

FOCUS OUTCOMES

- **Standard 2 [E1.3]** Recognizes the concept of open spaces in a movement context (3).
- **Standard 3 [E5.3-5]** Demonstrates, with teacher direction, the health-related fitness components (3); Completes fitness assessments (pre- & post-)(4a); Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (4b); Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health (5a); Designs a fitness plan to address ways to use physical activity to enhance fitness (5b).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

FOCUS TARGETS

- **Skill:** I will travel through the activity area at a controlled and moderate pace in order to maintain a safe environment.
- **Cognitive:** I will describe the benefits of being active with a group of friends.
- **Fitness:** I will demonstrate fitness activities that work to improve health-related fitness.
- **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

ACADEMIC LANGUAGE

- Actively Engage
- Community
- Encouragement
- Open Space
- Health-Related Fitness (and all 5 components)
- Safety
- Skill-Related Fitness

SELECTED ASSESSMENT

- Personal & Social Responsibility Rubric
- Page 5 of the Fitness Portfolio (Feelings & Attitudes about PE and PA)
- Parent Exit Slip

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Students enter with their parents and take them to the appropriate floor spot / squad line. Introduce the day's activities and explain expectations for parent involvement. Review start/stop signals. Ask parents to use their cell phones during Say Cheese Tag and post selfies with students on social media using #ParentsLovePE.</p>	<p>→ Say Cheese Tag →</p>	<p>DOK 1: What is a community? DOK 2: How does a community affect how physically active you are? DOK 3: How are respect and encouragement related to community?</p>
<p>2 LEARNING TASK</p>	<p>After the Say Cheese Tag debrief, pair students with their parents, then place students without parents with pairs (create a group of 3 with 1 parent). Adjust groups depending on your numbers. Start the activity with a student as the engineer. Add challenges, changing engineers with each challenge.</p>	<p>→ Robotics Lab →</p>	<p>DOK 1: What physical activities do you like to do with your friends? DOK 2: What do you like about being active with your friends? DOK 3: How is safety related to having fun with your friends during physical activity?</p>
<p>3 LEARNING TASK</p>	<p>Equipment for Dice Fitness is already set-up around the perimeter of the activity area. Transition from Robotics Lab DOK questions to a review of fitness academic language – specifically health- and skill-related fitness. Pair students, allow each parent to work with her/his child. Display the Dice Fitness Chart using a projector and large screen and/or on multiple cones using task tents.</p>	<p>→ Roll the Dice →</p>	<p>Use debrief time to complete page 5 of the Physical Education Fitness Portfolios. Students can complete the page with their parents. Or, use the page as a discussion prompt for a debrief session involving the entire class.</p>
<p>4 EXIT ASSESSMENT</p>	<p>Assessment Name (Details) Position Parent Exit Slips by the door, ask parents to quickly fill one out and leave it in the box near the exit.</p>		

SAY "CHEESE" TAG

STUDENT TARGETS

- ✔ **Fitness:** I will be able to name healthy foods in order to be freed during our tag game.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

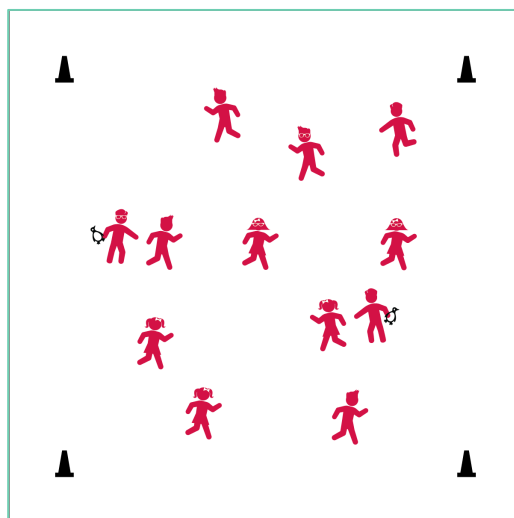
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Create a large playing area, using four cones.
2. Scatter students in the activity area.
3. Give bean bags to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Say Cheese Tag.
2. When I say "GO!" begin playing at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them.
3. If you're tagged, freeze in your favorite selfie pose.
4. To be freed, someone will come over to take a selfie with a person who is frozen. When taking a selfie, say the name of a favorite fruit or veggie instead of saying 'cheese'. For example, "Say Broccoli!" Then, both students will say "broccoli" while pretending to take a selfie.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop. Change food groups that they have to say throughout the activity.

3rd – 5th: Students could do an 'action shot' for their picture. They can add their favorite invisible jump rope trick when they say a food and take a picture.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.1]** Differentiates between healthy and unhealthy foods (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What type of foods are beneficial for before and after physical activity?
- ✔ **DOK 2:** Why is it better to have these foods compared to other foods?

ROBOTICS LAB

STUDENT TARGETS

- ✔ **Skill:** I will look for and then recognize open space in order to guide my robots safely into it.
- ✔ **Cognitive:** I will describe the benefits of being active with a group of friends.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

TEACHING CUES

Robots

- ✔ March Forward
- ✔ Avoid Collisions by Marching in Place with Hands Up

Engineers

- ✔ Tap Shoulders to Turn Robots
- ✔ Keep a Walking Pace

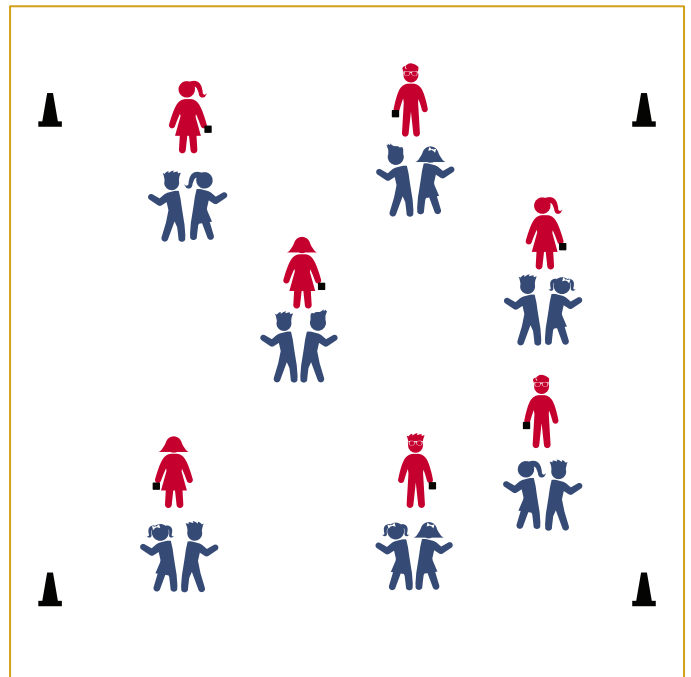
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 beanbag per 3 students
- ✔ 4 cones
- ✔ Music and music player

Set-Up:

1. Create area boundaries with the 4 cones.
2. Scatter groups of 3 students inside the activity area, each group with 1 beanbag.
3. One student is the engineer and holds the beanbag (remote control). The other two are robots and stand back-to-back.



Activity Procedures:

1. We're about to turn physical education class into a robotics lab! The student in your group with the beanbag (the remote control) is the engineer. The other two students are the robots. It's the engineer's job to keep the robots under control by tapping them on the shoulder to turn them right or left.
2. When the music starts, the robots will start to slowly march forward (each in opposite directions). Anytime a robot is blocked by a wall or another robot, she/he will march in place with her/his hands over her/his head. Robots must keep marching at all times (forward or in place).
3. Engineers will work to safely steer their robots by tapping them on the shoulders. When tapped, Robots will make a 90-degree turn. Engineers may not run; they will walk to their robots. Everyone freeze when the music stops.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Vary locomotor skills, allowing engineers to gallop, skip, or slide.
- 5th: Robots travel with an object (e.g., dribbling a ball, waving a scarf, etc.).

ROBOTICS LAB

CHALLENGE PROGRESSIONS

- ✔ Add a third robot to each group.
- ✔ Increase the speed that the robots travel from a slow to a quick march.

MODIFICATIONS

Remove a robot from each group so engineers are only working with one robot.

ACADEMIC LANGUAGE

Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [E1.3]** Recognizes the concept of open spaces in a movement context (3).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What physical activities do you like to do with your friends?
- ✔ **DOK 2:** What do you like about being active with your friends?
- ✔ **DOK 3:** How is safety related to having fun with your friends during physical activity?
- ✔ **DOK 1:** How can you recognize safe behaviors?
- ✔ **DOK 2:** How would you compare and contrast safe behaviors with dangerous behaviors?
- ✔ **DOK 3:** Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe?
- ✔ **DOK 4:** Let's develop a plan that we can follow if any of us see unsafe behaviors.

TEACHING STRATEGY FOCUS

Identify Critical Content: Working safely with peers is an essential concept for students to master in physical education class. Safe behaviors make all other activities possible. Be sure to emphasize this before, during, and after the Robotics Lab activity. Look for teachable moments during activity time when you can freeze play and encourage safe behaviors and correct dangerous ones.

Roll the Dice

STUDENT TARGETS

- ✓ **Skill:** I will travel through the activity area at a controlled and moderate pace in order to maintain a safe environment.
- ✓ **Cognitive:** I will complete my Fitness Portfolio with my personalized fitness data and reflections.
- ✓ **Fitness:** I will demonstrate fitness activities that work to improve health-related fitness.
- ✓ **Personal & Social Responsibility:** I will listen to and implement teacher suggestions for improvement.

TEACHING CUES

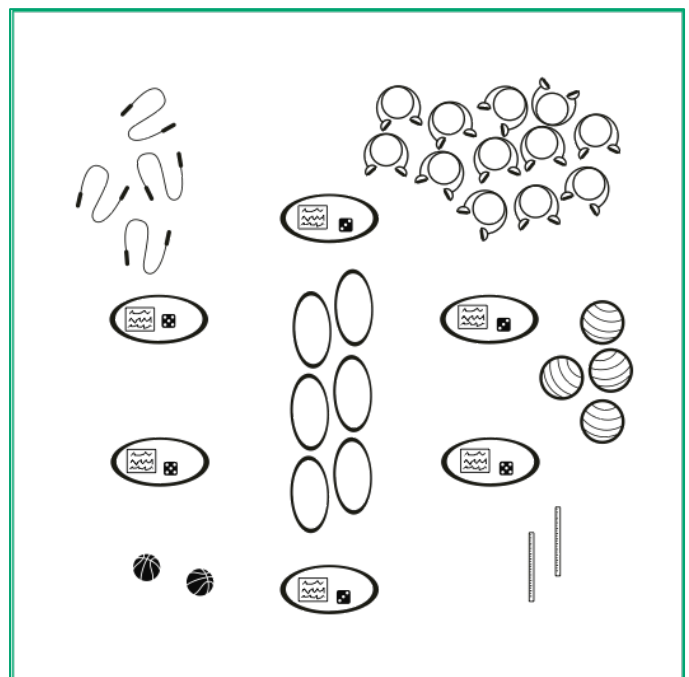
- ✓ Roll the Dice
- ✓ Read the Chart
- ✓ Complete the Activity
- ✓ Repeat

Equipment:

- ✓ 4 jump ropes
- ✓ 12 hula hoops
- ✓ 12 exercise bands
- ✓ 4 exercise balls
- ✓ 2 rulers or yardsticks
- ✓ 2 balls that bounce
- ✓ 6 Fitness Dice Charts
- ✓ 1 Fitness Portfolio per student

Set-Up:

1. Create safe equipment zones by placing jump ropes, hoops, exercise bands, exercise balls, meter sticks, and balls in separate areas.
2. Lay 6 hoops down in 2 staggered rows, with hoops touching, to create an agility run course.
3. Scatter 6 other hoops in the activity area, with 1 die and 1 Fitness Dice Chart in each hoop.



Activity Procedures:

1. The purpose of the Roll the Dice activity is to review the areas of fitness that we've learned about in this module. During the activity, I'll be meeting with each of you to review fitness test scores and identify areas that you can focus on in order to maintain or improve your fitness.
2. On the start signal, you and your partner will go to a die and roll it. This is not a race, so be sure to take turns in a respectful way. After you roll the die, look at the Fitness Dice Chart to see what exercise you'll need to complete.
3. Together, you and your partner will then move to the appropriate equipment and complete the exercise. Next, return to any die and roll again. Continue until you hear me say freeze.

Grade Level Progression:

3rd: Implement the activity as written above.

4th & 5th: During the dice activity, meet with each student. Review student fitness scores and, if possible, the healthy fitness zone (HFZ) for each assessment. If possible, print out a FITNESSGRAM report and identify ways that each student can improve. If possible, FITNESSGRAM reports should help guide this discussion.

Roll the Dice

CHALLENGE PROGRESSIONS

- ✔ As a class or in small groups, create new Fitness Dice Charts with student-generated activities.

MODIFICATIONS

- ✔ Roll the dice and complete activities together as a class so students can benefit from teacher-led demonstrations.

ACADEMIC LANGUAGE

Health-Related Fitness, Body Composition, Cardiorespiratory Endurance, Flexibility, Muscular Endurance, Muscular Strength, Agility, Balance, Coordination, Power, Reaction Time, Speed

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E17.3-4]** Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body (3); Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern (4a); Dribbles in general space with control of ball and body while increasing and decreasing speed (4b).
- ✔ **Standard 3 [E5.3-5]** Demonstrates, with teacher direction, the health-related fitness components (3); Completes fitness assessments (pre- & post-)(4a); Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas (4b); Analyzes results of fitness assessment (pre- & post-), comparing results to fitness components for good health (5a); Designs a fitness plan to address ways to use physical activity to enhance fitness (5b).
- ✔ **Standard 4 [E3.3-5]** Accepts and implements specific corrective teacher feedback (3); Listens respectfully to corrective feedback from others (e.g., peers, adults) (4); Gives corrective feedback respectfully to peers (5).
- ✔ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ✔ **Use debrief time to complete Physical Education Fitness Portfolios.**
- ✔ *As the students participate in this activity, call individuals or pairs over to you and review fitness test results. If you have FITNESSGRAM, print out individual reports for each student in order to identify where they are in relation to Healthy Fitness Zones (HFZ) and provide feedback for improvement. FITNESSGRAM reports will help guide discussion.*

TEACHING STRATEGY FOCUS

Review content: Roll the Dice provides a fun and active review session that emphasizes the cumulative nature of the fitness knowledge material presented. It also provides a setting in which the teacher can talk with each student and apply fitness concepts to the fitness test results.

HOLISTIC PERFORMANCE RUBRIC

INTERMEDIATE (3-5)






GRADE: _____ **CLASS:** _____

Proficient 4	Consistently exhibits personal responsibility, appropriate behavior, and safety principles in all settings. Works independently for extended periods of time. Works cooperatively with others and demonstrates acceptance and the ability to praise peers appropriately.
Competent 3	Generally exhibits personal responsibility, appropriate behavior, and safety principles with minimal reminders. Works independently for short periods of time and responds well to reminders. Works cooperatively with others and works with peer groups with minimal distraction. Generally accepts others of both higher and lower skill levels.
Lacks Competence 2	Needs regular reminders in order to stay on task. Occasionally displays unsafe behaviors. Has difficulty working in groups.
Well Below Competence 1	Displays unsatisfactory effort. Often displays unsafe behaviors and refuses to work in groups.

Student Name	Score	Comments
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2.		
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24.		

Feelings and Attitudes about PE and Physical Activity

This is not a quiz. There are not right or wrong answers.
Color the face that shows how you feel.

1) How do you feel about participating in physical education at school?	
2) How do you feel about participating in physical activity and/or movement in the classroom?	
3) How do you feel about your current fitness level?	
4) How do you feel about your nutrition habits?	
5) Do you feel that PE helped improve your fitness levels and nutrition habits this school year?	

Fitness

Fitness can be skill-related or health-related.

Identify which of these 2 categories each component below belongs to. Next, write a physical activity in which that component is important.

Component of Fitness	Skill or Health-related?	Physical Activity
Agility		
Muscular Strength		
Reaction Time		
Cardiorespiratory Endurance		
Coordination		
Body Composition		
Muscular Endurance		
Speed		
Balance		
Flexibility		
Power		

DICE FITNESS CHART

	RED Cardiorespiratory	ORANGE Muscular Strength	YELLOW Muscular Endurance	GREEN Flexibility	BLUE Skill Related	PURPLE Body Comp.
1	Jump rope. Skip-count by 10s to 200.	Do 10 push-ups.	Bear walk across the length of the gym.	Hamstring Stretch: Touch your toes and count to 30.	Stick Grab: Take turns dropping a yardstick and catching it before it hits the floor.	Name a food in the Dairy group of "MyPlate."
2	Jog in place. Skip-count by 2s to 50.	Do 6 squat-thrusts.	Crab walk across the width of the gym.	Quadriceps Stretch: Hold heel to your bottom and count to 20 for each leg.	Dribble a ball from one end of the gym to the other end.	Name 3 different whole-grain foods.
3	Do jumping jacks. Skip-count by 5s to 100.	Do 8 lunges with each leg.	Lay on your stomach. Perform 7 trunk lifts.	Calf Stretch: In plank position, reach your heels to the ground. Count to 30.	Balance on 1 hand and 1 foot. Count to 10.	Name a food in the protein group of "MyPlate."
4	Power walk and touch all 4 walls in gym. How high can you count by 4s?	Biceps: Step on exercise band. Do 10 curls, bending at the elbow.	Hold a plank for the count to 25.	Triceps Stretch: Hug each arm across your body and count to 20.	Perform the standing long jump 3 times.	Name 3 of your favorite fruits.
5	Hula Hoop. Skip count by 3s to 60.	Back: Sit w/legs straight out. Wrap ex band around feet and pull with arms.	Abdominals: Do 12 sit-ups on the exercise ball.	Pectoral Stretch: Hold your hands behind your back and lift up. Count to 30.	Run through the hoops like a football player.	Name 3 vegetables that you would try if given the chance.
6	Remember the importance of hydration. Get a drink of water.	Shoulders: Stand on & hold exercise band. Press arms overhead.	Abdominals: Hold a plank with hands on exercise ball. Count to 25.	Back Stretch: Lie on your back and hug both knees to chest.	Jog around the boundary of the gym. Be safe.	How many minutes should kids be active each day?

CLASSROOM

(noun)

A room in a school in which students grow, explore, and benefit from the learning process.

The gym is our physical education **classroom**.
It's where we learn how to move with confidence, cooperate with compassion, and value physical activity.

#ParentsLovePE



COMMUNITY

(noun)

A feeling of unity with others as a result of sharing attitudes, interests, and goals.

Parents are an important part of our physical education **community** because they want all students to grow up to be healthy and active.

#ParentsLovePE



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

The friends gave each other constant **encouragement** to help them build self-confidence during the most difficult parts of the cooperative challenge.

#ParentsLovePE



GRIT

(noun)

The combination of passion and perseverance, which allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

Izzi's display of **grit** during the 6-week fitness challenge was impressive and characterized by her desire to stick with it and her drive to improve.



PHYSICAL EDUCATION

(noun)

A planned, sequential, standards-based program of curricula and instruction designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

SHAPE America

Physical education is an important academic subject that helps prepare students for success in the 21st Century.



PHYSICAL LITERACY

(noun)

The ability, confidence, and desire to be physically active for life.

Aspen Institute Physical Literacy Working Group

Physical literacy will help you keep your body and mind healthy for a lifetime.

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A PUBLIC SERVICE OF



Active Schools



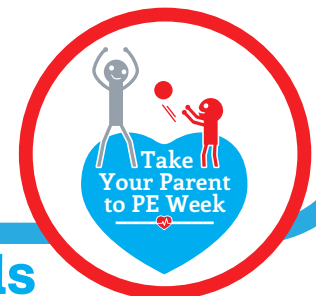
RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

We have a lot of **respect** for parents who encourage their children to live a physically-active lifestyle.

#ParentsLovePE



21st CENTURY LEARNING

(noun)

A set of skills, knowledge, and expertise that students must master to succeed in work and life in the modern world.

Practicing skills like cooperation and collaboration make **21st century learning** an important part of our physical education lessons.



ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Caroline **actively engages** in physical education class in order to get as much physical activity as possible.*

ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

*Paul offered his friends **encouragement** by telling them how much their skills had improved during their practice.*

HEALTH-RELATED FITNESS

(noun)

Physical fitness primarily associated with disease prevention and functional health; the 5 components include cardiorespiratory endurance, muscular strength, muscular endurance, body composition, and flexibility.

*Katie understood the importance of each component of **health-related fitness** and made every effort to be active for 60 minutes a day.*



BODY COMPOSITION

(noun)

The high ratio of lean tissue to fat tissue in the body.

*One way in which Jeremy attempted to improve his **body composition** was to maintain a healthy diet that included plenty of fruits and vegetables.*



CARDIORESPIRATORY ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

*Tristan improved his **cardiorespiratory endurance** by doing jumping jacks until he felt his heart rate and breathing intensify.*



FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

*Zoe's **flexibility** was the best in the class because she followed her PE teacher's advice to properly warm-up and cool-down when participating in physical activities.*



MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

*Cole demonstrated his impressive **muscular endurance** by performing 75 curl-ups during his fitness test.*



MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

*Lifting weights is one way that teens and adults can develop their **muscular strength**.*



SKILL-RELATED FITNESS

(noun)

The parts of fitness needed to successfully perform dynamic movement or complex performance tasks; the 6 components include agility, balance, coordination, power, speed, and reaction time.

*Sage knew that improving his **skill-related fitness** was essential to becoming a better athlete.*



AGILITY

(noun)

The ability to change body position and direction quickly and efficiently.

*A running back needs to possess excellent **agility** in order to dodge the defenders attempting to tackle him.*



BALANCE

(noun)

The ability to maintain the body in proper equilibrium.

*Elizabeth used **balance** as she walked on the curb.*



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

*Tennis is one example of a sport that requires **coordination** because athletes must move around while attempting to strike the ball with a racket.*



POWER

(noun)

The ability to produce maximum force in the shortest time.

*When preparing to dunk a basketball, LeBron knew that he must exert **power** through his legs in order to take off and jump high enough for the slam.*



REACTION TIME

(noun)

The time it takes to respond to what a person can hear, see, or feel.

*Hitting a fastball requires good **reaction time** and coordination.*



SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

*Ralph's **speed** was incredible. Sara was the only student in the entire school that could keep up with him.*



OPEN SPACE

(noun)

An area of general space with no obstacles where people or objects can move freely.

*Max saw an area of **open space** into which he could safely run.*



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

*During physical education class, Rahim follows all rules related to **safety** in order to protect himself and his classmates from injury.*

