



High 5 for Fitness Lessons *Ages 8-11*



Special Olympics





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Introduction



This resource is designed to empower school educators and staff to provide fitness opportunities for students with and without intellectual disabilities using the High 5 for Fitness cards.

The High 5 for Fitness resources focus on the following three goals for getting fit:



The 12 lessons are 15-30 minutes in duration and can be implemented with minimal equipment and space, making them suitable for a variety of uses within a school setting (a component of PE lessons, movement breaks, structured recess, or fitness clubs).

The inclusive, exercise science-based approach to these lessons provides the opportunity for all youth to develop physical activity knowledge, apply key fitness concepts, and build self-efficacy as part of their physical literacy journey.



If you are using the lessons while we are implementing the phase 2 pilot, we want to hear from you! Please [complete the feedback form](#) so we can consider your suggestions. We're collecting feedback to inform our final US and Global versions until April 2025.

UNIQUE LESSON FEATURES

The High 5 for Fitness lessons were designed to promote exercise participation and build fitness among students with and without intellectual disabilities in inclusive settings. Youth with intellectual disabilities are known to face barriers to physical activity which can restrict their participation and result in low levels of fitness and increased risk for adverse health conditions. As such, these youth benefit from individualized instruction and support that meet their diverse needs. Expectations for students with intellectual disabilities should be similar to their peers since it is well established that they can, and will, actively engage in physical activity at levels that result in improved health and fitness. The High 5 lessons have several unique features that make them particularly suitable for fitness promotion in inclusive classes and support educators in promoting participation by students of all abilities.



- Lessons offer students the opportunity to experience a variety of fitness training formats such as circuit training, intervals, Teammate workouts, and more.
- Detailed teaching progressions/regressions of strength exercises to address varying coordination, cognitive, and fitness abilities.
- Each lesson includes "Educator Exercise Science Tips" comprised of information related to exercise training and physiological responses to exercise. These tips were infused to build knowledge and awareness among educators/instructors on exercise science topics.
- Lessons are aligned with components of the fitness concepts and physical activity knowledge in SHAPE Standard 2.
- Visual pathway illustrating the teaching progression of lesson objectives/themes.
- Strategies for creating an inclusive environment including suggestions for peer and para-educator support and learning progression suggestions.

Resource Overview

WHAT IS HIGH 5 FOR FITNESS?

High 5 for Fitness ("High 5") is a set of resources ([found here](#)) to help students take control of their own fitness by making healthy physical activity, nutrition, and hydration choices. Being fit means that students eat well, drink plenty of water, and move 60 minutes or more every day. High 5 is designed to increase knowledge and awareness of healthy behaviors, and engage students in



physical activities to improve flexibility, strength, and endurance. High 5 offers an inclusive approach to teaching students with and without intellectual disabilities across three age groups; 8-11, 12-14, and 15-21 years.

The High 5 for Fitness resources include the following for each age group: 1) the guide offers information on how to be healthy including nutrition tips, ways to stay hydrated, and exercises for health and sport performance, 2) cards include a variety of exercises that target flexibility, endurance, and strength, and progress through three levels (basic, intermediate and advanced) to challenge students to engage in more complex exercises using proper form, 3) videos are a complementary resource that provide demonstrations of each exercise, with music by Hip Hop Public Health and a timer/counter so that students can keep track of how long they perform each exercise, 4) educator's guide with simple tips on how to use High 5 resources in schools, and 5) caregiver's guide with simple tips on how to use High 5 resources at home.

WHO ARE THE LESSONS FOR?

These lessons are intended to be delivered in an inclusive (Unified) environment; meaning students with and without intellectual disabilities participating together. The activities, instructions, themes, and formats are suitable for students between ages 8-11. Considering that one size does not fit all, the lessons can be (and should be) modified to meet the diverse abilities and learning styles of students. Teachers are encouraged to adjust as needed.

The tips provided below are strategies that will help support implementation and meet the needs of a range of students, including youth with intellectual disabilities.

Communication:

- Use concise & simple language.
- Demonstrate/model activities and provide visuals (e.g., High 5 for Fitness cards & videos).
- Provide simple verbal cues (e.g., instructions on the High 5 for Fitness cards).
- Provide opportunities for students to ask questions and seek clarification as needed.

Activity Implementation:

- Break activities into small steps and allow for practice or “walk through” for complex activities.
- Provide continuous feedback during activities.
- Use repetition & multiple opportunities for practice to support skill development.
- Differentiate activities goals based on student need. For example, you may have different purposes or goals for the activity for different students. Some students may engage in an activity for the purpose of learning information (e.g., some of the nutrition activities in the lesson plans), while others may engage in the same activity to move and work on motor skills.



- Vary the number of turns each participant receives.
- Reduce wait time.
- Use consistent cues for transitions (e.g., a signal, music, etc.).
- Use Inclusive Pairs (also referred to as Unified Teammates), where a student with an intellectual disability is partnered with a student without disabilities.

Students with and without intellectual disabilities may engage in physical activities in different ways. Being flexible and creative in delivering lessons and modifying activities is a way to allow students to participate in ways that work for them.

HOW TO USE THE LESSONS?

The High 5 lessons are designed to be adaptable to a variety of settings and schedules. Each lesson allows for flexibility in duration, making it easier to fit the activities into different class periods or time constraints. The lessons average 20 minutes in length, but educators are encouraged to be flexible, which might mean selecting just Activity A for quick movement breaks, or performing all activities for fitness clubs, and even combining two lessons for longer PE periods. Adding warm-up and cool-down activities to the lessons is also advised. For warm-ups, consider using exercises that mirror movements in the main lesson to help students prepare for the specific skills they will practice. Cool-downs are an ideal time to focus on static stretches that promote flexibility. While specific warm-up and cool-down routines are not provided here, select those that best suit the needs of your students.

The High 5 exercise cards used in the lessons are organized by levels 1 through 3 to provide a structured progression. Level 1 exercises are generally simpler and less physically demanding than those in levels 2 and 3. This sequence is intended to guide students from foundational skills to more advanced exercises. However, you are welcome to modify the level order to fit your students' current skills and objectives. Although each lesson builds on the previous one, lessons can also be used independently or in any preferred order.

Exercise progressions and regressions are not strictly tied to fitness level and are not inherently positive or negative. Factors like mobility, coordination, cognitive ability, and core strength can influence which version of an exercise is best for each student. For example, if a student is learning to progress from a bodyweight squat to a weighted squat, they may first need to refine their form by practicing sit-to-stand exercises with weights. Regressing to foundational movements like this can often be an essential step in mastering new skills and building strength.

Fitness Components and Training Formats



THREE FITNESS COMPONENTS

High 5 for Fitness, and the associated lessons, focus on building three components of health-related fitness through targeted exercises that become progressively challenging. The three components of fitness are defined below.

Strength: Muscle strength is defined as the maximal force that a muscle or group of muscles can produce. The term “muscular fitness” includes strength, as well as muscle endurance and muscle power. The goal of strength exercise is to build muscle strength, while also improving endurance and power, which supports motor skill development, everyday activities, and athletic performance. Learning a strength exercise in a progressive way is important because it allows students to gradually develop proper form, coordination, and technique, reducing the risk of injury and building confidence. Each lesson will teach progressive variations of one High 5 strength exercise. When selecting which version of the exercise a student should perform, factors such as coordination, confidence, mobility, cognitive ability, and core strength should be considered, regardless of the student’s fitness level.

Endurance: Aerobic endurance is the ability to perform moderate intensity exercise for extended periods of time. The goal of endurance exercise is to improve how long the body can sustain physical activity without fatigue. Endurance training emphasizes gradually increasing the duration or distance, intensity, or frequency of an aerobic activity. A step-by-step progression of form and technique is not typically part of endurance training, so detailed variations of endurance exercises are not provided as they are for strength exercises. Keep in mind that you can individualize endurance exercises by adjusting flight time (stepping instead of jumping, marching instead of jogging) and that arm and leg movements can be performed from a seated position if weight bearing is not an option.

Flexibility: Flexibility is defined as the range of motion of a joint or group of joints. The goal of flexibility exercise is to increase the range of motion of the joints and improve overall muscle elasticity. Flexibility training focuses on gradually deepening stretches and extending the duration of holds, rather than the step-by-step progression of form and technique, so detailed variations will not be provided in these lessons.

SIX TRAINING FORMATS

The following training formats are covered over the course of two lessons each. These formats are commonly used in exercise training and are presented in developmentally appropriate ways within the lessons.

Circuit Training: A series of exercises performed in sequence with minimal rest, with students moving between stations to target different muscle groups or skills.

Intervals: Alternating periods of work and rest, with exercises designed to build endurance and strength, ranging from relays to structured HIIT workouts.



Sports Skill Training: Using practice of specific sports-related skills in a way that mimics fitness training, such as 30 seconds of dribbling and 30 seconds of rest to mimic intervals.

Challenges: Activities where students work individually or in teams to complete as many repetitions or rounds as possible within a set time, fostering goal setting, perseverance, and a sense of accomplishment.

Supersets/Giant sets: Pairing two or three exercises back-to-back with little to no rest, designed to enhance strength and endurance by targeting different muscle groups or the same group in diverse ways, in an efficient amount of time.

Teammates: Exercises or activities completed in pairs, emphasizing teamwork, communication, and mutual support.

LESSON THEMES INSPIRED BY SHAPE STANDARD 2

Each lesson provides a suggested teaching progression to meet a range of cognitive abilities, foundational knowledge, and fitness experiences. Each theme will be covered over two lessons.

The Benefits of Staying Active: Students will learn the importance of regular physical activity, identify ways to incorporate it into their daily lives, and understand how it supports a healthy transition into adulthood.

Your Heart in Action: Students will explore how physical activity strengthens the heart, learn how to monitor their heart rate, and apply this knowledge to improve fitness and ensure safety.

Exercise, Rest, and Recovery: Students will understand how exercise affects their body, the role of rest in recovery, and how to create a balanced physical activity routine that promotes overall health.

Fueling Your Body: Students will recognize how food and hydration choices impact energy levels, understand the relationship between nutrition and physical activity, and identify snacks and foods that affect performance, recovery, and enjoyment during exercise.

Stretching for Success: Students will recognize the importance of stretching, understand the need for warm-ups and cool-downs, apply dynamic and static stretching techniques, and design a flexibility training plan.

Setting Fitness Goals: Students will identify physical activities that contribute to fitness, set goals for fitness development, monitor progress through self-assessment, and create a practice plan to improve a self-selected skill.





LESSONS

Lesson 1 – Circuit Training

Activity A (2-4 minutes): Introduce the High 5 Level One Hand Pushes

- “Today we are going to perform a **High 5 Hand Push.**”
- “Find a space to stand (or sit), giving each other space”
- “Put your hands together in front of your chest with your elbows bent. Push your hands together as hard as you can as you count to 5 seconds”

Activity B (8-12 minutes): Small Group Superhero Circuit Training

Set up 4-6 stations. One station should be dedicated to **Hand Push**. The remaining stations should include a mix of flexibility and endurance exercises. Each station should have a Level 1 and a Level 2 exercise from the same fitness category, so students can self-select based on their comfort and skill level.

- “Today, we are going to train to be superheroes! We are going to move from station to station earning our superpowers. After you complete all 4, you get to share your superhero name with the class.”
- “When you get to your training station pick an exercise from the cards to perform. When the music starts, begin training, and when the music stops, you should freeze to earn your powers. I’ll tell you when to move to the next training station.”

Para-Educator/Unified Teammate Support

Support the selection of appropriate exercises at each station. Repeat instructions/demonstrations. Ensuring a smooth transition to the next station.

Educator Exercise Science Tip

Did you know that students struggling to keep their heels down during a squat may have reduced ankle mobility or need to improve core strength? Incorporate ankle circles/calf stretches, and planks into lessons or have them perform a different version.





Lesson 2 – The Benefits of Staying Active & Circuit Training

Activity A (5-10 minutes): Small Group Circuit Training

See lesson one. Keep the **Hand Push** exercise so students can continue to practice. For variety, select different endurance/flexibility exercises, for more practice select the same exercises.

Activity B (5-10 minutes): Physical Activity Survey



Choose one of the four activities below. Activities are listed in a sample learning progression based on the suggested steps toward physical literacy shown in the diagram. Determine whether students will be working as a class, small groups or pairs based on the activity you choose. Decide how you will provide examples and how you want students to respond/identify their answers. **TIP:** consider showing videos of various physical activities.

Activity Instructions

- “All of you will start seated. I will state an activity. Stand up if it is a physical activity. Stay seated if it is not a physical activity.”
- “I’m going to give you an example of physical activity. You are going to indicate if that physical activity is an endurance activity, strength activity, or flexibility activity.”
- “Think about your daily routine. Come up with two ways that you can incorporate more physical activity into your day. Consider what that activity is and what part of your day you could do it.”



- “When you become an adult, you may not have the same opportunities to be active. What two physical activities that you participate in now will you be able to continue with? What are two new activities that might be easier to access as an adult?”

Para-Educator/Unified Teammate Support

Assign groups or Teammates different prompts (selected based on ability). Teammate or Para can answer the question first to provide an example. Provide visual cues for the physical activities stated (broom for chores, soccer ball, etc.)

Educator Exercise Science Tip

Did you know that you can increase the challenge of a circuit without changing the exercises. You can increase the work time and decrease rest time, select exercises that work the same muscle groups at back-to-back stations, or increase the number of times you complete the circuit.

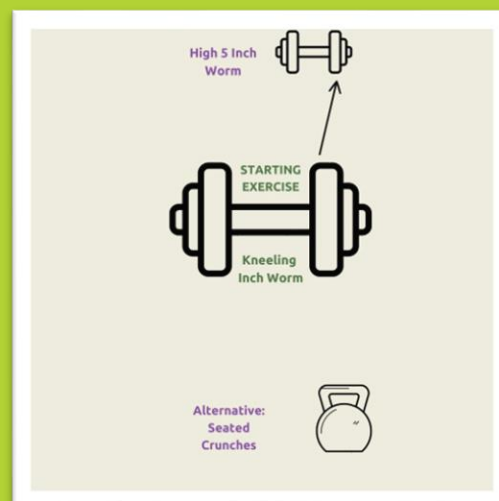


Lesson 3 – Sports Skills Training

Activity A (2-4 minutes): Introduce the High 5 Level One Inch Worm

- “Today we are going develop skills to perform a **High 5 Inch Worm** by performing a **Kneeling Inch Worm**. If you already know how to do a **Kneeling Inch Worm**, you will have the opportunity to improve and challenge yourself.”
- “Find a space not too close to other students (can use poly spots or cones). Start in a kneeling position.”
- “Lean forward and place your hands on the floor in front of you. Walk your hands forward until you are in a modified plank position with your back flat. Pause. (demonstrate)”
- “Now walk your hands back toward your legs and end in a kneeling position.”

Activity B (5-6 minutes): Time to Strengthen Your Core



- “If you can perform the **Kneeling Inch Worm** and would like to keep practicing it, you can perform 2x8.
- “If you feel confident in your **Kneeling Inch Worm** and want to try a **High 5 Inchworm**, you can inch your way like a worm around the space.” (demonstrate).
- “If you would like to strengthen your abs without doing an **Inch Worm**, you can do 3x10 **Seated Crunches**” (demonstrate).

Activity C (7-10 minutes): Sports Skills Circuit Training

“Now, we are going to use sports drills to improve both our skills and fitness. A strong core helps athletes perform better in sports, and practicing sport-specific skills will help improve your overall fitness.”



Select one or more sports. Create 4-6 stations with drills that simulate fitness training, involving 30 seconds of skill practice followed by 30 seconds of rest. Ensure at least one station is dedicated to core strength. Multiple students can work at a single station or establish a few circuits that feature the same stations.

Station examples-work 30 seconds, rest for 30 seconds (mimicking intervals):

- Penalty Kick Practice- "how many kicks in 30 seconds"
- Underhand toss- "how many times can you get the beanbag in the hula hoop"
- Jump to spots- "see how fast you can jump to all 10 spots. rest and do it again"
- High 5 Inch Worm

Para-Educator/Unified Teammate Support

Remove cones and allow straight line dribbling for students as needed. Use lower hoop options for lay ups if needed. Consider adding a tactile marker (e.g., a foam block) under the abdomen to provide sensory feedback on maintaining alignment.

Educator Exercise Science Tip

Small-sided games, like 3v3 soccer or basketball, mimic high-intensity interval training (HIIT) by combining bursts of activity with rest, while also improving sports skills. Have students play for 3 minutes, then rest for 3 minutes.



Lesson 4 – Sports Skills Training & Your Heart in Action

Activity A (10-15 minutes): Small Group Circuit Training

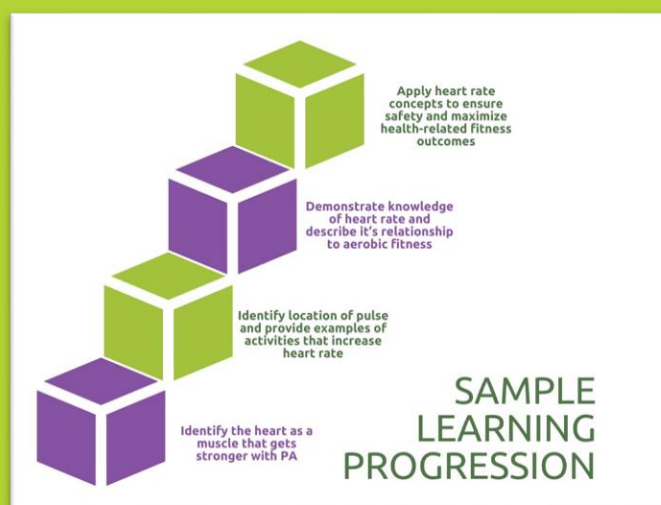
Set up the sports skills training circuit like lesson three. Keep the **Inch Worm** exercise so students can continue to practice. For variety, select different sports skills or training exercises, for more practice select the same exercises.

Before the circuit: “Before we begin the circuit, let’s try to feel your heartbeat. During the circuit we’ll check for it again to see if it’s faster or slower than before.”

Here are some simple and direct speaking cues for guiding students to feel their heartbeat. Choose the most appropriate for your class or provide a couple of options.

- **Chest:** “Place your hand over the left side of your chest, right below your collarbone. Press gently and stay still. Can you feel a soft ‘thump-thump’ under your hand? That’s your heart beating!”
- **Neck:** “Using two fingers, gently press the side of your neck, just below your jawline and next to your windpipe. Don’t press too hard—stay still and feel for a pulsing sensation.”
- **Wrist:** “Hold out one arm with your palm facing up. Using two fingers from your other hand, place them just below your thumb on the inside of your wrist. Press gently until you feel a steady beat.”

Activity B (5-10 minutes): Your Heart in Action





After the circuit, students gather for a group discussion. Ask students if they noticed anything about their heart during the circuit using the following prompts ordered in a learning progression.

- **Question:** “When you were dribbling the basketball or running between cones, did you notice what happened to your heartbeat? Did it start to beat faster or slower?”
- **Teacher Response:** “That’s right, it beats faster because your heart is working hard to send more blood and oxygen to your muscles so you can keep moving!”
- **Question:** “Think back to when you were doing the lay-ups. Why do you think your heart was beating faster during these exercises? How does a faster heartbeat help you during sports?”
- **Teacher Response:** “A faster heartbeat helps your muscles get the energy they need, which is why your heart speeds up when you’re doing something active.”
- **Question:** “How did your body feel when you were dribbling compared to when you were doing the Plank?”
- **Teacher Response:** “Monitoring your heart rate shows how steady-state activities keep it consistent, but high-intensity intervals cause spikes that your body can’t sustain for as long, which is why you need rest between bursts of effort.”

Para-Educator/Unified Teammate Support

Assign groups or Teammates different prompts (selected based on ability). Teammate or Para can answer the question first to provide an example.

Educator Exercise Science Tip

Heart rates over 200 beats per minute are normal and expected when healthy children participate in active play, fitness training, or sport. During high-intensity bouts, the target should be for youth to work at 85 percent of HRmax or higher, and all-out efforts are encouraged.

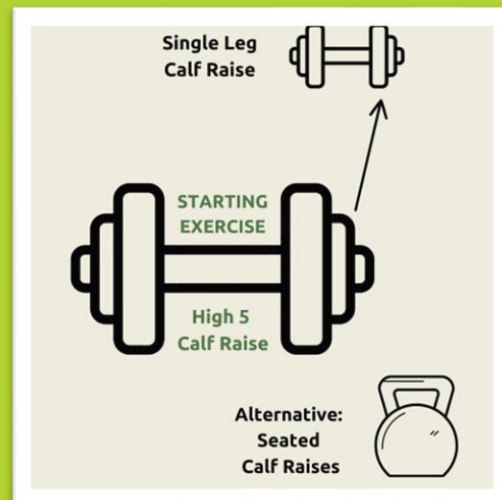


Lesson 5 - Interval Training

Activity A (2-4 minutes): Introduce the High 5 Calf Raises

- “Today, we are going to learn an exercise that strengthens the muscle on the back of our lower leg, **Calf Raises**. If you already know how to do a **Calf Raises**, you will have the opportunity to improve and challenge yourself.”
- “Find a space not too close to other students (can use poly spots or cones). Stand with your feet shoulder-width apart and your arms at your sides. (demonstrate).”
- “Raise up onto your tip toes as high as possible and pause at the top. Lower your heels down”

Activity B (5-6 minutes): Time to Strengthen Your Calf Muscles



- “If you can perform the **High 5 Calf Raise** and would like to keep practicing it, you can do 2x10 with a 20-second rest in between.”
- “If you feel confident in your **High 5 Calf Raises** and would like to try **Single Leg Calf Raises**, you can do 2x6 each leg.” (demonstrate)
- “If you would like to strengthen your calves from a seated position, you can do 2x10 **Seated Calf Raises**.” (demonstrate).

Activity C (7-10 minutes): (Interval) Relay Challenge

“We’re going to work on endurance with interval training, which means doing short bursts of hard exercise followed by a break. This strengthens your heart



and improves your endurance, so you can exercise longer and at higher levels. Today we'll do a relay challenge."

"In this relay, each person will perform their exercise while the rest of the team cheers them on. When you finish your exercise, you'll high-five the next person in line, and they will go. The relay ends when everyone on your team finishes."

Choose three High 5 Level 1 or Level 2 exercises and assign one exercise to each of the three students in the team. Have students stand in a line with enough space between them to do the exercise. Use cones as markers for each team.

"The first person in line will start by doing their exercise while the rest of the team cheers them on. When you finish your exercise, give the next person a high-five, and they'll start their turn. We'll keep going until everyone on your team finishes."

Para-Educator/Unified Teammate Support

Because this is self-selection, para-educators may choose an exercise related to IEP goals. Demonstrate positive comments and encouragement for teammates.



Lesson 6 – Interval Training, Changes to the Body and Recovery

Activity A (2-4 minutes) Practice the High 5 Calf Raises and/or Teach a New Exercise (High 5 Modified Plank)

The exercise(s) that you practice here will serve as the “active rest” exercises during the interval game in Activity B. If you have the time, teach the new exercise, if not, spend a couple of minutes reviewing the **Calf Raise**.

“Today, we are going to learn an exercise that strengthens your abdominal and back muscles, which we call your core, called the **Modified Plank**.”

- “Find a space not too close to other students (can use poly spots or cones). Start on your hands and knees: Place your hands on the ground under your shoulders and your knees on the floor under your hips. (demonstrate).”
- “Move your knees back a little so your body forms a straight line from your head to your knees, like a long table.”
- “Keep your back straight and your tummy tight, holding the position without letting your hips drop or rise, like a statue!”

Activity B (5-10 minutes): Exercise, Your Body and Rest



You'll see three questions for discussion below. Use these prompts to connect fitness concepts to interval training. Choose one or more for a quick discussion before beginning the training (interval instructions are below prompts). After the



discussion, using the four exercises from lesson five, your students will perform interval training, 30 seconds of work and 30 seconds active recovery.

- **Question:** “Do you notice your heart beating faster when you exercise?” **Explanation:** “As you move, your heart works harder to pump blood to your muscles so they can keep moving. In interval workouts, your heart beats faster during the hard parts, then slows down during rest to help you recover.”
 - **Question:** “Do you know why your heart beats faster and you breathe harder when you exercise?”
 - **Explanation:** “When you exercise, your body needs more oxygen to fuel your muscles, so your heart pumps faster and you breathe harder to deliver that oxygen. In interval workouts, this happens during the intense parts, and during rest, your heart slows down to help you recover.”
 - **Question:** “How does taking short breaks during an interval workout help you perform better?”
 - **Explanation:** “Rest in interval training gives your muscles and heart time to recover, so when you start the next intense interval, you can work at full effort again.”
- Interval Instructions:**
Choose 3-5 High 5 level one or two endurance exercises. Use the Core Exercises for active rest.
- “We are going to practice our endurance exercises again, but this time we are going to work for 30 seconds and then do an active rest for 30 seconds.”
 - “Active recovery is when you perform low-intensity movements or a different type of exercise during the rest periods, rather than stopping completely.”
 - “After you do the endurance exercise for 30 seconds you will do your core exercise from the beginning of the class for 30 seconds. This keeps strengthens your muscles while allowing your heart rate to recover for the next high-intensity exercise.”

Para-Educator/Unified Teammate Support

If there are a range of cognitive abilities, consider assigning small groups or pairs and giving appropriate questions to each group/pair.

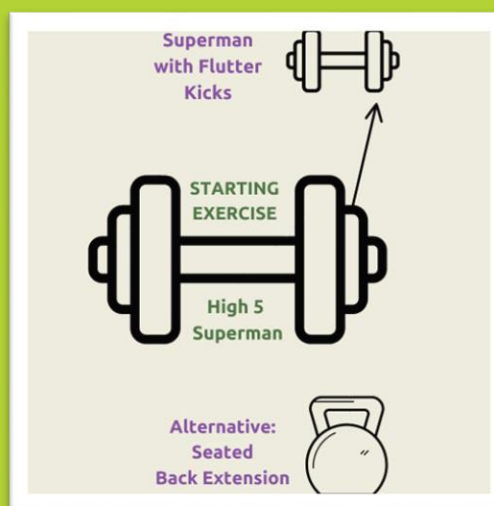
Lesson 7 – EMOM (Every Minute on the Minute)



Activity A (2-4 minutes): Introduce the High 5 Level Two Superman

- “Today, we are going to learn a lower back strength exercise, **High 5 Superman**. If you already know how to do the **Superman**, you will have the opportunity to improve and challenge yourself.”
- “Find a place along the wall or bench. Put your hands on the wall or bench with your shoulder in line with your wrists.”
- “Keep your body in a straight line from head to heels by using your core muscles. Bend your elbows and lower your chest toward the surface. Do not reach with your head.”

Activity B (5-6 minutes): Time to Build Core Strength



- “If you can perform a **Superman** and would like to keep practicing it, you can do 2x10 with a 30-second rest in between.”
- “If you feel confident in your Superman and want to try a **Superman with Flutter Kicks** you can move to the floor and do 2x20 kicks, with a 30-second rest in between” (demonstrate).
- “If you would like to strengthen your muscles from a seated position, you can do 2x10 **Seated Back Extension**” (demonstrate).

Activity C (4-5 minutes): Every Minute on the Minute

“To get the benefits of exercise, you need to challenge your body. Today, you'll challenge yourself with an EMOM workout. It's normal for your heart to beat fast, your muscles to get tired, and to sweat a bit—that's your body adapting!”

Use a variety of strength and endurance level 1 or 2 High 5 cards, focusing on exercises like **Two-foot jumping, Inchworms, and Superman**, which allow for set repetitions.



Consider your students' abilities when choosing exercises, break into small groups if needed, or let students pick from a provided list.

- “Now we are going to do an **EMOM workout** (Every Minute on the Minute),’ meaning you have 1 minute to complete each exercise, and any time left in the minute is your rest.”
- “In the first minute, you’ll do 15 (**Jumps**). If you finish in 30 seconds, you get to rest for the rest of the minute. When the second minute starts, you’ll do 10 (**Inchworms**). In the third minute, you’ll do 12 (**Superman**).”

Para-Educator/Unified Teammate Support

Assign an exercise to each pair of Unified Teammates to lead for the class, with one student demonstrating the High 5 exercise and the other an alternate version (e.g., superman or seated ack extensions) so the rest of the class can follow the exercise that they choose.



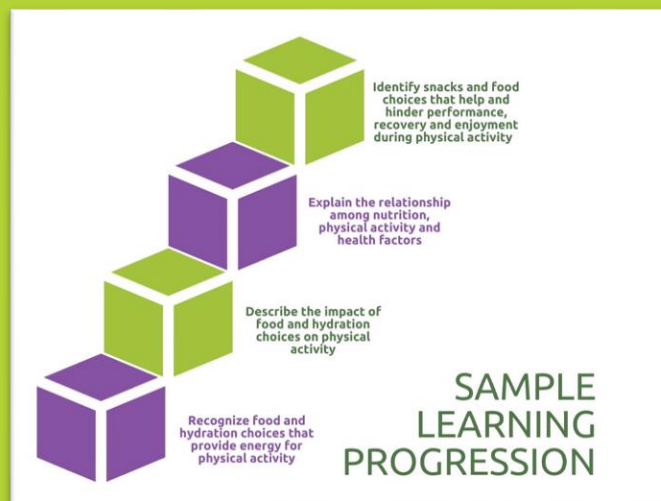
Lesson 8 – Supersets/Food & Hydration

Teach or Review High 5 Level Two Modified Plank

“Today, we are going to learn/practice an exercise that strengthens your abdominal and back muscles, which we call your core, called the **Modified Plank**.”

- “Find a space not too close to other students (can use poly spots or cones). Start on your hands and knees: Place your hands on the ground under your shoulders and your knees on the floor under your hips. (demonstrate).”
- “Move your knees back a little so your body forms a straight line from your head to your knees, like a long table.”
- “Keep your back straight and your tummy tight, holding the position without letting your hips drop or rise, like a statue!”

Activity B (10-15 minutes): Fuel Your Body Racetrack





“Today we will be doing an activity called ‘Fuel Your Body Racetrack’ to learn how some types of foods and water help us during physical activities. Just like a car needs the right fuel to run, our bodies need the right food and water to stay active and healthy.”

“There are many food groups and nutrients that support our health, but today we’re focusing on just three: **Carbohydrates**, **Protein**, and **Water**. This doesn’t mean the others aren’t important, but these three have a big impact on exercise and performance.”

“The **Carbohydrates** corner represents foods like bread, rice, pasta, and fruits, which give us quick energy to keep moving.”

“The **Protein** corner represents foods like chicken, beans, and yogurt, which help build and repair muscles after exercise.”

“The **Water** corner represents plain water, which keeps us hydrated and helps prevent muscle cramps or fatigue.”

Instructions: “I’ll ask a question, and you’ll ‘drive’ to the corner you think is the best answer and get into a **Modified Plank** (or alternate exercise). The exercise is going to give your car gas so that you can speed back to the starting line when I say “race”. When you get back to the line, we will talk about the answer you chose and then I’ll ask another question.”

Questions ordered in a learning progression (best answer is provided, but others may not be wrong):

- If you’re about to run a race and need quick energy, which corner will give you the best fuel? (Carbohydrates – provides quick, easily accessible energy.)
- After playing soccer, which corner will help repair and strengthen your muscles? (Protein – helps rebuild and repair muscle fibers. Water/Carbohydrates, play a role too.)
- It’s a hot day, and you’re sweating a lot playing a game. Which corner is best to visit throughout the game? (Water – prevents dehydration)
- If you’re feeling tired and your muscles are cramping, which corner should you visit? (Water – hydration prevents cramps and keeps muscles functioning properly.)
- If you’re training for a long-distance run, which corner gives you the best fuel to keep going? (Carbohydrates – steady energy for endurance activities.)



- **Which corner would you pick to build muscle after lifting weights?** (Protein – helps muscles grow stronger and repair after resistance training. Some might choose Carbohydrates if thinking of energy replenishment or Water if considering hydration for recovery.)
- **If you snack on watermelon between games, which corner would it fall into and what benefit would it provide?**
(Answer: Both Carbohydrates and Water – watermelon offers natural sugars for quick energy (Carbs) and the high-water content to help with hydration.)

Para-Educator/Unified Teammate Support

Offer students multiple ways to reach the corners, such as walking, rolling, or skipping. Pairs or Paras should demonstrate these different options.

Educator Exercise Science Tip

Muscular strength and coordination are crucial for performing motor skills like moving our bodies or objects. These two elements work together to make movements strong and accurate. Developing both helps children perform various physical activities energetically and proficiently, encouraging lifelong physical activity.

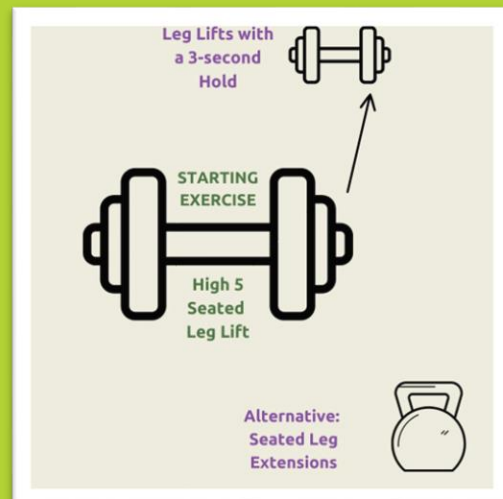


Lesson 9 – Supersets

Activity A (2-4 minutes): Introduce the High 5 Level Two Seated Leg Lifts

- “Today, we are going to learn a lower body strength exercise, the **Seated Leg Lift**. If you already know how to do a **Seated Leg Lift**, you will have the opportunity to improve and challenge yourself.”
- “Start seated with your right leg out straight and your left leg bent with your foot flat on the ground. Hug your arms around your bent leg.”
- “Raise your right leg up a few inches and pause. Lower your leg down and repeat. We’ll switch to the other leg when we finish the exercise on this one.” (demonstrate)

Activity B (5-6 minutes): Time to Build Lower Body Strength



- “If you can perform a **Seated Leg Lift** and would like to keep practicing, you can do 2x8 lifts on each side”
- “If you feel confident in Seated Leg Lifts and want to try a **Leg Lifts with a 3-second Hold**, you’ll count to three after you lift your leg and then lower it down. Don’t lean your body back” (Demonstrate.) 2x5.
- “If you’d like to strengthen your legs without sitting on the floor, you can do 2x10 **Seated Leg Extension**, focusing on squeezing your leg muscles each time.” (Demonstrate.)

Activity C (10-15 minutes): Superset Workout in Pairs

“To build strength and fitness, you need to push your body a bit more each time—whether it’s doing more reps, lifting heavier, or holding a position longer. Today’s



superset workout will be a chance to see how much more you can do! If it feels tougher than usual, that’s good—it means your muscles are working harder, which is how you get stronger over time!”

Each pair of Unified Teammates will complete both exercises in each superset twice (two sets per exercise) before rotating to the next station. Multiple pairs may be working at each station simultaneously; ensure pairs take turns and maintain adequate space for safety and ease of movement.

Superset Station 1:

- a. Teammate A: **8 Seated Leg Lifts each leg**
- b. Teammate B: **15 Hand Pushes**

After completing it twice, rest for 30 seconds before moving to Superset 2.

Superset Station 2:

- a. Teammate A: **15 Calf Raises**
- b. Teammate B: **6 Inchworms**

After completing it twice, rest for 30 seconds before moving to Superset 3.

Superset Station 3:

- a. Teammate A: **30-Second Modified Plank**
- b. Teammate B: **10 Superman**

After completing the stations, ask students if station 3 felt more difficult because the superset worked the same muscles in each exercise.

Para-Educator/Unified Teammate Support

Use rest times to briefly review proper form. Adjust rest times if needed based on students’ fitness levels.

Educator Exercise Science Tip

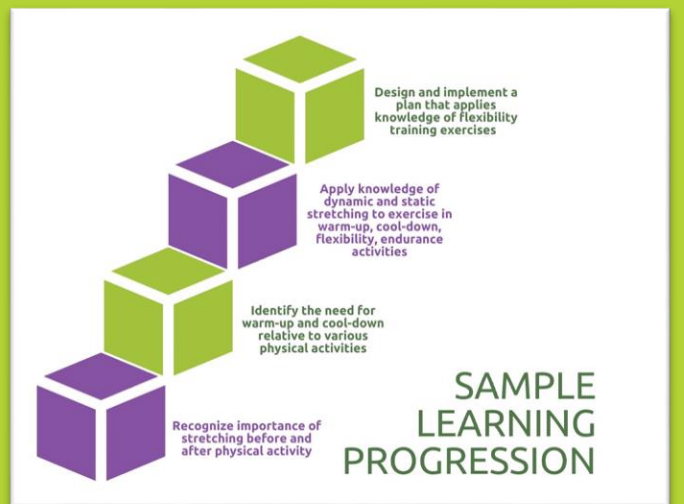
Youth with disabilities face a higher risk of health problems like diabetes and heart disease due to lack of physical activity and increased screen time. Similarly, adults with disabilities are less active and have higher rates of chronic diseases, which is why building healthy habits early can help youth stay active and lower these risks as they get older.





Lesson 10 – Flexibility, Warm-ups, Cool-Downs

Activity A (10 minutes): Introduce High 5 Flexibility



“Today we’re going to learn why it’s important to stretch before and after exercising. We’ll practice different types of stretches that help our muscles warm up, stay flexible, and cool down.”

Use the following prompts to discuss flexibility before completing the circuit. Prompts are listed in a sample learning progression

“Why do you think we need to stretch before and after exercising?”

- “Dynamic stretches, like **Cat/Cow**, warm up our muscles and get them ready for movement.”
- “Static stretches like the **Warrior and Ragdoll** at the end help relax your muscles and prevent soreness.”

“Which stretches are best before playing a sport or running? Which ones are best after a game?”

- “Dynamic stretches help prevent injuries by warming up muscles, while static stretches are for cooling down and improving flexibility.”
- “Different activities need different stretches—jumping and running need dynamic movements, while yoga or flexibility training uses slower, longer stretches.”

“Can you match each stretch to its purpose—warm-up, flexibility training, or cool-down?”

- Name/demonstrate the exercises from the stations

“If you had to create your own warm-up for a game or workout, what stretches would you choose?”

Activity B (10-15 minutes): Flexibility Circuit



Place one flexibility exercise from Level 1 or 2 at each station.

- “During this activity, we’ll rotate through a circuit of six stations. You will have 30-60 seconds at each station to perform your flexibility exercise.”
- “Wait for my signal to move to the next station.”

Para-Educator/Unified Teammate Support

Use props like yoga blocks to reach to instead of the floor. Remind students to breathe deeply and slowly to help them relax into the stretch. If a student struggles to reach, have them modify the exercise by bending their knees or using a strap to extend the stretch.

Educator Exercise Science Tip

Students with cerebral palsy or spastic muscle conditions can have increased muscle tightness, which can cause involuntary contractions if stretched too quickly. To avoid this, use slow, gentle movements to allow muscles to gradually relax.

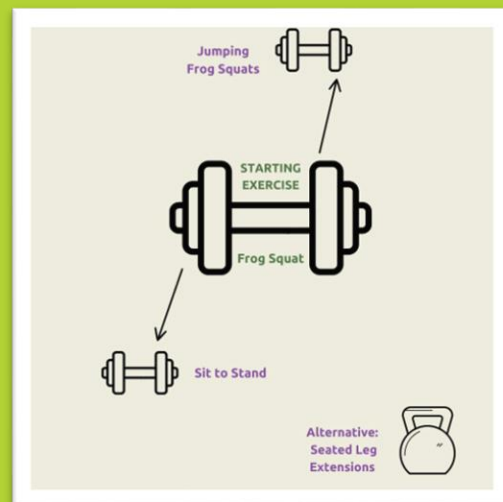


Lesson 11 – Frog Squat and Teammate Challenge

Activity A (2-4 minutes): Introduce the High 5 Level Three Frog Squats

- “Today, we are going to learn a lower body exercise called the **Frog Squat**. If you already know how to do a **Frog Squat**, you’ll have the opportunity to improve and challenge yourself.”
- “Start by standing with your feet wider than shoulder width apart and your arms at your sides. Bend your knees to squat down and touch the ground between your feet. Keep your chest up and bottom down if you can. Return to a stand.” (demonstrate)

Activity B (5-6 minutes): Time to Build Lower Body Strength



- If you can perform **High 5 Frog Squat** and want to keep practicing them, you can do 2x10.
- If you feel confident with **Frog Squat**, try adding a **jump** up, rather than just standing after you touch the floor. (Demonstrate.)
- If you’d like to strengthen your legs in a seated position, try 2x10 of the **Seated Leg Extensions**.

Activity C (10-15 minutes): Teammate Challenge

- Divide the class into pairs of Unified Teammates. Each pair receives a set of High 5 cards.
- One Teammate in each pair picks a card, decides the number of repetitions (e.g., 10 **Frog Squats**, 15 **Two-Foot Jumps**), and then they go to challenge another pair to complete the same exercise.



- Both pairs do the two exercise together, cheering each other on.
- After finishing the second exercise, both pairs separate and find new pairs to challenge.

Para-Educator/Unified Teammate Support

Assist pairs with choosing exercises and exercise variations that match their skill levels.

Educator Exercise Science Tip

Youth with disabilities can often do more than expected and can learn new skills, though they typically have lower fitness levels and higher fatigue. You should tailor programs to include brief, low- to moderate-intensity activities with rest periods, gradually increasing intensity over time.



Lesson 12 – Reflection and Fitness Goals

Activity A (10 minutes): Introduce High 5 Flexibility

“Today, we’re going to use what we’ve learned to create our own small group workouts! You can choose a focus—strength, flexibility, or endurance—based on a fitness goal or sport you want to improve in. At that station, you’ll pick a level and do all the High 5 exercises in the deck for 30 seconds each. Encourage your group and work hard!”

Set up three areas (strength, flexibility, endurance) and have multiple sets of cards or enlarged copies) of just the exercises in that specific category to reduce confusion.

Activity B (10 minutes): Reflection and Goal Discussion

“Let’s reflect on what we’ve accomplished using High 5 cards and how you can continue to improve your fitness and set personal goals.”

Use the prompts listed below for discussion. Prompts are ordered in a sample learning progression.

- “Which High 5 exercises did you enjoy the most, and how did they make your body feel?”
- “Think about a few High 5 exercises that help with endurance, strength, or flexibility. Can you tell me how each one helps your fitness, like building strong muscles or making your heart healthier?”
- “What’s one High 5 exercise or activity that you’d like to get better at? Is it related to endurance, strength, or flexibility?”
- “If you want to improve a specific High 5 exercise or a skill in another sport you enjoy, what small steps could you take each week to get better?”
- “Looking back at the High 5 unit, which area of fitness—endurance, strength, or flexibility—do you want to continue working on and why?” How would improving in this area help you in other activities or sports you like?”
- “What strategy will you use to monitor your progress? Would you use a fitness log, keep track of your High 5 card exercises, or ask a friend to help you stay on track?”

Para-Educator/Unified Teammate Support

Use “goal buddies” so students set and talk about goals together.

Educator Exercise Science Tip



Physical activity is a powerful way to boost cognitive function in youth. Studies show that regular exercise can improve memory, attention, and overall brain function in individuals with and without intellectual disabilities.



Appendix A: Strength Exercise Progressions Explained

This section includes level 1, 2 and 3 strength exercises.

Curl Up (Level 1)

Regression-Assisted Curl-Up: Provide students with assistance by allowing them to use their hands to push off the ground slightly as they curl up or by anchoring their feet under a stable object.

Progression-Sit-Up: Instruct students to lie on their back with knees bent and feet flat on the floor. Have them cross their arms over their chest or place their hands behind their head without pulling on the neck. Guide them to engage their core muscles and lift their entire upper body off the ground, reaching towards their knees in a controlled motion. Once they reach an upright seated position, they should slowly lower back down to the starting position.

Alternate Exercise- Seated Abdominal Contractions (for students who complain their necks hurts or are unable to lie on the ground): Have students sit upright in a sturdy chair with feet flat on the floor. Instruct them to place their hands on their abdomen, take a deep breath, and as they exhale, contract their abdominal muscles, pulling their belly button towards their spine. Hold the contraction for 3-5 seconds, then relax.

Arm and Leg Raises (Level 1)

Regression- Arm or Leg Raises: Have students begin by raising only one arm or one leg at a time while keeping the other limbs on the ground for stability. Instruct them to raise their arm or leg, hold briefly, and then lower back down with control.

Progression -Same Side Arm and Leg Raises: Instruct students to raise their right arm and right leg together, maintaining balance and control. After holding briefly, they should lower back down with control.

Alternate Exercise-Seated Arm and Leg Extensions (for students who cannot kneel or have difficulty balancing): Have students sit upright in a sturdy chair with feet flat on the floor. Instruct them to extend one leg straight out while reaching the opposite arm forward. After holding briefly, they should return to the starting position and repeat on the other side.

Plank Hold (Level 1)

Regression-Knee Plank: Have students begin by performing the plank on their knees instead of their toes. Instruct them to keep their body in a straight line from their head to their knees, with their core engaged and back flat.



Progression-Forearm Plank with Alternating Leg Lifts: Instruct students to lower down onto their forearms rather than hands, keeping their body in a straight line. To increase the challenge, they can lift one leg slightly off the ground, hold briefly, and then alternate legs, maintaining core stability throughout the exercise.

Alternate Exercise- Seated Resistance Hold (for students unable to be on the ground): Have students sit upright in a sturdy chair with their feet flat on the floor. Instruct them to hold a light weight with their arms extended straight out in front of them at shoulder height, keeping the arms parallel to the floor. Guide them to engage their core muscles and maintain an upright posture while holding this position. Hold for 10-30 seconds, then relax.

Squat (Level 1)

Regression-Sit to Stand: Have students sit on the edge of a chair with their feet slightly wider than shoulder-width apart. Instruct them to stand up using their leg muscles, keeping their body weight on their heels, not their toes. Then, guide them to slowly sit back down, maintaining control throughout the movement.

Regression-Wall Squats: Ask students to stand with their back against a wall, feet shoulder-width apart and positioned about two feet away from the wall. Instruct them to slowly slide their back down the wall by bending their knees, lowering their body until their thighs are parallel to the floor or as low as comfortable. Ensure their knees stay aligned with their ankles, not extending past their toes. Hold the squat position for 5 seconds, then press through their heels to slide back up the wall to the starting position.

Alternate Exercise-Seated Leg Extensions (for students with limited joint mobility or non-weight bearing): Students will sit in a chair with feet flat on the ground. Instruct them to lift one leg, extending it straight out in front of them. Ensure their leg is fully extended, with the knee straight but not locked. Hold the extended position for 2-3 seconds, focusing on engaging the quadriceps. Then, guide them to slowly lower their leg back to the starting position, controlling the movement as their foot returns to the floor. Repeat with the other leg.

Plank Hold with Straight Arm Raise (Level 2)

Regression-Wall, Incline, Knee, or Full Plank: Have students stand facing a wall with their hands placed flat against it at shoulder height. Instruct them to walk their feet back slightly, creating a diagonal line with their body. They should engage their core and hold the position, ensuring their body remains in a straight line from head to heels. This can also be done with hands on a bench or floor with shoulders above the wrists.



Progression - Forearm Plank with Reaches: Instruct them to perform the plank on their forearms and, while maintaining the position, lift and extend one arm forward to tap the floor in front of them. Alternate arms while keeping the hips stable and core engaged.

Alternate Exercise-Seated Core Hold (for students unable to do the exercise on the ground): Have students sit upright in a chair with their feet flat on the floor and hands gripping the sides of the chair. Instruct them to lean back slightly while keeping their back straight and core engaged, lifting their feet an inch or two off the floor. They should hold this position while maintaining a straight back, simulating the engagement of the core muscles in a plank.

Knee Push-Ups (Level 2)

Regression-Incline Push-Up: Have students perform push-ups with their hands placed on an elevated surface like a bench or wall. Instruct them to keep their body in a straight line from head to heels, engaging their core and maintaining proper form as they lower their chest toward the surface.

Progression-Full Push-Up (on Toes): Instruct them to start in a plank position on their toes, with hands directly under their shoulders and body in a straight line from head to heels. Have them bend their elbows to lower their chest toward the ground, then push back up to the starting position, maintaining core engagement and proper form throughout.

Alternate Exercise-Seated Shoulder Press (for students who cannot perform a push-up version with a rigid core, and you notice lag in their lower back, or if they are non-weight-bearing): Have students sit upright in a sturdy chair with their feet flat on the floor. Instruct them to extend their arms out to the sides and bend their elbows at 90 degrees, so their hands are at shoulder height. Guide them to press their arms upward until they are fully extended overhead, then slowly lower their arms back down to the starting position. Ensure they engage their core to maintain a stable posture throughout the exercise. *resistance/dumbbells optional

Side Leg Raises (Level 2)

Regression-Knee Bent Side Leg Raises: Have students lie on their side with their bottom leg bent for stability and their top leg slightly bent as well. Instruct them to lift their top leg upward, keeping it slightly bent, and then slowly lower it back down with control.

Progression-Standing Side Abduction Pulses: Have students stand upright with their hands resting on a wall or chair for balance. Instruct them to lift one leg straight out to the side, keeping the leg extended and toes pointing forward. Once they reach the top of the movement, they should perform small, controlled pulses by lifting and lowering the leg slightly. Repeat on the other side.



Alternate Exercise-Seated Clamshell (for students with limited hip range of motion or those unable to stand or lay on the ground): Have students sit upright in a sturdy chair with their feet flat on the floor and knees bent. Instruct them to place their hands on their knees and press their knees outward against their hands, creating resistance. Hold the position for a few seconds, then relax. This exercise focuses on the outer thighs and hips, providing a seated alternative that still targets similar muscles.

Backward Lunges (Level 2)

Regression-Kneel to Stand: Instruct students to start by kneeling on the floor with one knee up and the other knee down. Have them press through the front foot to stand up, bringing the back foot forward to meet the front foot. Then, guide them to step back into the kneeling position with control.

Regression-Stationary Lunges with Optional Balance Support: Have students start in a split stance with one foot forward and the other foot back, keeping the front foot flat on the floor and with weight on the ball of the back foot. Instruct them to bend both knees, lowering their body straight down until their back knee is just above the ground. They can use a wall or chair for balance if needed. Once they reach the bottom of the movement, guide them to push back up to the starting position.

Progression-Forward Lunges: Instruct them to stand upright and take a step forward with one leg, lowering their body until both knees are bent at 90 degrees. Ensure that the front knee stays above the ankle. After reaching the bottom of the movement, they should push through the front heel to return to the starting position.

Alternate Exercise-Seated Leg Extension Pulses: Have students sit upright in a sturdy chair with their feet flat on the floor. Instruct them to extend one leg straight out in front of them, keeping the leg straight and toes pointing up. Once the leg is fully extended, guide them to perform small, controlled pulses by lifting and lowering the leg slightly. Repeat with the other leg. This exercise targets the quadriceps and helps to build lower body strength without the need to stand or bear weight.

Side Plank (Level 3)

Regression-Forearm and Knee Side Plank: Have students start by lying on their side with their forearm directly under their shoulder and their knees bent at a 90-degree angle. Instruct them to lift their hips off the ground, keeping their body in a straight line from their head to their knees. Guide them to hold this position while maintaining core engagement and balance.



Progression-Side Plank with Leg Lift: Have them perform a side plank and then lift the top leg while maintaining the side plank position. Instruct them to keep the leg straight and control the movement, focusing on maintaining balance and core stability.

Alternate Exercise-Seated Rotations (for students whose shoulders or wrists hurt during side planks or are unable to be on the ground): Have students sit upright in a sturdy chair with their feet flat on the floor. Instruct them to cross their arms over their chest or hold a light object in front of them. Guide them to engage their core and slowly rotate their upper body to one side, then return to the center, and rotate to the other side. This exercise targets the obliques and core, providing a seated alternative that still focuses on core stability and strength.

Wall Sit Hold (Level 3)

Regression-Wall Squat (Sliding Back Down the Wall): Have students stand with their back against the wall, feet shoulder-width apart. Instruct them to slowly slide their back down the wall into a squat position, then slide back up, maintaining control throughout the movement.

Progression-Wall Sit with Arms Raise: Instruct them to raise and hold their arms overhead or in front of them while maintaining the squat position.

Alternate Exercise - Seated Leg Extensions (for students who are non-weight bearing or have knee discomfort squatting): Have students sit in a chair with their back against the chair and feet flat on the ground. Instruct them to extend one leg straight out in front, hold briefly, then lower it back down.

Hip Bridge (Level 3)

Regression-Hip Bridge with Wider Feet and Hands on Ground: Have students lie on their back with their feet wider than hip-width apart and hands flat on the ground. Instruct them to lift their hips off the ground, engaging the glutes and lower back, while maintaining balance with the wider stance.

Progression-Single-Leg Hip Bridge: Students can progress to lifting one leg off the ground while performing the bridge. Instruct them to keep their hips level.

Alternate Exercise-Seated Abduction: Have students sit upright in a chair with feet flat on the floor. Instruct them to press their knees outward into their hands (placed on the outside of their knees).

Squat Jumps (Level 3)



Regression-Squats: Instruct them to stand with feet shoulder-width apart, bend their knees, and lower their hips as if sitting back into an imaginary chair. Stand back up, engaging the core and glutes.

Progression—Deep Arms Up Squat Jumps: Instruct students to lower into a squat position holding their hands behind their heads. They should go as low as they can and explosively jump upward. Have them land softly, immediately going into the next squat, focusing on maintaining control and depth.

Alternate Exercise - Seated Leg Extensions (for students who are non-weight bearing or have knee discomfort squatting): Have students sit in a chair with their back against the chair and feet flat on the ground. Instruct them to extend one leg straight out in front, hold briefly, then lower it back down.



Appendix B: Sample Fitness Concepts Learning Progressions

The Benefits of Staying Active- Recognize that regular physical activity is good for their health>>>Explain the benefits of physical activity>>>Identify ways to be physically active>>>Discuss the benefits of physically active lifestyles as it relates to young adulthood

Your Heart in Action- Identify the heart as a muscle that gets stronger with physical activity>>>Identify location of pulse and provide examples of activities that increase HR>>>Demonstrate knowledge of HR and describes it's relationship to aerobic fitness>>>Apply heart rate concepts to ensure safety and maximize health-related fitness outcomes.

Changes to the Body and Recovery- Recognize physiological changes in their body during physical activities>>>Recognize and explain how physical activity influences physiological changes in their body>>>Examine how rest impacts the body's response to physical activity>>>Apply the knowledge of rest when planning regular physical activity

Food & Hydration- Recognize food and hydration choices that provide energy for physical activity>>>Describe the impact of food and hydration choices on physical activity>>>Explain the relationship among nutrition, physical activity and health factors>>>Identify snacks and food choices that help and hinder performance, recovery and enjoyment during physical activity

Flexibility, Warmups, & Cool Downs- Recognize importance of stretching before and after physical activity>>>Identify the need for warm-up and cool-down relative to various physical activities>>>Apply knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance activities>>>Design and implement a plan that applies knowledge of flexibility training exercises.

Fitness Goal Setting- Identify physical activities that contribute to fitness>>>Establish goals related to enhancing fitness development>>>Self-select and monitor goals based on self-selected health-related fitness assessment>>>Establish a goal and create a practice plan to improve performance of a self-selected skill.



Appendix C: Terminology

Active recovery – a rest period that involves performing low-intensity movements or a different type of exercise, rather than stopping completely.

Core exercise - any exercise that involves the use of the stomach muscles and back muscles in a coordinated way. Core exercises are designed to strengthen and stabilize the trunk and hip muscles that surround the spine and pelvis.

Intellectual disability - a condition characterized by significant limitations in intellectual functioning and adaptive behavior. Intellectual functioning refers to general mental capacity such as learning and reasoning. Adaptive behavior refers to the conceptual, social, and practical skills learned and performed by people in their daily lives. These limitations begin early in development, typically before age 22.

Progression: Adjusting an exercise to make it more challenging or complex, allowing students to advance in their skills and fitness levels. Progressions help meet individual needs, enabling each student to experience success as they grow.

Regression: Modifying an exercise to make it easier or more accessible, ensuring that all students can participate meaningfully. Regression allows students to practice at their own level without feeling discouraged. It recognizes that everyone's fitness journey is unique, and moving back in difficulty can be a valuable step toward inclusion and personal growth.

Sets x Repetitions – in many of the lessons, you will see two numbers expressed like an equation such as 3x12 or 2x10. These numbers represent exercise sets and repetitions (reps). The first number refers to sets and the second number refers to reps. So, 3x12 means that students should complete 3 sets of 12 repetitions of an exercise.

Unified programming - a program that includes activities for students of all abilities. In the case of this resource, Unified means students with and without disabilities coming together on equal terms with ample and appropriate support through fitness activities.

Unified teammate – a student peer with or without a disability who provides reciprocal support to another student. A teammate is not a tutor, but an equal partner in an activity.

Appendix D: Additional Resources

The following links to additional Special Olympics resources may be helpful to educators.



- [Young Athletes](#) - a sport and play program for children with and without intellectual disabilities, ages 2 to 7 years old.
- [Special Olympics Unified Schools](#) - learning portal with a variety of courses.
- [Special Olympics Fitness](#) - fitness challenges, Fit 5, fitness models, fitness in schools, and more.
- [Special Olympics Unified Sports®](#)