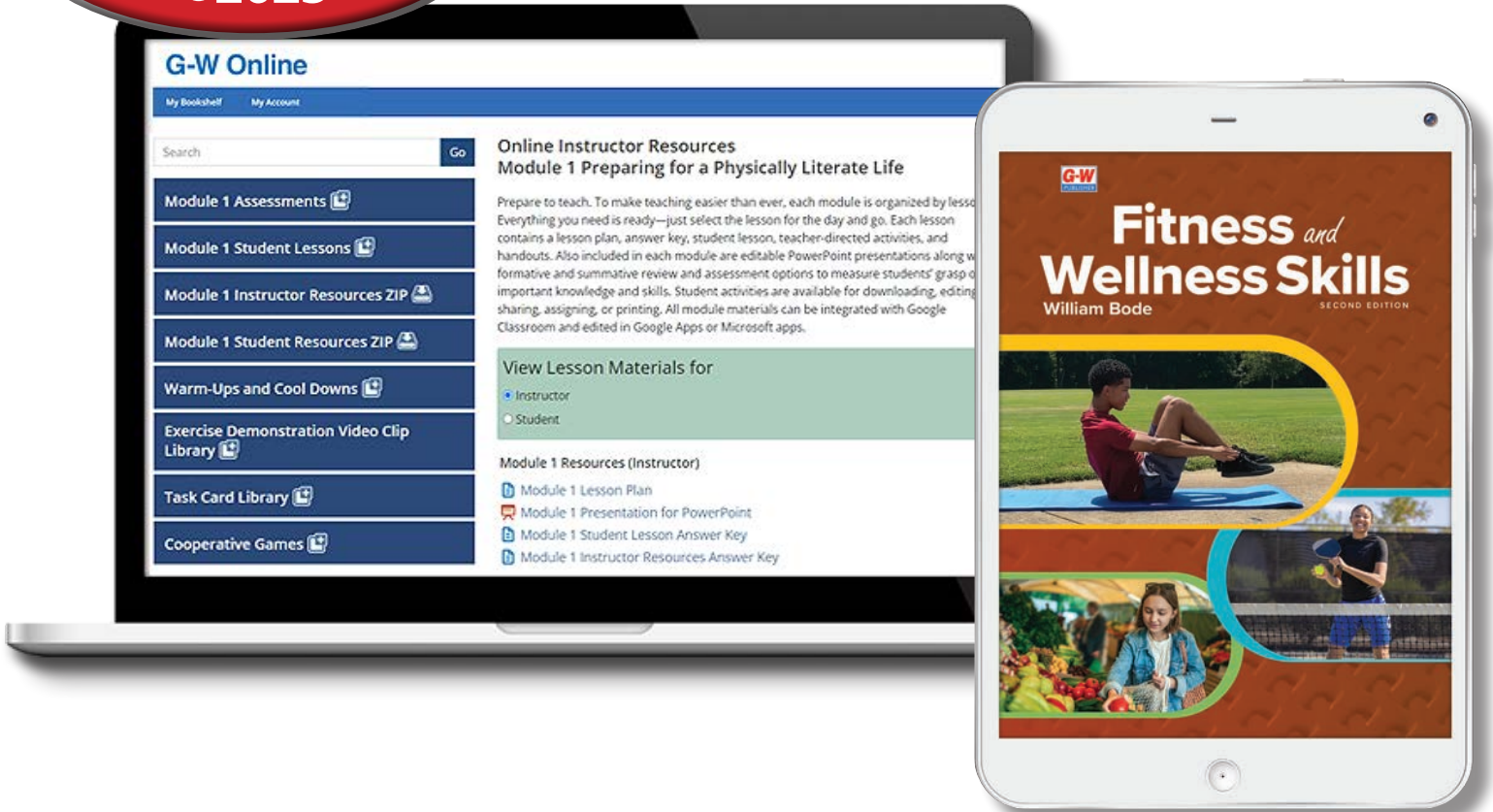




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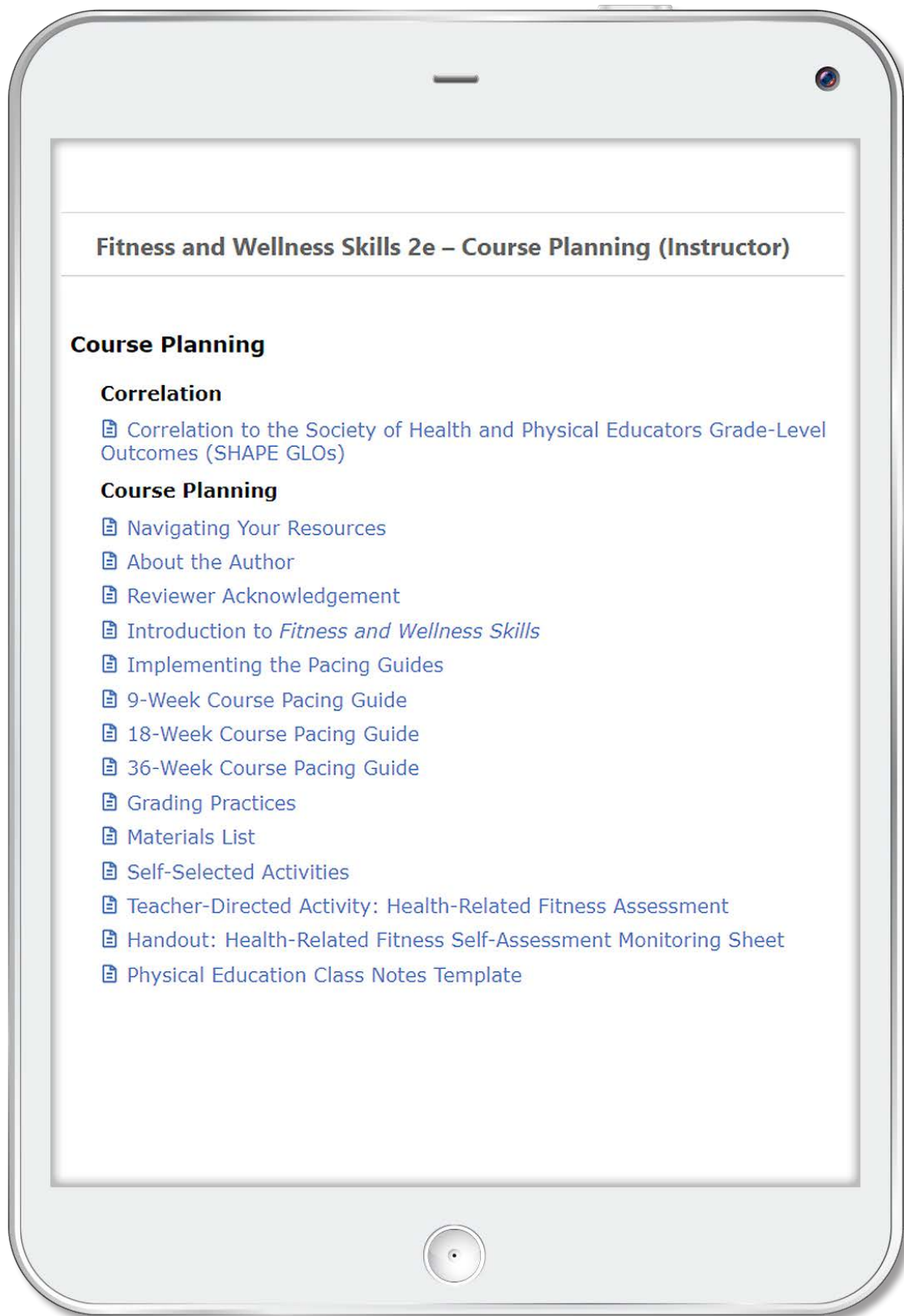
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Let's Look at Course Planning

The Course Planning section includes all of the instructor resources you will need to implement this curriculum in your standards-based Physical Education course.



Fitness and Wellness Skills: Correlation to the Society of Health and Physical Educators Grade-Level Outcomes (SHAPE GLOs)

Goodheart–Willcox Publisher Correlation of *Fitness and Wellness Skills* ©2025 to the Society of Health and Physical Educators Grade-Level Outcomes (SHAPE GLOs)

Standard S1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Breakout H1: Lifetime activities

Level	Narrative	Activity
(L1) Demonstrates competency and/or refines activity-specific movement skills in <u>2 or more</u> lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net-wall games or target games).	Online Instructor Resources Location: Module 8, Student Lesson 8.2: Physical Literacy Across the Lifespan, "Middle Adulthood" section	Online Instructor Resources Location: Module 8, Lesson 8.2 Handout: Middle Adulthood Exit Ticket Lifetime Activities Module, Aquatics, Interactive Lesson 1: Water Safety and Basics Lifetime Activities Module, Aquatics, Interactive Lesson 2: Treading Water Lifetime Activities Module, Aquatics, Interactive Lesson 3: Freestyle and Backstroke Lifetime Activities Module, Aquatics, Interactive Lesson 4: Completing a Water Workout

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Fitness and Wellness Skills: Correlation to the Society of Health and Physical Educators Grade-Level Outcomes (SHAPE GLOs)

Breakout H2: Dance and rhythms

Level	Narrative	Activity
(L1) Demonstrates competency in in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in <u>1</u> form of dance (e.g., ballet, modern, hip hop, tap).	Online Instructor Resources Location: Lifetime Activities Module, Rhythm and Dance, Introduction: Important Information on the Elements of Dance	Online Instructor Resources Location: Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 1: First Element of Dance—Body Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 2: Second Element of Dance—Action Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 3: Third Element of Dance—Space Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 4: Fourth Element of Dance—Time Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 5: Fifth Element of Dance—Energy Lifetime Activities Module, Rhythm and Dance, Interactive Lesson 6: Create Your Own Dance
(L2) Demonstrates competency in a form of dance by choreographing a dance or by giving a performance.	Online Instructor Resources Location: Lifetime Activities Module, Rhythm and Dance, Introduction: Important Information on the Elements of Dance	Online Instructor Resources Location: Lifetime Activities Module, Rhythm and Dance, Skills Assessment

Breakout H3: Fitness activities

Level	Narrative	Activity
(L1) Demonstrates competency in <u>1 or more</u> specialized skills in health-related fitness activities.	Online Instructor Resources Location: Module 2, Student Lesson 2.1: Developing Health-Related Fitness, "Cardiorespiratory Endurance," "Muscular Endurance," "Muscular	Online Instructor Resources Location: Module 2, Lesson 2.1 Teacher-Directed Activity: Performing a Tabata Training Workout

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Curriculum Planning: Implementing the Pacing Guides—Page 3

changing the rules of an activity are just a couple examples of how you can adapt an activity to be inclusive for all students. If your school or district has an adaptive physical education specialist or a special education support teacher, utilize this resource to help ensure the success of any student with special needs. Involving the student and their parents in the process will also help ensure a successful experience.

Finishing Up a Class

It is good practice to finish class with some type of debrief, ref students an opportunity to process and discuss learning will hel lesson. It also helps you identify and implement any changes ne The Teacher-Directed Activities and Cooperative Games both i Debriefs. These questions and prompts can be used during info the basis for a written reflection. Each lesson also includes a va giving students an opportunity to demonstrate learning from th Instructor Debriefs, Exit Tickets can be used as prompts for dis reflection. They may be printed and distributed among students assigned digitally by uploading to Google Classroom or sharing

Curriculum Planning: Implementing the Pacing Guides—Page 2

gauging student comprehension of the key terms.

Hybrid Courses

Depending on your class set-up, flipping your class might be a beneficial approach. Flipping your classroom works in a hybrid course, introducing students to content at home, ahead of the in-class lesson. This leaves more classroom time for physical activity. Assigning the PowerPoints or student lesson ahead of the activity day will give students a chance to absorb its contents and come to class prepared to ask questions and apply what they have learned with physical activity. Consider printing and distributing the student lesson as homework. If students have access to digital devices, the PowerPoint® can be

Curriculum Planning: Implementing the Pacing Guides—Page 1

Implementing the Pacing Guides

The pacing guides offer suggested organization and progression of the resources found in the Education Center based on 9-, 18-, and 36-week class periods. Whether you are teaching in person, in a flipped classroom, or online, the pacing guides can help you organize and structure your course, including the lessons you will cover each week. These editable documents can be personalized to meet your unique approach and course structure.

Whether you are using the Education Center for an online, in-person, or hybrid course, the versatile resources have you covered! Guidance for each scenario is included below to help you implement the pacing guides, however your course is structured.

Classroom Management Tips for Using the Education Center

Having a plan in place for the beginning, in the middle of, and the end of class helps achieve the structure students need. Each module in the Education Center offers lessons and activities to support these plans and engage students. Developing consistent, engaging routines will help students see the value of physical education beyond a time to just play or work out. The Education Center gives you everything you need to bring impactful learning experiences to all students.

Beginning of Class

The beginning of class probably looks different for each teacher using the Education Center. If you are teaching in person, students may dress out first then enter the gym, enter the gym for attendance and then dress out, or remain in their street clothes. If you are teaching the course online, students may begin with a discussion question to get them thinking about the lesson for the day. However you approach the beginning of class, it is important to provide students an opportunity for an active warm-up. Refer to the Warm-Up Options or utilize a Cooperative Game to get students ready for physical activity. These are designed to build positive relationships and increase self-efficacy. Getting students moving as quickly as possible at the start of class can improve behavior and attention when they listen to directions or content instruction later in the period.

Delivering Content

Choosing when to deliver each lesson's content will vary based on the amount of class time, facilities available, and class size. The presentations for PowerPoints® and student lessons can be delivered to students in a few different ways, depending on how your class is set up.

In the Classroom

If you have dedicated days in the classroom, the PowerPoint and student lesson materials can be used to provide instruction. Each presentation includes lesson-opening slides, allowing you to easily divide the content into individual lessons, or you may teach the module as a whole. You may use the PowerPoint in each lesson as the basis of your lecture. It can be projected for the whole class, allowing students to engage in discussion, particularly with each Point to Ponder or Real Life Scenario slide. You may use the Vocabulary Practice slides at the end of each presentation as formative assessment—

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The Education Center will be taught in a completely online environment. The lesson review and content can be taught on a video or Google Classroom®. Personalized workouts can easily be adapted to meet

ive Games, and Cool Down active during class. If a u will see it in the ts in the Education Center. Concepts from the lesson portion of class time may ple-group instruction. This efore engaging in the active why the lesson is relevant

online. Most of the active a small space with little to and students can follow y can create their own eir own fitness plans. This

students are able to this resource can help you s. All of the documents and use with a screen reader. be adapted to fit the needs er piece of equipment, or

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Warm-Up Options

There are many factors to consider when choosing which warm-ups will work best in your class, including

- facilities;
- available equipment;
- sharing space with other classes;
- class size; and
- class personality.

Facilities and available equipment will determine everything. Facilities include gym space, outdoor space, and possibly a cafeteria. Consider (or it may be necessary) using hallways, the gym lobby, or the cafeteria. Many non-traditional areas can be used for a quick warm-up. Limited, using warm-ups that require little to no equipment can make transitions easier.

Many high school physical education classes are combined in the same block. This can be a challenge. Consider meeting with colleagues to develop a schedule that fits into one of the non-traditional areas.

Class size can be one of the most challenging factors to encounter. In the event the cafeteria is available to get permission to use.

The last factor to consider is class personality. Some classes are especially energetic and need to expend energy before the lesson. Some students have the added benefit of cardiorespiratory endurance. Especially in the first block of a day, a gradual increase in intensity in the classroom may benefit from walking or partner exercises before a lesson.

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Walk or Jog for Time

As the class begins students walk or jog around a predetermined pattern to warm up for the day. Typically, if your class is in a gym, you will use the basketball court for this warm-up. Safety is always an important consideration, so remind students that if they choose to walk, they should do so just inside the basketball boundary lines. Students who choose to jog should do so on the outside of the boundary lines. If a basketball court is not available, set out cones that create two lanes—one for walkers and one for joggers.

Determine the duration of the warm-up based on student fitness level and the lessons or activities that will follow. Limit the warm-up to five to ten minutes.

Students will need to complete or... you may instruct the class to... the entire two laps without... themselves. Encourage them... curves. For students who... k and a fitness walk. To... heel-to-toe foot strike (their... bes). The arms will be held at... striding foot.

...ing in intervals. Instruct... ds and jogging for... ing and jogging. As students'... o 30 seconds and the duration... y students will build their

as soon as they enter the gym... ts who have a lot of energy... attractive because it requires... ne if you are sharing your... lance while students are

Cool Down Options

When choosing a cool down for your class, there are a few factors you will want to consider, including

- facilities;
- sharing space with other classes; and
- time available.

Fortunately, most cool downs do not require a lot of space. Cool downs can be done in the same space as the day's activity or workout. Also, cool downs typically do not require any equipment, which will save time and set up.

A cool down period presents a great opportunity for class discussions. If you are sharing space with other classes, however, it may be difficult to facilitate discussion in a loud gymnasium full of distractions. Consider moving to a less crowded space like the gymnasium lobby or a hallway to conduct cool downs that integrate discussion.

Finally, time management is important for facilitating a cool down. Depending on how much time is left in class—maybe the day's activity or workout took more or less time than expected—you may need to tailor your planned cool down for the time remaining. You may choose from the following cool downs or adapt and build your own.

Stretch

After a good workout or intense activity, a good stretch is recommended to cool the body and stretch the muscles. Choose four or more stretches that target the muscles used during the workout or activity. The Flexibility Task Cards are a great resource to identify effective stretches. Have students hold each stretch for 8–10 seconds. Each stretch can be done two or three times. While students are stretching, ask questions to review the lesson or debrief the activity for the day. Instructor Debrief prompts and questions are found at the end of each Teacher-Directed Activity and Cooperative Game. Only 2–5 minutes are needed to facilitate a successful stretch, so this is a great cool down to use when time is limited.

Walk

A good way to help students process and review the learning from the day is to do a partner walk, known as *Think, Pair, Share*. Students get into groups of two and walk in a designated area for 5–10 minutes. Give each pair a question or two to discuss as they walk. Explain to students that having an academic conversation is a good way to review the concepts they have learned and debrief the events of the lesson. Asking students to walk in a circle works best, so when they arrive back at the start, you can have students change partners and give another question to discuss.

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Teacher-Directed Activity: Health-Related Fitness Assessment

The *Health-Related Fitness Assessment* will enable students to assess their own fitness levels throughout your course. Knowing how to evaluate personal fitness levels is an important skill to learn, particularly as they seek to begin a lifetime of physical literacy. It is important that students understand assessments are a personal experience. They are not designed to become a competition or for students to make comparisons with others. It is important to create a respectful, judgement-free environment where students encourage one another, particularly during fitness assessments.

After completing a pre-assessment at the beginning of the course, students should have the opportunity to measure and evaluate their fitness level four times. Based on the results of each self-assessment, students should reflect, set goals for their next self-assessment, and make any necessary adjustments to their fitness plan.

Activity Goals

- Have students demonstrate competency in one or more specialized skills in health-related fitness activities. (meets SHAPE GLO S1.H3.L1)
- Have students demonstrate competency in two or more health-related fitness activities. (meets SHAPE GLO S1.H3.L1)

Materials Needed

- Equipment as needed for specific exercises.
- Curriculum Planning Handout: *Health-Related Fitness Assessment* (one copy for each student).

Activity Preparation

- Distribute a copy of the Curriculum Planning Handout: *Self-Assessment* to each student. This document was designed to be distributed one copy to each student for them to keep. You can distribute the pre-assessment and each quarterly assessment.
- Reference Table 1—Self-Assessment Exercise Options required to complete each exercise.

Table 1—Self-Assessment Exercise Options

Health-Related Fitness Components	Exercise Options
Cardiorespiratory endurance (Choose 1)	25x up and back Jump rope (x100) Walk/jog (4 laps)
Muscular strength, upper body (Choose 1)	Push-ups (30 seconds) Shoulder press (x10) Bicep curls (x10)

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Health-Related Fitness Components	Exercise Options
	Triceps dips (30 seconds)
Muscular strength, lower body (Choose 1)	Squats w/ weight (x10) Deadlift (x5)
Muscular endurance (Choose 2)	Crunches (1 minute) Planks (timed) Wall sit (timed) Calf raises (1 minute)
Flexibility (Choose 2)	Sit and reach Butterfly stretch Shoulder stretch

Note: Adjust size of table as needed before printing.

Activity Instructions

1. Introduce the Pre-Assessment at the start of your course. This will help students establish a starting fitness level for each of the health-related fitness components.
2. Students will choose which exercise they want to complete for each health-related fitness component.
Teaching Tip: When conducting the Pre-Assessment, it may be easier to organize the class by completing one health-related fitness component at a time. For example, the class might focus on muscular endurance first, and each student could choose the exercise they want to perform. Since this will likely be the first time students are learning these exercises, this will give you a chance to introduce each one and monitor students to ensure they are performing it safely and using proper form.
3. Once the exercise is complete, students will record their scores (total repetitions or time completed) on their handout. When completing the flexibility portion of the Self-Assessment, students should describe how far they can stretch. For example, on the sit and reach, “I can touch my ankles.”
4. After students have recorded their scores, they should create a goal to achieve for that exercise by the next Self-Assessment opportunity. A goal is a score that each student thinks they can achieve in the time leading up to the next Self-Assessment.
5. At intervals throughout the course, students will assess their progress by completing the same exercises they chose for the Pre-Assessment. As students become familiar with the Self-Assessment, you may decide to allow them to complete it independently in class.

Instructor Debrief

Discuss the importance of the Pre-Assessment with students. Explain that assessing fitness levels allows them to see progress, make changes, and use the results as motivation to continue.

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Handout: Health-Related Fitness Assessment—Page 5

Name:
Date:
Period:

Third Self-Assessment

Use this handout to record your fitness assessment performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

1. Cardiorespiratory endurance
Exercise:
Score:

Handout: Health-Related Fitness Assessment—Page 6

Name:
Date:
Period:

End-of-Course Self-Assessment

Use this handout to record your fitness assessment performance. Identify each exercise you choose, your scores (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

5. Muscular endurance
Exercise 2:
Score:
Goal for next assessment:

6. Flexibility
Exercise 1:
Score:

Handout: Health-Related Fitness Assessment—Page 1

Name:
Date:
Period:

Health-Related Fitness Self-Assessment Monitoring Sheet

One way to monitor and evaluate your personal fitness levels is through self-assessments. Select exercises from each of the health-related fitness components to complete the pre-assessment to establish your starting point, and then complete the monitoring sheet at regular intervals in the course to evaluate your progress. Each self-assessment will be used to record your performance. You will also establish goals for improvement ahead of your next self-assessment.

Table 1—Self-Assessment Exercise Options

Health-Related Fitness Components	Exercise Options
Cardiorespiratory endurance (Choose 1)	25x up and back run Jump rope (x1000, 10 min) Walk/jog (4 laps around track)
Muscular strength, upper body (Choose 1)	Push-ups (30 seconds) Shoulder press (x10) Bicep curls (x10) Triceps dips (30 seconds)
Muscular strength, lower body (Choose 1)	Squats w/ weight (x10) Deadlift (x5)
Muscular endurance (Choose 2)	Crunches (1 minute) Planks (timed) Wall sit (timed) Calf raises (1 minute)
Flexibility (Choose 2)	Sit and reach Butterfly stretch Shoulder stretch

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Handout: Health-Related Fitness Assessment—Page 2

Name:
Date:
Period:

Start of Course Pre-Assessment

Use this handout to record your pre-assessment performance. Identify each exercise you choose, your score (total repetitions or time completed), and set goals for improvement. To score the flexibility exercises, describe your performance. For example, if you performed sit and reach, you might say, "I can touch my shins."

1. Cardiorespiratory endurance
Exercise:
Score:
Goal for next assessment:
2. Muscular strength
Exercise 1:
Score:
Goal for next assessment:
3. Muscular strength
Exercise 2:
Score:
Goal for next assessment:
4. Muscular endurance
Exercise 1:
Score:
Goal for next assessment:
5. Muscular endurance
Exercise 2:
Score:
Goal for next assessment:
6. Flexibility
Exercise 1:
Score:
Goal for next assessment:
7. Flexibility
Exercise 2:
Score:
Goal for next assessment:
8. Height:
9. Weight:

Reflection Question

In which areas did you perform the strongest? Which would you like to improve? What changes can or will you make to meet your new goals?

Answer:

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Let's Explore the Modules

To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go.

G-W Online

My Bookshelf

My Account

Fitness and Wellness Skills 2e, Online Instructor Resources

Course Planning

Lifetime Activities

Module 1: Preparing for a Physically Literate Life

Module 2: Understanding the Health- and Skill-Related Fitness Components

Module 3: Nutrition and Physical Activity

Module 4: Setting Goals and Creating a Fitness Plan

Module 5: Choosing Your Exercises

Module 6: Developing a Workout

Module 7: Using Technology Responsibly

Module 8: Being Physically Active for Life

- Lesson plans and student lessons
- Answer keys
- Teacher-directed activities
- Handouts
- Editable PowerPoint presentations
- Formative and summative review and assessment options

Search Go

Module 1 Assessments

Module 1 Student Lessons

Module 1 Instructor Resources ZIP

Module 1 Student Resources ZIP

Warm-Ups and Cool Downs

Exercise Demonstration Video Clip Library

Task Card Library

Cooperative Games

Online Instructor Resources

Module 1 Preparing for a Physically Literate Life

Prepare to teach. To make teaching easier than ever, each module is organized by lesson. Everything you need is ready—just select the lesson for the day and go. Each lesson contains a lesson plan, answer key, student lesson, teacher-directed activities, and handouts. Also included in each module are editable PowerPoint presentations along with formative and summative review and assessment options to measure students' grasp of important knowledge and skills. Student activities are available for downloading, editing, sharing, assigning, or printing. All module materials can be integrated with Google Classroom and edited in Google Apps or Microsoft apps.

View Lesson Materials for

- Instructor
- Student

Module 1 Resources (Instructor)

- Module 1 Lesson Plan
- Module 1 Presentation for PowerPoint
- Module 1 Student Lesson Answer Key
- Module 1 Instructor Resources Answer Key

Lesson 1.1 Developing Physical Literacy (Instructor)

- Lesson 1.1 Teacher-Directed Activity: Physical Literacy Relay
- Lesson 1.1 Handout: Physical Fitness and Wellness Exit Ticket
- Lesson 1.1 Handout: Physical Benefits of Physical Activity Exit Ticket
- Lesson 1.1 Handout: Mental and Emotional Benefits of Physical Activity Exit Ticket
- Lesson 1.1 Handout: Social Benefits of Physical Activity Exit Ticket
- Lesson 1.1 Teacher-Directed Activity: Cross-the-River Vocabulary Review
- Lesson 1.1 Handout: Benefits of Physical Activity Matching

Lesson 1.2 Building Physical Literacy Skills (Instructor)

- Lesson 1.2 Handout: Social and Emotional Well-Being Exit Ticket
- Lesson 1.2 Handout: Problem Solving Exit Ticket
- Lesson 1.2 Handout: Communication Exit Ticket
- Lesson 1.2 Handout: Recognizing and Responding to Conflict Exit Ticket
- Lesson 1.2 Handout: Responsibility Exit Ticket
- Lesson 1.2 Teacher-Directed Activity: Practicing Physical Literacy Skills

Lesson 1.3 Having a Growth Mindset (Instructor)

- Lesson 1.3 Handout: Developing a Growth Mindset Exit Ticket
- Lesson 1.3 Handout: Setting SMART Goals Exit Ticket
- Lesson 1.3 Teacher-Directed Activity: SMART Goals Relay
- Lesson 1.3 Handout: SMART Goals Relay
- Lesson 1.3 Handout: Recognizing and Responding to Challenges Exit Ticket
- Lesson 1.3 Handout: Recognizing and Responding to Success and Failure Exit Ticket

Lesson 1.4 Practicing Safety (Instructor)

- Lesson 1.4 Teacher-Directed Activity: Safety Scavenger Hunt
- Lesson 1.4 Handout: Safety Scavenger Hunt
- Lesson 1.4 Handout: Staying Safe During Physical Education Exit Ticket

Module **5**

Choosing Your Exercises

Lessons

- 5.1** Choosing the Right Exercises
- 5.2** Types of Exercise Movements
- 5.3** Learning a New Skill



Jan-Otto/E+ via Getty Images

Lesson **5.1**

Choosing the Right Exercises



Essential Question

Why should you include aerobic, anaerobic, and stretching exercises in your workouts?

Learning Outcomes

- 5.1-1** Identify aerobic exercises and understand how to develop competency in aerobic activities.
- 5.1-2** Identify anaerobic exercises and understand how to develop competency in anaerobic activities.
- 5.1-3** Explain the different types of stretching exercises—dynamic, static, and proprioceptive neuromuscular facilitation (PNF)—used for personal fitness development.

Key Terms

- **aerobic** using oxygen to break down energy for use in the muscles
- **anaerobic** powering the body without the use of oxygen
- **circulation** movement of blood through the body caused by the pumping action of the heart
- **competency** sufficient knowledge or skill in an area
- **dynamic** marked by continuous and productive activity
- **proprioceptive neuromuscular facilitation (PNF)** alternating between muscle contraction and relaxation gradually to increase the range of motion of targeted muscles and joints
- **stamina** the ability to sustain a prolonged challenging activity; endurance
- **static** without movement or change

Introduction

When planning a workout, you may feel overwhelmed at first by the number and variety of exercises available. How do you know which ones will benefit you the most? Are there exercises that you should not be doing? Which ones will help you achieve your goals? Part of physical literacy is understanding your body and how it moves and then identifying exercises that can help you achieve your goals and become more physically fit.

Before you plan your workouts, take some time to understand the types of exercises that may best enable you to achieve the SMART fitness goals you set in Module 4: *Setting Goals and Creating a Fitness Plan*. With this knowledge, you can make informed decisions when selecting your physical activities. Exercises fall into three categories: aerobic, anaerobic, and stretching. In this lesson, you will learn about aerobic and anaerobic exercises and activities, developing competency in performing them, and the types of stretching exercises and when to use them.

5.1-1 Aerobic Exercises

Wellness Reflection

How could you incorporate aerobic activities into your personal fitness plan?

Any activity or exercise that requires oxygen to meet your body's energy demands is **aerobic**. Aerobic activities and exercises promote the **circulation** (movement) of oxygen through the blood and increase **respiratory** (breathing) rate. Aerobic activities or exercises are performed over a longer period with little to no rest, and typically at a low-to-moderate intensity. To participate in an aerobic activity for a long period, a person's body uses oxygen to convert fat and *glucose*, or blood sugar, into energy.

Let's Get Moving with the Exercise Video Library

The collection of more than 90 exercises, demonstrated by teens using proper form and technique, saves countless hours looking for videos of the exercises used in this course.

Fitness and Wellness Skills 2e – Exercise Demonstration Video Clip Library

Exercise Demonstration Video Clip Library

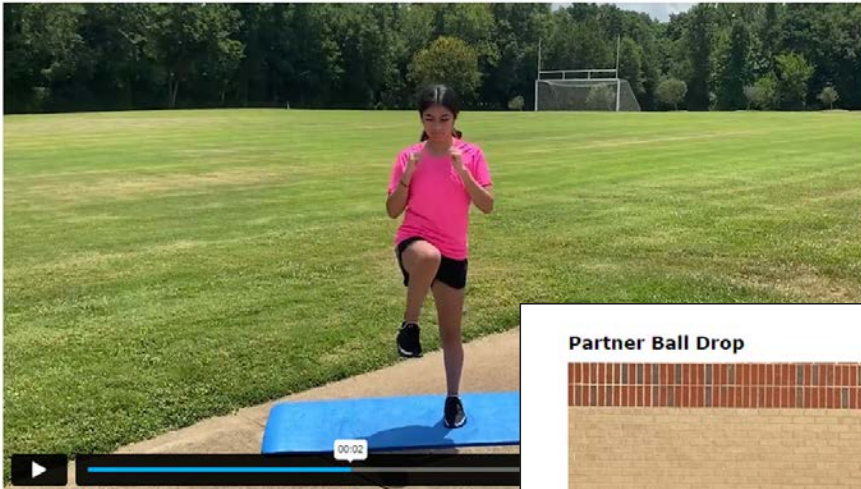
- Alternating-Leg Kicks
- Alternating Glute Bridges
- Arm Sequence with Lifted Heels
- Back Pedals
- Bent-Over Rows
- Box Jumps
- Burpees
- Butt Kicks
- Camel
- Carioca
- Cone Drills—B
- Cone Drills—C
- Cone Drills—T
- Cone Drills—V
- Deadlift
- Dot Drills—Bu
- Dot Drills—Ho
- Dot Drills—Ho
- Dot Drills—Sk
- Downhill Sprin
- Dumbbell Cur
- External Hip Rotation
- Farmer's Carry
- Flutter Kicks
- Frankensteins
- Full-Body Crunches

**Includes 90
exercise demonstration
video clips!**

▶ Alternating-Leg Kicks



Alternating-Leg Kicks



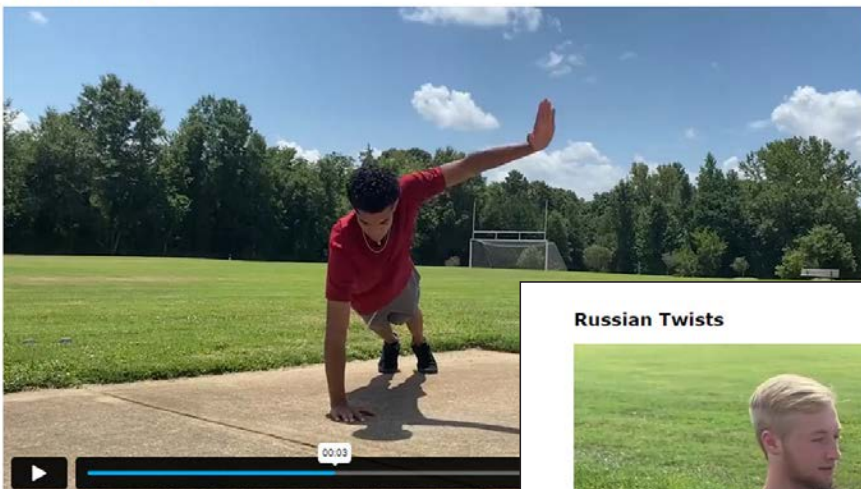
Video Description:

The student stands with feet hip-width apart and hands raised in front of their body. To begin, the student raises one knee in front of the body, to about hip height, then kicks forward, then lowers the knee and places their foot back on the mat. This progression is repeated with the opposite leg and continues alternating.

Partner Ball Drop



Plank Reach-Up



Video Description:

The student starts in a plank position. The hands are shoulder-width apart. The body is raised off the ground, with legs and feet flat on the ground. In the starting position, the student raises their right arm in the air, stacking the hand on top of the head, fingertip to fingertip. The student returns the right arm to the starting position. This movement is repeated on the same side. These movements are repeated for a predetermined amount of time or number of repetitions.

(partner) and a partner. The students start the exercise standing with feet hip-width apart. The first student holds the ball in front of their body, at the height of their chest. The second student starts with their arms at their sides. At a random time, the first student drops the ball, and the second student attempts to catch the ball.

Russian Twists



Video Description:

The student prepares for this exercise by sitting on a mat, knees bent to a 45-degree angle, with heels on the mat and toes in the air. Leaning back, the student holds a kettle bell weight in both hands above the abdomen. This is the starting position. To begin, the student moves the weight so that it is next to their right hip without twisting the upper body. The student returns to the starting position before then moving the weight to their left side, near their left hip. The student repeats these movements for the predetermined amount of time or number of repetitions.

Let's Look at the Task Card Library

Engage students in health-enhancing exercises and physical activities. Print the Exercise Task Cards to implement easy-to-set-up circuit training and HIIT workouts.

Jumping Jacks



Directions

1. Stand with feet together, arms at your sides.
2. Simultaneously jump your feet apart and your arms until your hands are above your head.
3. Return to the starting position.

Aerobic
Task Cards

Mountain Climbers



Directions

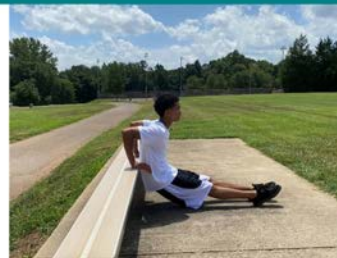
1. Place your hands on the ground shoulder-width apart, legs straight behind you.
2. Push off the ground with your right foot and plant it near your hip.

Fitness Level

Beginner	Intermediate	Advanced
<10 reps in 30 seconds	11-20 reps in 30 seconds	21+ reps in 30 seconds

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Triceps Dips



Directions

1. While sitting on a bench, place your hands on either side of your hips, legs extended in front of you, feet together.
2. Supporting your body weight on your hands, move your body forward, off the bench.
3. Bend your arms to lower your body until your elbows are at a 90-degree angle.
4. Straighten your arms to lift your body.

Fitness Level

Beginner	Intermediate	Advanced
<10 reps in 30 secs	11-19 reps in 30 secs	20+ reps in 30 secs

Muscular Strength
Task Cards

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Let's Stay Moving with Lifelong Activities

Add these Lifelong Activities to round out your Physical Education course. Each unit contains four or more lessons and assessments that will supplement all of the student content and fitness activities.



Dance



Pickleball



Aquatics



Tumbling



Self-defense

Let's Do Cooperative Games

Tap into 40 Cooperative Games that help students develop many self-management skills, including teamwork, communication, and problem-solving—all while having fun!

Fitness and Wellness Skills 2e – Cooperative Games (Instructor)

Cooperative Games

Team Building Activities

- 📖 Blindfold Activities: Minefield
- 📖 Blindfold Activities: Tank
- 📖 Clean Your Room
- 📖 Clean-Your-Room Activities: Battleship
- 📖 Cross-the-River Activities: Hula-Hoop™
- 📖 Cross-the-River Activities: Small Mats with a Ball
- 📖 Group Juggle
- 📖 Human Knot
- 📖 Keep It Up Activities: Group Keep It Up
- 📖 Line-Up Activities
- 📖 Pickleball Activities: Rules and Basic Strokes
- 📖 Pickleball Activities: Serving
- 📖 Pickleball Activities: Scoring and Gameplay
- 📖 Pickleball Activities: Strategy and Tournament Play
- 📖 Relay Activities: Rollers and Retrievers
- 📖 Speedball Lead-Up
- 📖 Speedball Scramble Ball
- 📖 Speedball Tag
- 📖 Tag Activities: Capture the Balls
- 📖 Tag Activities: Link Tag
- 📖 Team Exercise Relay
- 📖 Team Handball
- 📖 Team Plank Relay
- 📖 Tic-Tac-Toe Relay
- 📖 Time-Warp Activities: Ball Pass for Time

Fitness Game: Fitness Challenge Course

The *Fitness Challenge Course* provides a fun, engaging way for students to exercise in an obstacle course. The object of the activity is to complete all the fitness challenges in the least amount of time while performing all activities correctly and safely. This activity can be used instead of a workout to give students a unique opportunity to develop and challenge their current level of fitness.

Activity Goals

- Encourage students to use communication skills and group dynamics. (meets SHAPE GLO S4.H3.L1)

Materials Needed

- Two stopwatches.
- A class list.
- Clipboard.
- Two pens or pencils.
- Other equipment will vary based on the challenges you choose.

Activity Preparation

- Review the suggested challenges in the Activity Instruction sheet. Select the challenges you will use (10–15, if you have a large space; 5–10, if you have a smaller space). If space is limited, reduce the number of challenges.
- After selecting your challenges, read the instructions and gather the materials needed for each one.
- Gather the materials needed and prepare your activity space.

Activity Instructions

1. Station at least one student to time each participant. Have students complete the challenge, which is recorded on the class list. When the course group has finished, have the timer reset the stopwatch. You may wish to split your class into two groups to complete the challenge, which is recorded on the class list. One timer will record the time to go through the challenge through the course, the second timer will record the time to complete the challenge.
2. Assign two students to be timers. One timer will record the time to go through the challenge through the course, the second timer will record the time to complete the challenge.
3. As each student progresses through the course, the timers will record the time when an obstacle is completed (using a hand wave). An obstacle is completed when the student has completed the challenge.

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deduction from the student's time. Time deductions don't have to be used, but it can deter some students from intentionally trying to cut time.

4. If time permits, allow the students to go through the course more than once to see if they can improve their score.

15-Yard Tire Flip

- Use a large tire (such as one from a tractor) or regular tire for students to flip end-over-end from a starting point to an ending point.

Battle Rope—Pull and Gather

- For this challenge, you will need a battle rope and two cones. Place the first cone at your starting point, then stretch out the rope and place the cone where it ends. Then, return the rope to your starting point, creating a coil or pile. Students complete this activity one at a time. At the starting point, a student will take one end of the rope and run toward the cone until the rope is no longer in a pile. Once there, the student will pull the rope toward themselves using a hand-over-hand motion, gathering the rope back into a pile.

Scooter Pull along a Connected Battle Rope

- Connect each end of a battle rope to a volleyball standard. Place a scooter on one end. A student will sit on the scooter and use the rope to pull themselves from one end of the rope to the other. If you do not have a scooter, the bottom rollers of a chair can be used. After each student completes the challenge, the scooter is reset.

Mat Step Overs

- Use three to four trifold mats and fold them into a triangle to create a small hurdle for students to jump or step over. If mats get knocked over, the checker should set them back up.

Aerobic Steps as Jumping Stones

- Use 8–10 aerobic steps without the risers. These will be stepping-stones for students to jump onto. Set the aerobic steps close enough to make sure students can safely jump from one to another without falling. Designate a starting step and an ending step and have students jump across the course.

Teaching Tip: Be creative in the challenges you select and create new ones based on the equipment at your disposal. This can become a brainstorming activity with the class as you work together to create unique challenges.

Instructor Debrief

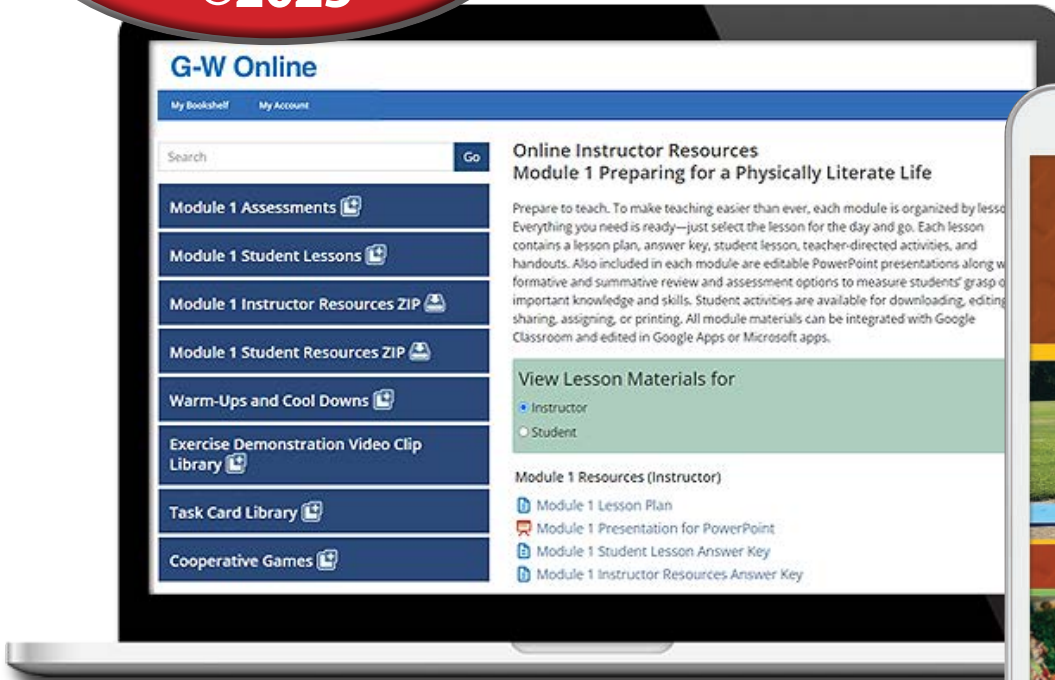
Ask the following questions when the class finishes the activity:

- Which challenge did you think was the most difficult?
- How did the challenge course reveal the strengths and weaknesses in your health-related fitness?
- How did the challenge course reveal the strengths and weaknesses in your skill-related fitness?



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