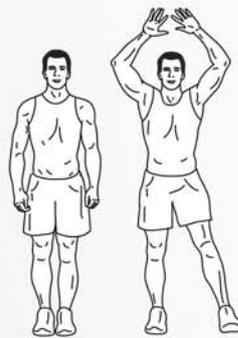
**10** step jacks



**4** lunges



**20** chest expansions



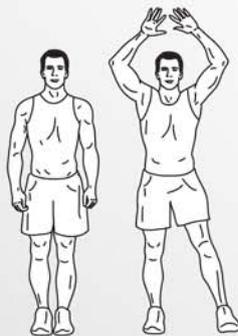
**10** step jacks



**4** lunges



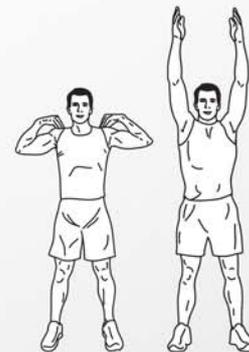
**20** raised arm circles



**10** step jacks



**4** lunges



**20** shoulder taps

## CONE FLIP CHAOS

### STUDENT TARGETS

- **Skill:** I will pace activity based on my target heart rate zone.
- **Cognitive:** I will calculate my target heart rate and identify my target zone.
- **Fitness:** I will discuss the concept of perceived exertion with my classmates.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

### TEACHING CUES

- Pace for the Zone
- Move Safely
- Think Fitness

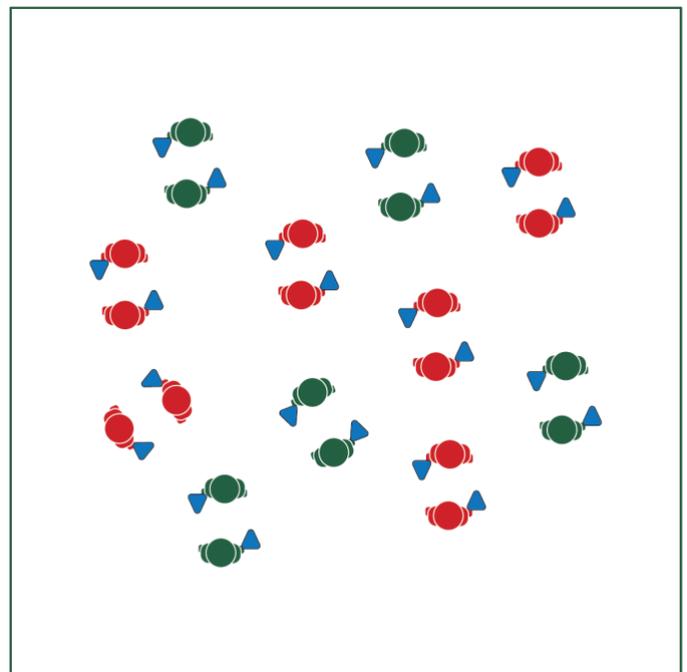
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 1 cone per student (9" plastic cones are preferred – like [this one](#). Experiment with different types of cones to meet the needs of your students.)

**Set-Up:**

1. Students scattered throughout the activity area, each student with a cone.



**Activity Procedures:**

1. Today's fitness activity is called Cone Flip Chaos. The object is to compete against a partner by flipping your cone onto its base before your partner does, and then quickly finding a new partner to challenge.
2. The winner of each challenge round will automatically move to find a new partner. The losing partner will perform 10 jumping jacks before looking for a new partner.
3. You earn 1 flip attempt for every 3 jumping jacks you perform. You can perform any number of consecutive jumping jacks you want, as long as you end on a multiple of 3. For example, if you do 3 jumping jacks you earn 1 flip attempt. If you do 9 consecutive jumping jacks you earn 3 flip attempts.
4. The cone **MUST** flip 1 or more full rotations in order to be considered a fair flip.
5. Jumping jacks are a basic exercise for teaching this activity to students. Once they learn the rules and know how to play, change the activity to develop any area of health- or skill-related fitness you choose.

**Grade Level Progression:**

**L1:** Prompt students to choose an activity to replace jumping jacks in order to improve the health-related fitness component of their choice.

**L2:** Discuss perceived exertion and how it can be used to modify the activity to make it easier or more challenging.

**CONE FLIP CHAOS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Allow students to choose the shape and size of the cone that they use. Provide cones with larger/smaller bases.

ACADEMIC  
LANGUAGE

Energy Systems, Aerobic Glycolysis, Anaerobic Glycolysis, Energy Systems, Health-Related Fitness, Nutritional Balance, Physiological Response

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [H3.L 2]:** Applies rates of perceived exertion and pacing (L2).
- **Standard 3 [H10.L1-2]:** Calculates target heart rate and applies HR information to personal fitness plan (L1); Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF  
QUESTIONS

- **DOK 1:** How would you perform a set of jumping jacks to illustrate the different levels of the Rate of Perceived Exertion Scale?
- **DOK 2:** How would you compare and/or contrast the various levels of the RPE Scale with one another?
- **DOK 3:** How would you modify this activity if your goal was maintaining your basic aerobic and muscular endurance? How would you modify it if your goal was improving aerobic fitness and performance capacity? Provide reasoning for your modifications.

TEACHING  
STRATEGY  
FOCUS

**Help students process content:** The set of DOK Debrief Questions that are included with this activity prompt students to systematically engage in drawing conclusions about the RPE Scale. Their responses represent a student-centered approach with the expectation that students will work with and demonstrate understanding of the content, not simply listen to discussion or lecture.

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 1

**AMRAP #1: Squats**

**AMRAP #2: Perfectly Modified Push-Ups**

**AMRAP #3: Side-to-Side Skier Jumps**

**AMRAP #4: Mountain Climbers**

**AMRAP #5: Hold High Plank Position**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 2

**AMRAP #1: Lunges**

**AMRAP #2: Perfect Form Jumping Jacks**

**AMRAP #3: Burpees**

**AMRAP #4: Jog in Place High Knees**

**AMRAP #5: Shoulder Taps (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 3

**AMRAP #1: Raised Arm Circles**

**AMRAP #2: Plank Jacks**

**AMRAP #3: Sitting Core Twists (Tap Floor Side to Side)**

**AMRAP #4: Half Jacks (Legs/Feet Only)**

**AMRAP #5: 1-Arm Plank Supermans (Alternate Arms)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 4

**AMRAP #1: Super-Slow-Motion Push-Ups**

**AMRAP #2: Perfect Form Jumping Jacks**

**AMRAP #3: Side-to-Side Skier Jumps**

**AMRAP #4: Half Jacks (Legs/Feet Only)**

**AMRAP #5: Alternate Bird Wings (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 5

**AMRAP #1: Power Jumps (with knee tucks)**

**AMRAP #2: Zombie Walks (stay on spot)**

**AMRAP #3: Perfectly Modified Push-Ups**

**AMRAP #4: Mummy Jacks**

**AMRAP #5: Shoulder Taps (from High Plank Position)**

## AMRAP PARTNER WORKOUTS

*AMRAP = As Many Reps As Possible*

INSTRUCTIONS: While partner A completes the AMRAP Challenge, partner B jogs the perimeter. When you hear the change signal, switch places. Then partner B will complete the AMRAP Challenge and partner A will jog the perimeter. Complete each challenge in the order below. If you complete all 5 challenges, start over with AMRAP #1.

### AMRAP Challenge Card No. 6

**AMRAP #1: Scissor Arm Chops**

**AMRAP #2: Plank Jacks**

**AMRAP #3: 1-Arm Plank Supermans (Alternate Arms)**

**AMRAP #4: Shoulder Taps (from High Plank Position)**

**AMRAP #5: Perfect Form Jumping Jacks**

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	<b>Half-Jack Med-Ball Squeeze</b> [Medicine Ball]	<b>0:00</b>
	Rest 10 Seconds	
2	<b>Biceps Curl</b> [Medicine Ball]	<b>0:30</b>
	Rest 10 Seconds	
3	<b>Half-Jack Med-Ball High</b> [Medicine Ball]	<b>1:00</b>
	Rest 10 Seconds	
4	<b>Triceps Extension</b> [Medicine Ball]	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Half-Jack Med-Ball Squeeze</b> [Medicine Ball]	<b>2:00</b>
	Rest 10 Seconds	
6	<b>Med-Ball Oblique Twist</b> [Medicine Ball]	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Half-Jack Med-Ball High</b> [Medicine Ball]	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Walking Lunge</b> [Medicine Ball]	<b>3:30</b>
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Health-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	<b>Decline Planks</b> [Fitness Ball]	<b>0:00</b>
	Rest 10 Seconds	
2	<b>Wall-Ball Squat</b> [Fitness Ball]	<b>0:30</b>
	Rest 10 Seconds	
3	<b>Straight Crunch</b> [Fitness Ball]	<b>1:00</b>
	Rest 10 Seconds	
4	<b>High-Ball Squat</b> [Fitness Ball]	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Twist Crunch</b> [Fitness Ball]	<b>2:00</b>
	Rest 10 Seconds	
6	<b>T-Raises</b> [Fitness Ball]	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Incline Planks</b> [Fitness Ball]	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Y-Raises</b> [Fitness Ball]	<b>3:30</b>
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 1

Set #	Exercise Name	Interval Start
1	<b>High Knees Straight Through</b> [Agility Ladder]	<b>0:00</b>
	Rest 10 Seconds	
2	<b>In-Out Jumps</b> [Agility Ladder]	<b>0:30</b>
	Rest 10 Seconds	
3	<b>In-Out Toe Touches</b> [Agility Ladder]	<b>1:00</b>
	Rest 10 Seconds	
4	<b>2-Foot Lateral Run</b> [Agility Ladder]	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Jumping Jacks</b> [Agility Ladder]	<b>2:00</b>
	Rest 10 Seconds	
6	<b>90-Degree Jump Turns (Clockwise)</b> [Agility Ladder]	<b>2:30</b>
	Rest 10 Seconds	
7	<b>90-Degree Jump Turns (Counter-Clockwise)</b> [Agility Ladder]	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Hop Scotch In-Outs</b> [Agility Ladder]	<b>3:30</b>
	Rest 10 Seconds	

TABATA ROUTINE CARD

One and Done: Skill-Related Fitness Card 2

Set #	Exercise Name	Interval Start
1	<b>One-Legged Marching Pose (Right)</b>	<b>0:00</b>
	Rest 10 Seconds	
2	<b>One-Legged Marching Pose (Left)</b>	<b>0:30</b>
	Rest 10 Seconds	
3	<b>One-Legged Clock with Arms (Right)</b>	<b>1:00</b>
	Rest 10 Seconds	
4	<b>One-Legged Clock with Arms (Left)</b>	<b>1:30</b>
	Rest 10 Seconds	
5	<b>Power Man Vertical Jumps</b>	<b>2:00</b>
	Rest 10 Seconds	
6	<b>180-Degree 2-Foot Jump Turns</b>	<b>2:30</b>
	Rest 10 Seconds	
7	<b>Stationary Skips</b>	<b>3:00</b>
	Rest 10 Seconds	
8	<b>Plank Scarf Tosses</b>	<b>3:30</b>
	Rest 10 Seconds	

## WARRIOR FITNESS

### STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form.
- **Cognitive:** I will discuss activity options for strength and endurance training.
- **Fitness:** I will discuss the connection between fitness and physical health.
- **Personal & Social Responsibility:** I will demonstrate sportsmanship and cooperation.

### TEACHING CUES

- Focus on Form
- Heart Rate Up
- Spirit of the Game

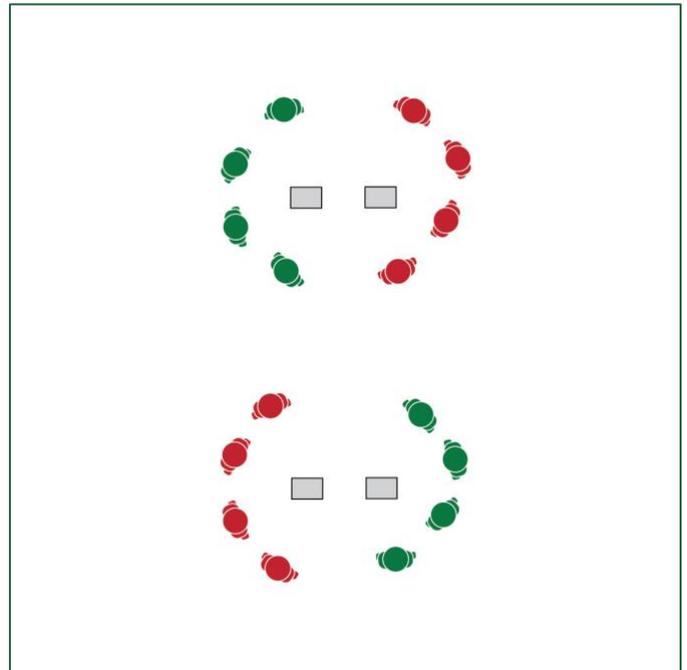
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 deck of cards per 4 teams
- Warrior Fitness Exercise Chart

#### Set-Up:

1. Create 4–8 equal teams, depending on the number of card decks available.
2. Two teams will compete head-to-head using half a deck of cards. (In other words, split 1 deck in half to accommodate 2 games.)



#### Activity Procedures:

1. It's time for Warrior Fitness. This adds a fitness twist to the classic card game of War.
2. Each team will receive 13 cards to start the game. A team representative will draw the first card from the top of their card pile.
3. Teams will then compare cards. The highest card value wins, and the winner keeps both cards.
4. Face cards rank in order from Jack to King, with Aces acting as the highest-value cards in the deck.
5. If teams draw matching cards (e.g., the queen of hearts and the queen of spades), this is considered a war. Teams will then draw and compare the next card from the pile. The winning card then gets to keep all cards in play.
6. After each draw, the sum of both (or all) cards is determined, and both teams will perform that number of repetitions for a designated exercise. For example, if a 3 and a 5 were the cards drawn, all players will perform 8 jumping jacks (or another designated exercise).
7. Play for a set amount of time. If a team gains possession of all 26 cards, shuffle, deal, and restart the game.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** For homework, or during class time, challenge students to create a variety of Warrior Fitness exercise charts with a focus on specific components of both health- or skill-related fitness.

**WARRIOR FITNESS**

UNIVERSAL DESIGN ADAPTATIONS

- Pair students who may have difficulty with the activity rules with peer coaches to help facilitate game play.

ACADEMIC LANGUAGE

Cooperation, Endurance Training, Exercise Form, Fitness, Sportsmanship, Strength Training, Technique

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M3.6-7]** Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance (6); Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training, and/or light freeweight training (7).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize an activity or exercise that works to build muscular fitness (strength training)?
- **DOK 1:** How can you recognize an activity or exercise that works to improve aerobic capacity?
- **DOK 2:** How would you compare and contrast these 2 types of exercises?
- **DOK 3:** What facts would you select to support the importance of including both types of activities in a fitness routine/plan?

TEACHING STRATEGY FOCUS

**Help students examine similarities and differences.** Understanding the similarities and differences between the various components of fitness is essential knowledge required for students as they work toward developing personal fitness and activity plans. Take time to repeat this process in order to examine all components of health- and skill-related fitness.

## Warrior Fitness: Exercise Chart

If the highest-value card is a <b>HEART</b> , then do this activity.	♥ Invisible Speed Rope
If the highest-value card is a <b>DIAMOND</b> , then do this activity.	♦ Plank Jacks
If the highest-value card is a <b>SPADE</b> , then do this activity.	♠ Mummy Jacks
If the highest-value card is a <b>CLUB</b> , then do this activity.	♣ Stationary Sprints

**Warrior** (noun): A person who shows great vigor and courage while purposefully engaging in a campaign of value or importance.

**JU FU KATA SEQUENCE SCRIPT**

#	Breathing	Arms	Legs
1	a. Inhale	a. Raise arms above head (palms facing front).	a. Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up/parallel with floor (like a prep for front kick). Crunch Abs.
	c. Inhale	c. Raise arms above head (palms facing front).	c. Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up/parallel with floor (like a prep for a front kick), "Crunch Stomach."
2	a. Inhale	a. Bring arms up and cross at wrist. Right arm in front. Circle arms up and out and down to hips. Arms are relaxed.	a. Natural Stance.
	b. Exhale	b. Bend at elbow. Arms push out and forward, elbows tightly in, palms forward.	b. Natural Stance.
	c. Inhale	c. Bring arms up and cross at wrist. Right arm in front. Circle arms up and out and down to hips. Arms are relaxed.	c. Natural stance.
	d. Exhale	d. Bend at elbow. Arms push out and forward, elbows tightly in, palms forward.	d. Transition into left front stance.
	e. Inhale	e. Bring arms up and cross at wrist. Right arm in front. Circle arms up and out and down to hips. Arms are relaxed.	e. Left front stance
	f. Exhale	f. Bend at elbow. Arms push out and forward, elbows tightly in, palms forward.	f. Transition into right front stance.

#	Breathing	Arms	Legs
<b>3</b>	a. Inhale	a. Bring arms up and cross at wrist. Right arm in front. Circle arms up and out and down to hips. Arms are relaxed.	a. Right front stance.
	b. Exhale	b. Bend at elbow. Arms push out and forward, elbows tightly in, palms forward.	b. Transition into left front stance.
	c. Inhale	c. Raise arms above head (palms facing).	c. Transition to Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up to parallel with floor (like a prep for a front kick), "Crunch Stomach."
<b>4</b>	a. Inhale	a. Raise arms above head (palms facing front).	a. Transition to Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up to parallel with floor (like a prep for a front kick), "Crunch Stomach."
	c. Inhale	c. Bring arms up and cross at wrist. Right arm in front. Circle arms up and out and down to hips. Arms are relaxed.	c. Transition to Natural stance.
	d. Exhale	d. Bend at elbow. Arms push out and forward, elbows tightly in, palms forward.	d. Natural stance, slight knee bend (no step).
	e. Inhale	e. Arms glide back down to the side and then up, parallel to floor.	e. Natural stance.
	f. Exhale	f. Arms return to a natural position by the side of the body.	f. Feet together.