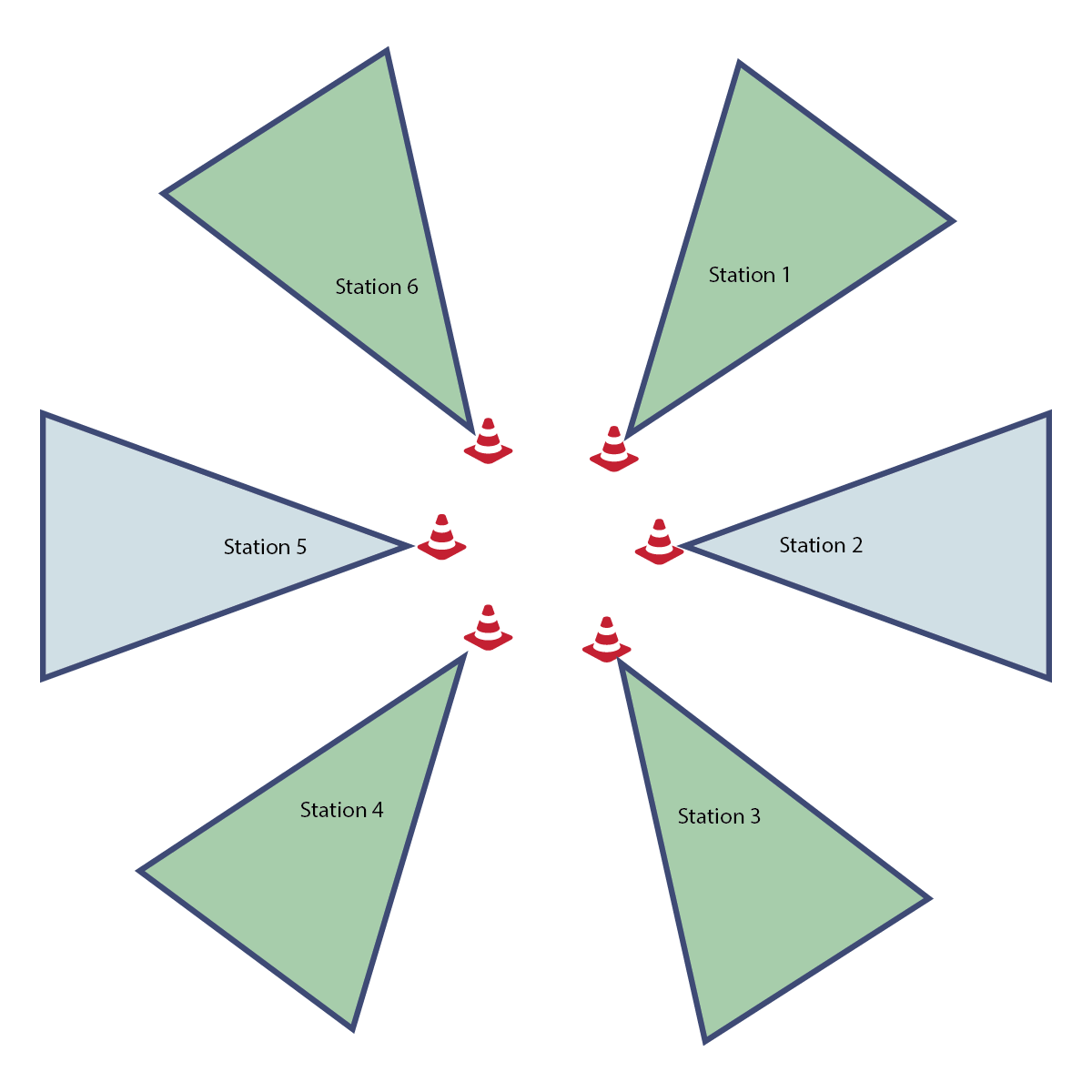
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**CIRCLE SANDLOT STATIONS**

* **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

**Equipment:**

* 5-8 station cards
* 5-8 tall cones
* See station cards for equipment needs
* Station music and music player

**Set-Up:**

1. Set up Circle Sandlot Formation using station cards and cones.
2. Set up each station according to each station card.
3. Send group of 4 to each 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.

**CIRCLE SANDLOT STATIONS**



*Select words from earlier activities.*



* **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).



* *Select questions from earlier activities that need to be reviewed.*



**Organizing students to interact with content:** The use of set areas 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.



* 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.