

STATION DAY

STUDENT TARGETS

TEACHING CUES

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of Station Day.

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean the Area and Rotate

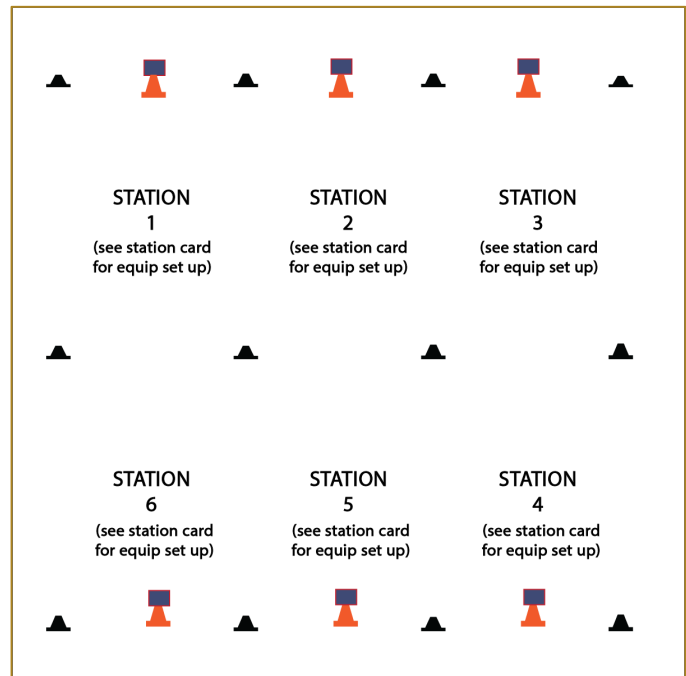
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate 1 station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Assessment Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Grade Level Progression:

3rd-5th: Play the activity as described above.



STATION DAY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Some students may need step-by-step assistance during clean-up and rotation.
- ✔ Pause the music and don't restart until every group has safely transitioned.
- ✔ Provide visual cues and graphics to enhance station instructions.

ACADEMIC
LANGUAGE

Select words from the module that you're teaching.

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1, 2, 3, 5** [*Select outcomes from the module you're teaching.*]
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

- ✔ *Select questions from the module you're teaching or the assessment you're using.*

TEACHING
STRATEGY
FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.