

CUSD is OPEN to Fitness

2018 AZHPE State Convention Presentation

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Chandler Unified School District 80

OPEN Activities

Rocky R, P, S (K-5 OPEN Instant Activity) - *Amanda*

Strong, Stretch, Sweat (K-5 OPEN Instant Activity) - *Jennifer*

Tabata Biathlon (3-5 OPEN Olympic Games Module) - *Amanda*

Olympic Unit - (3-5 OPEN Olympic Games Module) - *Kelly*

Jump Rope Battle Bags (3-5 OPEN Jump Rope Module) - *Jill*

Non OPEN activities using Technology

~~**Fitness Component Warm-ups**~~ (3-6) - *Jennifer*

Fitness Circuit with Assessment (3-6) - *Jennifer*

Rocky R, P, S Instant Activity

K-5 OPEN Instant Activity Module

Rocky Rock, Paper, Scissors

1. When I say “GO!” begin your RPS battle. The player that loses Round 1 will drop to 1 knee. If that player wins Round 2, she/he can stand back up on two feet and the opposite player will drop to 1 knee.
2. Play continues until a player falls through the following cycle: drops to 1 knee, drops to 2 knees, take a seat (this is a technical knock-out “TKO”).
3. Each time a player wins a round, she/he regains a position (e.g., if on 2 knees and wins, move back up to 1 knee only).
4. When a match is complete each player finds a new challenger to battle.

ROCKY R,P,S

STUDENT TARGETS

- ✔ **Fitness:** I will perform invisible jump rope skills while waiting for a new opponent.
- ✔ **Personal & Social Responsibility:** I will demonstrate the Spirit of the Game in my attitude and actions.

TEACHING CUES

- ✔ Spirit of the Game
- ✔ Work Hard
- ✔ Have Fun

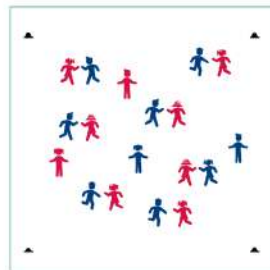
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Awesome Rocky music like *Eye of the Tiger* ([iTunes](#))

Set-Up:

1. Students in pairs.
2. Pairs scattered in the activity area.
3. Pump up awesome Rocky music!



Activity Procedures:

1. Today's activity is called Rocky Rock, Paper, Scissor. The object of the game is to win Rocky's championship belt by beating your opponent in a series of Rock, Paper, Scissor battle rounds.
2. When I say "GO!" begin your RPS battle. The player that loses Round 1 will drop to 1 knee. If that player wins Round 2, she/he can stand back up on two feet and the opposite player will drop to 1 knee.
3. Play continues until a player falls through the following cycle: drops to 1 knee, drops to 2 knees, drops to plank position for 3 seconds (this is a technical knock-out "TKO"). Each time a player wins a round, she/he regains a position (e.g., if on 2 knees and wins, move back up to 1 knee only).
4. When a match is complete each player finds a new challenger to battle.

Grade Level Progression:

- K:** Students play 1 round of RPS and then move to a new partner.
1st – 2nd: Play activity as described.
3rd – 5th: Introduce the championship tournament. When a student is TKO'ed, he/she becomes a trainer for the winner. Each time there is a TKO – all trainers transfer to the winner of the match. Continue play until there are only 2 RPS Boxers left (all others are trainers). Then begin the championship match.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 (E5.K-5):** Recognizes the established protocol for class activities (K); Exhibits the established protocols (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does Spirit of the Game mean?
- ✔ **DOK 2:** What do you know about Spirit of the Game?
- ✔ **DOK 3:** How is Spirit of the Game related to competitive activities like Rocky RPS?

Strong, Stretch, Sweat

OPEN K-5 Instant Activity Module



STRONG

Muscular Fitness



Stretch

Flexibility



Sweat

Aerobic Capacity

STUDENT TARGETS

- ✓ **Fitness:** I will demonstrate proper form and technique when performing fitness activities.

TEACHING CUES

- ✓ Focus on Form
- ✓ Work Cooperatively
- ✓ Encourage Classmates

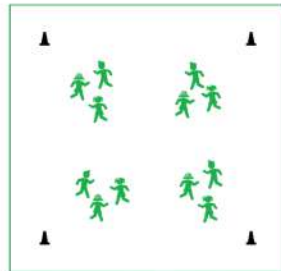
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 4 cones to create boundaries
- ✓ Strong, Stretch, Sweat Exercise Chart
- ✓ Activity YouTube Video:
<https://youtu.be/FvQnW9DMMes>

Set-Up:

1. Create a large activity space using cones.
2. Create groups of 3 students, each group with enough space to move safely.



Activity Procedures:

1. It's time to warm-up our bodies with a Rock, Paper, Scissor game called: Strong, Stretch, Sweat.
Rock = strong and represents muscular fitness.
Paper = stretching and represents flexibility.
Scissor = sweating and represents aerobic capacity.
2. On the start signal the game will begin. All 3 players will call out, "Strong, stretch, sweat, show!"
On "show" all 3 students will show rock, paper, or scissor.
3. If 2 or 3 players have the same symbol, that symbol "wins" and students will perform the exercise in that category from the exercise chart. If each of the 3 students show different symbols, then each will perform the unique exercise from the category matching their symbols.

Grade Level Progression:

- K – 2nd:** Play the game as described above.
3rd – 5th: Allow students to create their own exercise charts.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✓ **Standard 3 [E3.3-4]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about fitness?
- ✓ **DOK 2:** What do you know about focusing on safe exercise form and technique?
- ✓ **DOK 3:** How is being active outside of physical education class related to your overall fitness?



STRONG, STRETCH, SWEAT

EXERCISE CHART



STRONG	Exercise: 10 Second Plank Hold (or) 5 Push-Ups
STRETCH	Exercise: Hamstring Stretch (or) Shoulder Stretch
SWEAT	Exercise: 15 Jumping Jacks (or) 30 Invisible Jump Ropes

- Groups of 3
- Play RPS
- Figure out which symbol wins
- Choose exercise to complete for winning symbol
- If all 3 symbols are shown do corresponding exercise for your symbol

K-2 Warm-up

Using Strong, Stretch, Sweat vocabulary

SWEAT

Hop

Windmills



STRETCH

Slide

SWEAT

Sit-up



OR

Boat Pose



STRONG

SWEAT

Jog



STRONG

CRAB
WALK



Toe Touch

STRETCH

SWEAT

GALLOP

Bear Crawl

U



STRONG



STRONG

Olympic Biathlon Tabata Warm-up

OPEN Olympic Module

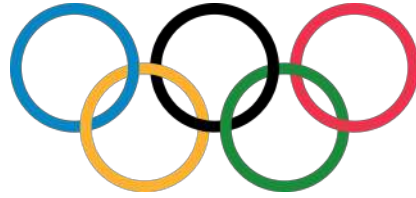
TABATA ROUTINE CARD

4-Minute Tabata Warm-Up: **Biathlon**

Set #	Exercise Name	Interval Start
1	Exercise: Speed Jump with Jump Rope	0:00
	Rest 10 Seconds	
2	Exercise: Plank Position	0:30
	Rest 10 Seconds	
3	Exercise: Jumping Jacks	1:00
	Rest 10 Seconds	
4	Exercise: Speed Jump with Jump Rope	1:30
	Rest 10 Seconds	
5	Exercise: Plank Position	2:00
	Rest 10 Seconds	
6	Exercise: Jumping Jacks	2:30
	Rest 10 Seconds	
7	Exercise: Push-ups	3:00
	Rest 10 Seconds	
8	Exercise: Speed Jump with Jump Rope	3:30
	Rest 10 Seconds	

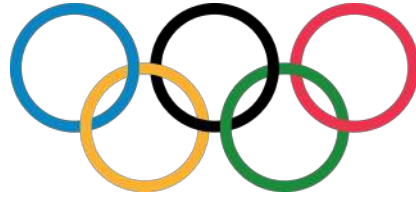
Olympic Unit

Modified from the OPEN Olympic Module



2016 Santan Elementary Summer Olympics

Swim Relay	Javelin Throw	Track Relay	Beach Volleyball
1 st	1 st	1 st	1 st
2 nd	2 nd	2 nd	2 nd
3 rd	3 rd	3 rd	3 rd

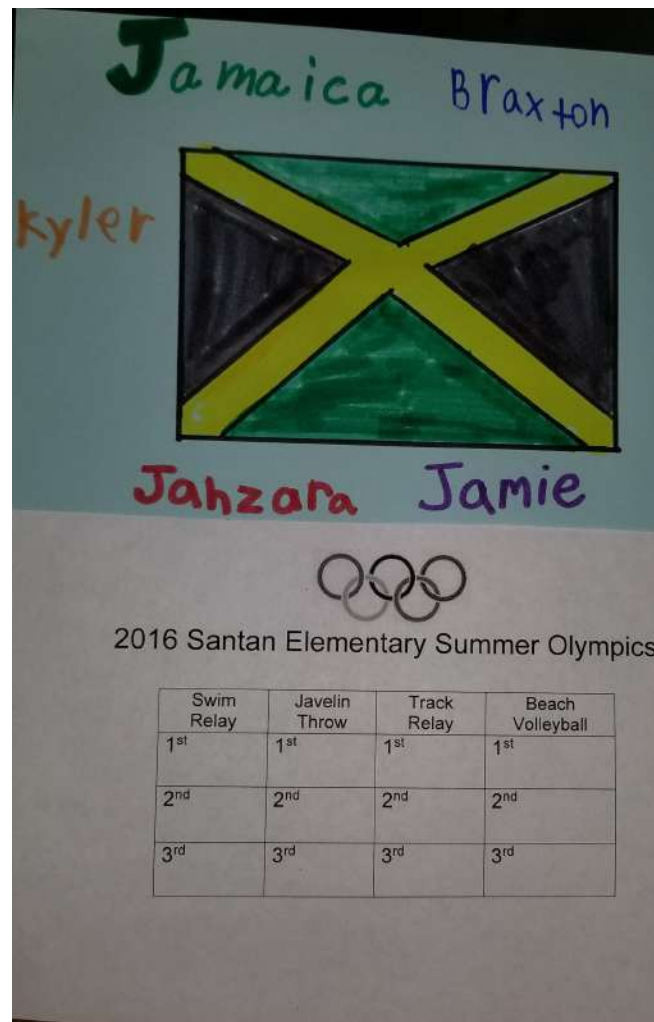


2018 Santan Elementary Winter Olympics

Hockey Event	Ski Jump Event	Bobsled Event	Speed Typing Event	Olympic Fanfare Event
1 st	1 st	1 st	1 st	1 st
2 nd	2 nd	2 nd	2 nd	2 nd
3 rd	3 rd	3 rd	3 rd	3 rd

Guidelines for Creating Teams

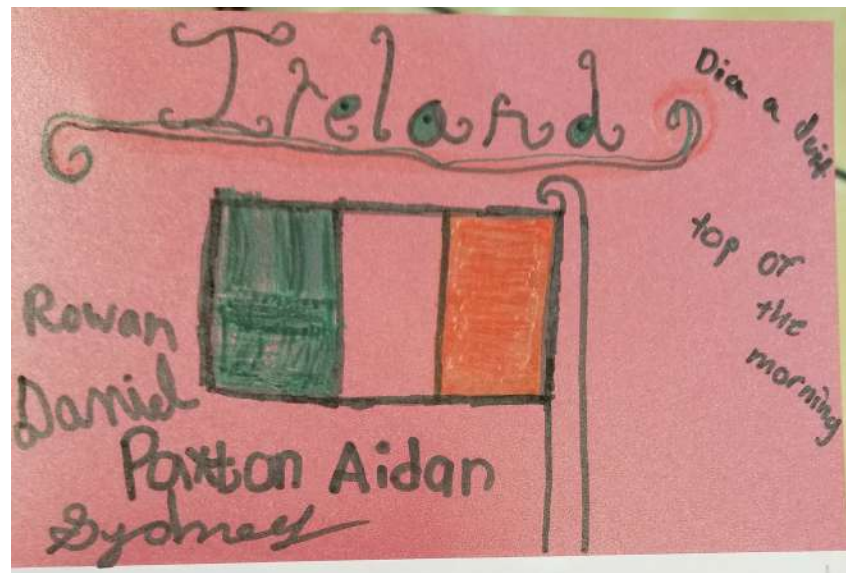
- Create equal (gender, skill level) teams
- Each team agrees on a country
- They create their team poster
- Things to include on their poster
 - Country Name
 - Country Flag
 - Team Members' Names
 - Tracking Sheet for medals
- Each class to follow is an Olympic event
- Track medals on their team posters
- Team posters are displayed in the gymnasium







 2018 Santan Elementary Winter Olympics

Hockey Event	Ski Jump Event	Bobsled Event	Speed Typing Event	Olympic Fanfare Event
1 st	1 st	1 st	1 st	1 st
2 nd	2 nd	2 nd	2 nd	2 nd
3 rd	3 rd	3 rd	3 rd	3 rd




 2018 Santan Elementary Winter Olympics

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1 st	1 st	1 st	1 st	1 st
2 nd	2 nd	2 nd	2 nd	2 nd
3 rd	3 rd	3 rd	3 rd	3 rd



2018 Santan Elementary Winter Olympics

Hockey Event	Ski Jump Event	Bobsled Event	Speed Typing Event	Olympic Fanfare Event
1 st	1 st	1 st	1 st	1 st
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2018 Santan Elementary Winter Olympics

Hockey Event	Ski Jump Event	Bobsled Event	Speed Typing Event	Olympic Fanfare Event
1 st	1 st	1 st	1 st	1 st
2 nd	2 nd	2 nd	2 nd	2 nd
3 rd	3 rd	3 rd	3 rd	3 rd

Jump Rope Battle Bags

3-5 OPEN Jump Rope Module

JUMP ROPE BATTLE BAGS

STUDENT TARGETS

- ✓ **Skill:** I will do the correct number of consecutive jumps in a row using a self-turned rope.
- ✓ **Cognitive:** I will identify the fitness components that this activity enhances.
- ✓ **Fitness:** I will explain why this activity can enhance my fitness.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my partner.

TEACHING CUES

- ✓ Elbows In
- ✓ Wrist Circles
- ✓ Two Feet Together
- ✓ Jump to a Rhythm

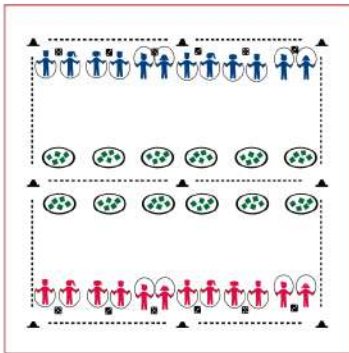
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 9 low profile cones for boundary and mid line
- ✓ Jump rope for each student
- ✓ 12 hula hoops
- ✓ 12 dice
- ✓ Bean bags (about 5 bags per hoop)

Set-Up:

1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the mid line
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area



Activity Procedures:

1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team's beanbags and be the team with the fewest remaining bags when the game is over.
3. You'll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a beanbag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you'll both run to 1 of your team's hoops, take 1 bean bag each, and toss it into 1 of the other team's hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Grade Level Progression:

- 3rd: Play the game as described.
4th & 5th: Increase intensity with a star jump (or other exercise) in between jumps and running to collect a bean bag.

JUMP ROPE BATTLE BAGS

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Allow students to use an "invisible" jump rope when playing this activity.
- ✓ Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- ✓ Students focus on turning a shortened rope beside them, without jumping.
- ✓ Pair students with limited mobility with students with full mobility. One student turns a rope, the other jumps.

ACADEMIC LANGUAGE

Consecutive, Cooperate, Health-Related Fitness, Vertical, Praise, Accept, Actively Involve

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- ✓ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What are the components of health-related fitness?
- ✓ **DOK 2:** How did this activity help to enhance your health-related fitness?
- ✓ **DOK 3:** How could we adapt this activity to focus on other aspects of health-related fitness?
- ✓ **DOK 1:** What does it mean to actively involve someone?
- ✓ **DOK 2:** How is our class environment affected when you work to actively involve others?

TEACHING STRATEGY FOCUS

Help students practice skills: Jump Rope Battle Bags adds variety to jump rope lessons while providing ample opportunity for students to practice basic jumping skills. This unique, game-based practice environment provides challenge and interest while helping students development skill competency and confidence.

Health-Related Fitness Component

Warm-ups for 3-6

**Fitness Circuit with Student
Assessment**

Partner Warm-up # 1 -

Jog in Place for 30 seconds

15 Jumping Jacks

20 Crab Kicks

Skip 2 laps outside red lines rectangle

10 Partner Clap Push-ups

12 Elbows to Knees

8 Squat Jumps

Once the warm-up is complete, do the following stretches:

- Standing Toe Touch stretch
- Butterfly stretch
- Straddle stretch
- Quadricep stretch

*****While stretching talk with your partner about which exercises from the warm-up match the following health-related fitness components (be prepared to share your answers):***

Cardiorespiratory Endurance

Muscular Strength/Endurance

Flexibility

Partner Warm-up # 1 -

Jog in Place for 30 seconds CRE

15 Jumping Jacks CRE

20 Crab Kicks MS/E

**Skip 2 laps outside red lines
rectangle** CRE

10 Partner Clap Push-ups MS/E

12 Elbows to Knees F MS/E

8 Squat Jumps MS/E CRE

CRE = CARDIORESPIRATORY
ENDURANCE

MS/E = MUSCULAR STRENGTH
MUSCULAR ENDURANCE

F = FLEXIBILITY

“You Go – I Go” Warm-up

8 Frankensteins



Butt Kickers

5 Jumping Planks



Supermans

5 Star Jumps



Trunk Twists

10 Windmills



High Knee Skips

20 counts Fast Feet



Swimmers

12 Mountain Climbers



Side Bends

HEALTH RELATED FITNESS COMPONENT - CIRCUIT ASSESSMENT

Work with your partner on this assessment.

Use the following abbreviations to match the exercises to their correct fitness component:

CRE = Cardiorespiratory Endurance **MS/E** = Muscular Strength/Endurance **F** = Flexibility

Jumping Jacks _____

Running in Place _____

Toe Touch

Windmills _____

PLANK _____

Squat Jumps _____

Quad Stretch _____
Jumps _____

Wall Sit _____

Line

Crab Walk _____

Hamstring Stretch _____

Lunges _____

HEALTH RELATED FITNESS COMPONENT DEFINITIONS

WORD BANK

heart
lungs
bend

oxygen

twist

stretch

joint

Muscular Strength

Muscular Endurance

Flexibility

Cardiorespiratory

Endurance

_____ is the ability of the _____ and _____ to supply
_____ to the working muscles for an extended period of time.

_____ is the ability to move a _____ through its complete range of motion. Having good flexibility allows
your body to _____, _____, and _____ with ease.

_____ is the ability to use a muscle group repeatedly over a long period of time.

_____ is the ability of the muscle group to work as hard as it can one time.

HEALTH RELATED FITNESS COMPONENT - CIRCUIT ASSESSMENT

Work with your partner on this assessment.

Use the following abbreviations to match the exercises to their correct fitness component:

CRE = Cardiorespiratory Endurance **MS/E** = Muscular Strength/Endurance **F** = Flexibility

Jumping Jacks CRE
Touch F

Running in Place CRE

Toe

Windmills F
Squat Jumps CRE MS/E

PLANK MS/E

Quad Stretch F
Line Jumps CRE

Wall Sit MS/E

Crab Walk MS/E

Hamstring Stretch F

HEALTH RELATED FITNESS COMPONENT DEFINITIONS

WORD BANK

heart	oxygen	twist
lungs	stretch	
bend	joint	Muscular Strength
	Muscular Endurance	
	Flexibility	Cardiorespiratory
	Endurance	

Cardiorespiratory Endurance is the ability of the **heart** and **lungs** to supply **oxygen** to the working muscles for an extended period of time.

Flexibility is the ability to move a **joint** through its complete range of motion. Having good flexibility allows your body to **bend, stretch** and **twist** with ease.

Muscular Endurance is the ability to use a muscle group repeatedly over a long period of time.

Muscular Strength is the ability of the muscle group to work as hard as it can one time.

Cardiorespiratory Endurance (Aerobic Endurance)

The ability of your HEART and LUNGS to provide OXYGEN to the working muscles over a LONG PERIOD of TIME.

1. 20 Jumping Jacks
2. Jog and count to 30
3. Skip and count to 15
4. Defensive Slide (sideline to sideline)
5. Hop to the center line and back (right/left)
6. 15 Ski Jumps over a line

Muscular Endurance

The ability to move a muscle or group of muscles over and over for a long period of time.

1. 5 Line Push-ups
2. 5 Sumo Squats
3. 6 Shoulder Tap Push-ups
4. 5 Leg Lifts
5. 3 Supermans
6. Wall Sit for 15 counts

Muscular Strength

The ability of a muscle to work as hard as it can
through one range of motion.

- 1. Hold a High Plank for 10 counts*
- 2. Hold a Low Plank for 10 counts*
- 3. 10 Crunches*
- 4. 5 Wall Push-ups*

Flexibility

The ability to move a joint through a full range of motion. To be able to bend, stretch, and twist easily.

1. Hold a standing toe touch, count to 12
2. 10 forward arm circles/10 backward arm circles
3. Hold a Tricep stretch/both arms 10 counts
4. Hold a Quad stretch/both legs 10 counts
5. 6 Windmills

Thank you for attending our session this morning. You can find the resources for our activities by clicking the links below.

Google Shared Drive (Jennifer Traficano-folder)

<https://drive.google.com/drive/u/0/folders/0BzTFleoMvB0sQTI2NC1idHFMX0U>

OPEN Website

<https://openphysed.org/>

Rocky R, P, S

<https://openphysed.org/wp-content/uploads/2015/10/E-01-InstantActs-16-RockyRPS.pdf>

Strong, Stretch, Sweat

<https://openphysed.org/wp-content/uploads/2015/10/E-01-InstantActs-II30-StrongStretchSweat.pdf>
<https://openphysed.org/wp-content/uploads/2015/10/E-01-InstantActs-II30-StrongStretchSweat-ExerciseChart.pdf>

Olympic Biathlon Tabata Warm-up

<https://openphysed.org/wp-content/uploads/2018/01/I-11-05a-Olympics-WarmUp-Biathlon.pdf>

Jump Rope Battle Bags

<https://openphysed.org/wp-content/uploads/2016/02/I-06-02-JumpRopeBattleBags.pdf>

**If you have any questions, please don't hesitate to
contact us:**

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