

FOCUS OUTCOMES

- ✓ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✓ **Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✓ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

FOCUS TARGETS

- ✓ **Skill:** I will properly demonstrate each fitness activity using the cues the teacher provides.
- ✓ **Cognitive:** I will point to and identify different muscles when asked by the teacher.
- ✓ **Fitness:** I will stay actively engaged during all activities.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates and use the parachute appropriately.

ACADEMIC LANGUAGE

- ✓ Community
- ✓ Encouragement
- ✓ Respect
- ✓ Muscular Strength
- ✓ Muscular Endurance
- ✓ Physical Literacy
- ✓ *See Anatomy Chart for Muscle Names*

SELECTED ASSESSMENT

- ✓ Elementary Anatomy Chart
- ✓ Parent Exit Slips

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>Students move to form a large circle with their parents next to them. Spread the parachute out so that everyone has a place holding the edge. If necessary, use two parachutes. Review parachute safety and cooperation expectations using the criteria on the Holistic Performance Rubric. Use the Chute Activity Cards to help guide the activities.</p>	<p>Parachute: The Basics</p>	<p>DOK 1: Can you remember all of the parachute rules? Let's review. DOK 2: How does following classroom rules affect safety? DOK 3: How does safety affect our learning community?</p>
<p>3 LEARNING TASK</p>	<p>Quickly transition to Parachute Fitness and review the definition of physical literacy. Also review the definitions of Muscular Strength and Muscular Endurance. Use the Chute Activity Cards to help guide the activities. Call attention to muscles that relate to each exercise/activity.</p>	<p>Parachute Fitness</p>	<p>DOK 1: Can you remember what physical literacy is? DOK 2: How do muscular strength and endurance affect your ability and confidence to be active? DOK 3: How are your abilities and confidence related to your desire to be physically active?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Assessment Name (Details) Use the Anatomy Chart to "quiz" students on muscle names. 1st call names and have students point to muscle. 2nd point to a muscle and have students call names. 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

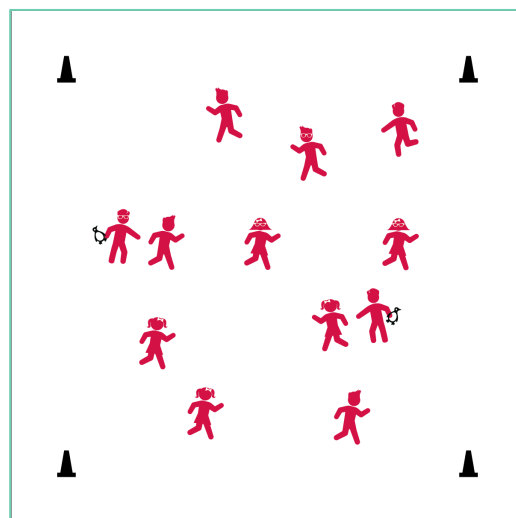
ACTIVITY SET-UP & PROCEDURE

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?

THE BASICS

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate the basic overhand, underhand, and mixed grips.
- ✓ **Cognitive:** I will discuss parachute safety rules.
- ✓ **Fitness:** I will stay actively engaged during all activities.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my classmates and use the parachute appropriately.

TEACHING CUES

- ✓ Work Safely
- ✓ Listen for Teacher Cues
- ✓ Respect Self-Space
- ✓ Respect Equipment
- ✓ Actively Engage

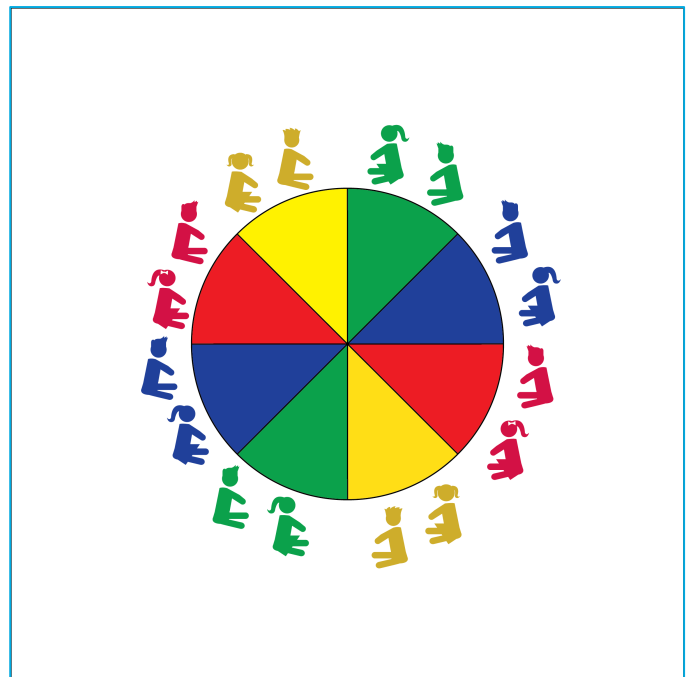
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Large Parachute
- ✓ Parachute Rules
- ✓ Parachute Activity Card: “The Basics”

Set-Up:

1. Students begin by sitting around the outside of the parachute.
2. Teacher has easy access to the Parachute Activity Card.



Activity Procedures:

1. Today we are going to have fun exploring different grips used during parachute activities. Then, we'll cooperate during a series of parachute activities.
2. One of the most important rules to follow during parachute activities is to listen for and follow my start and stop signals. When I say, “GO!” it's okay to start moving with the parachute. When I say, “FREEZE!” it's important to stop immediately and freeze your body.
3. Teachers, use the following activity sequence from the Parachute Activity Cards (this may take more than one class period): 1) Get a Grip; 2) Storm Bringer; 3) Merry Go Round; 4) One-Hand Run; 5) Color Race; 6) The Wave; 7) Follow the Leader 8); Mountain Climber; 9) Hot Air Balloon; 10) Balloon Ride; 11) Submarine.

Grade Level Progression:

K: Begin movement around the chute with basic locomotor skills such as a walk, march, or jog.

1st: Progress to more complex locomotor skills such as a gallop or slide. Some students will be able to skip while maintaining balance.

2nd: Add a skip to locomotor skills.

THE BASICS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Use smaller 'chutes with fewer students working together.
- ✔ Use two smaller 'chutes with one group acting as a model/demonstration 'chute.
- ✔ Provide video demonstrations of each activity.

ACADEMIC LANGUAGE

Appropriate, Overhand Grip, Underhand Grip, Mixed Grip, Clockwise, Counter-Clockwise, Cooperate, Muscle, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E1.K-2]** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).
- ✔ **Standard 2 [E3.K-2]** Travels in general space with different speeds (K); Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✔ **Standard 4 [E4.K-1, 2b]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you remember all of the parachute rules?
- ✔ **DOK 2:** How does following rules affect safety during parachute activities?
- ✔ **DOK 3:** How is safety related to learning?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Students will be learning the three different parachute grips and applying each during different activities. They'll also learn the rules of the parachute. Practice and repeat a variety of basic activities in order to build students' understanding of why each grip and each rule is necessary.

PARACHUTE FITNESS

STUDENT TARGETS

- ✔ **Skill:** I will properly demonstrate each fitness activity using the cues the teacher provides.
- ✔ **Cognitive:** I will point to and identify different muscles when asked by the teacher.
- ✔ **Fitness:** I will actively engage in all fitness activities.
- ✔ **Personal & Social Responsibility:** I will understand and discuss that some activities are more challenging than others.

TEACHING CUES

- ✔ Work Safely
- ✔ Listen for Teacher Cues
- ✔ Respect Self-Space
- ✔ Respect Equipment
- ✔ Actively Engage

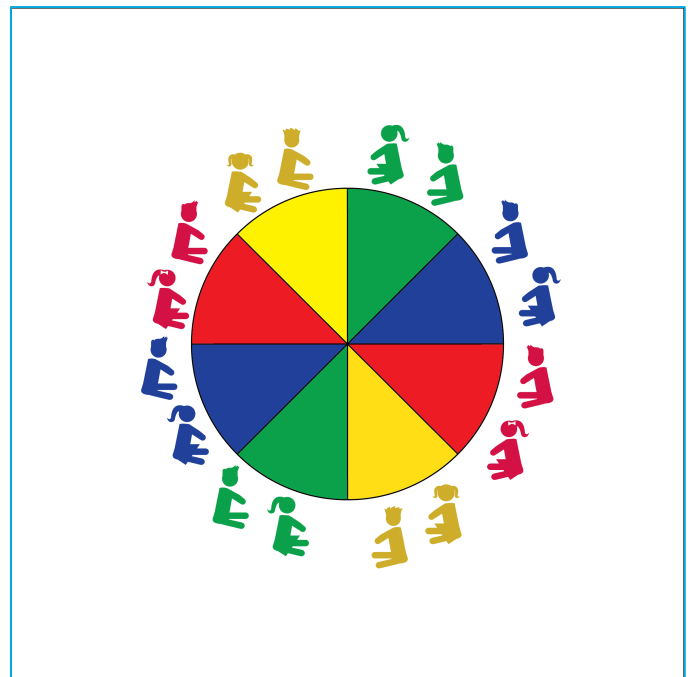
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Large Parachute
- ✔ Parachute Activity Card: "Parachute Fitness"
- ✔ Elementary Anatomy Chart

Set-Up:

1. Students begin by sitting around the outside of the parachute.
2. Teacher has easy access to the Parachute Activity Card.



Activity Procedures:

1. This activity is called Parachute Fitness.
2. The object of the activity is to focus on building muscular strength and endurance while playing with the parachute. During each activity we'll talk about and identify the muscles that we're using.
3. Teachers, use the following activity sequence: 1) Hands on the Wheel; 2) Parachute Sit-ups; 3) Squat Washers; 4) Biceps Curl; 5) Plank to T Workout.

Grade Level Progression:

K through 1st: Reinforce controlled movements.

2nd: Create and practice a variety of plank-based exercises. Allow students to explore muscular tension created during different body positions.



PARACHUTE FITNESS

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Use smaller 'chutes with fewer students working together.
- ✔ Use two smaller 'chutes with one group acting as a model/demonstration 'chute.
- ✔ Provide video demonstrations of each activity.

ACADEMIC LANGUAGE

Challenge, Fitness, Muscular Endurance, Muscular Strength

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small & large groups). (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Point to the correct muscle as I call out muscle names.
- ✔ **DOK 2:** What do you notice about your muscles during parachute fitness activities?
- ✔ **DOK 3:** How is muscular endurance related to parachute activities?

TEACHING STRATEGY FOCUS

Help students process content: Parachute activities provide students with a relatable experience with respect to the way that their muscles work. They can feel and see their muscles in action. Engage students in discussion about what they're seeing and feeling.

ACTIVITY CARD

The Basics

Activity Name	Description	Grip
Get a Grip	Introduce 3 types of chute grips: Overhand, Underhand, Mixed	All
Storm Bringer	Students create small waves on the chute by gently moving hands up and down. Gradually increase intensity until students are shaking the chute up and down, creating big stormy waves.	Overhand
Merry-Go-Round	All students turn and face the same direction with the chute in 1 hand. Walk, hop, jump, or skip around while holding the chute. Change directions to reinforce clockwise and counterclockwise directions (or right and left).	1-Hand Overhand or Underhand
One-Hand Jog	Students use the same grip and formation as above. However, hold opposite arm out for balance. Jog in one direction, then change and jog in the other direction. Add music as a signal to stop and change directions.	1-Hand Overhand or Underhand
Color Race	Students make small waves. As the teacher calls out a color, everyone on that color races around the circle in a clockwise direction until they are back at their original spot. Start with slow locomotor skills (e.g., marching) and then increase speeds as students demonstrate safe movement.	Overhand
The Wave	Designate 1 student as the starting point. That student raises her/his arms holding onto the chute. This action is repeated around the circle to create a wave (like at a sporting event).	Overhand
Follow the Leader	One student does an activity in place while all others follow along. Do this for 15 seconds each and then rotate to the next student until you've gone around the entire chute. Example activities are: jog in place, march in place, wiggle, dance.	Any Grip
Hot-Air Balloon	All students raise the chute overhead and then step forward 1 step. They hold this position while the 'balloon' deflates.	Overhand
Balloon Ride	Create a hot-air balloon, then call a color. Students on called color go to the center, touch the chute, then return to spots.	Overhand
Mountain Climber	All students raise the chute into the air and then bring it to the ground, kneeling on the outside. Call a color. Students on the called color climb the parachute mountain by crawling until they reach the middle, then turn and crawl back. It's a good idea to start with only 1 climber by calling a name and then check for safe movement. Then add more climbers when you know students will be safe.	Overhand
Submarine	Students begin standing and bring the chute up to chin level. They make gentle waves. Call a color. Students on the called color take a submarine ride under the chute and travel to a spot of the same color. Use an underhand grip to keep the chute at waist level for a lower "sea level."	Overhand / Underhand

ACTIVITY CARD

Under the 'Chute

Activity Name	Description	Grip
Swaparooski!	Create a hot-air balloon, then call out a color, birthday month, etc. Students called carefully walk under the chute to any open space.	Overhand
The Tent	Students bring the chute high up over their heads, then on the count of 3, they take 2 giants steps forward and pull the chute down behind them. All students lower the chute to the floor and then sit with their bottoms on the edge of the chute. Now, tell a campfire story.	Mixed
Washing Machine	Create a tent so that the class in sitting inside the chute. While inside the chute, students rock from the left to right, forward to back.	Mixed
Igloo	Bring the chute up as if you're making a tent. When the chute is all the way up, call a color. Students of that color go inside the chute. The rest of the class steps in and brings the tent (aka igloo) down, holding it on the floor from the outside.	Overhand
Bear in the Woods	Choose 2 or 3 students to be bears. They will stand off to the side of the chute. All other students make and sit in a tent. The bears then roar and claw the sides of the tent. The bears must not hit or scratch a camper sitting inside the tent.	Mixed
Big Turtle	Create a tent so that the class is sitting inside the chute. Next, prompt the students to get on their bellies with their heads poking out from under the edge of the chute. They'll need to hold the sides of the chute down just above their shoulders.	Mixed
Headless Horseman	This is like a big turtle, but the heads are inside the tent with bodies on the outside.	Mixed

ACTIVITY CARD

Parachute Fitness

Activity Name	Description	Grip
Hands on the Wheel	Students sit on the floor with legs under the chute, holding the edges tight with arms extended. On the signal, pass the chute clockwise, always keeping one hand on the chute (hand-over-hand turning).	Overhand
Parachute Sit-ups	All students sit and cover their legs with the chute. Hold the chute firmly, lay back, sit-up, and then repeat.	Overhand
Squat Washers	Students stand with feet shoulder-width apart, then pretend to wash the chute. All students perform a safe squat (knees behind toes), touching the chute to the ground, and then stand back up with arms at shoulder-height.	Overhand
Biceps Curl	Students stand holding chute in an underhand grip with arms straight down at waist-height. Students curl their arms up to their shoulders, bending at stationary elbows. Curl back down and repeat.	Underhand
Plank to T	All students in plank position with hands on the edge of the chute. On the signal, all students rotate together to the right (or together to the left) and bring their opposite arm up to the sky in a T balance formation. Next, try this with the chute in the raised hand.	Overhand

HOLISTIC PERFORMANCE RUBRIC

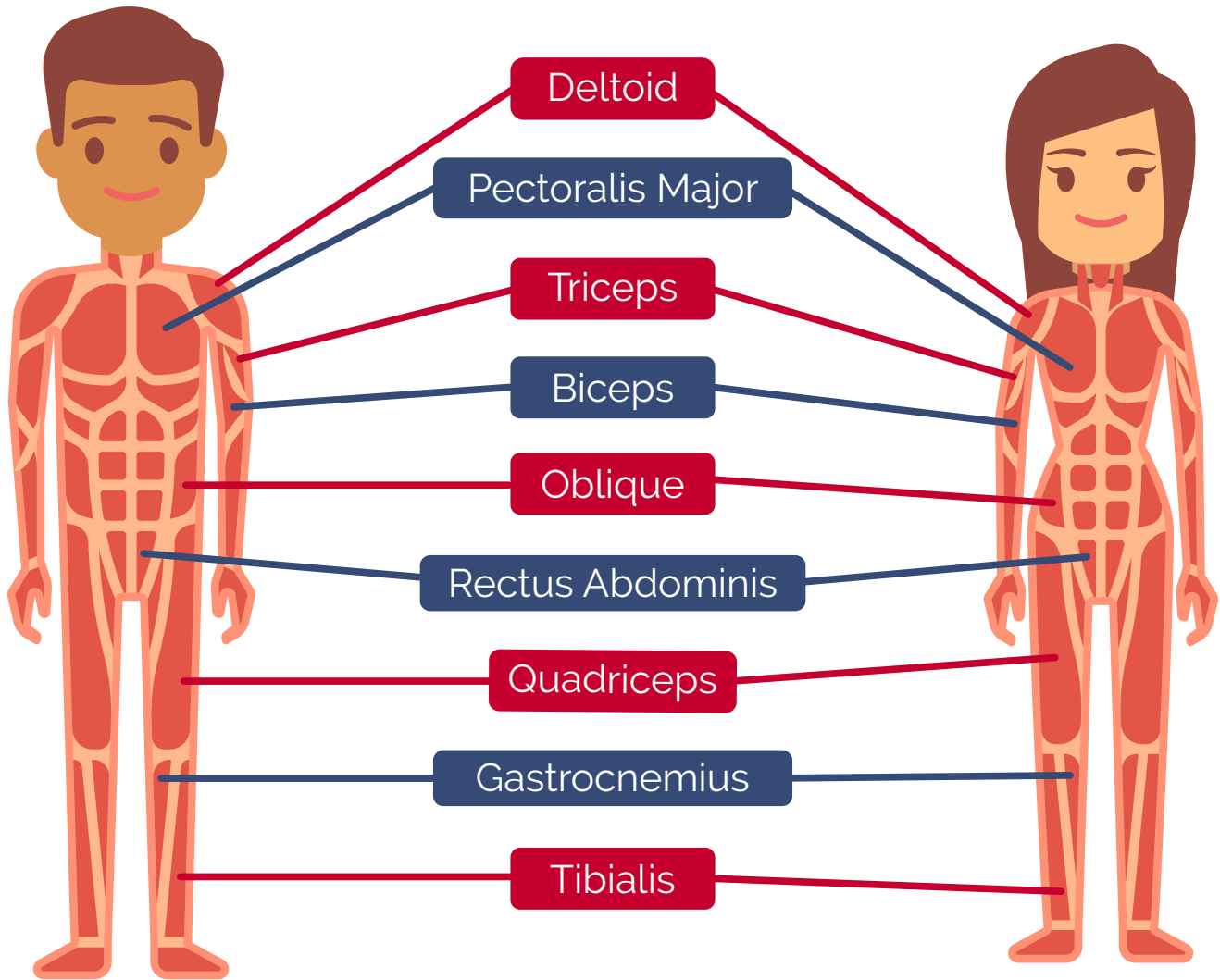
GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs movement and locomotor skills with control and balance. Can identify 4 or more muscles. Responds immediately to teacher cues and instruction. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements and locomotor skills with occasional errors. Executes skills with balance. Can identify 3 or more muscles. Quickly responds to teacher instruction. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors and has difficulty maintaining balance. Can identify 2 or fewer muscles. Needs reminders before responding to teacher instruction. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
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LET'S LEARN OUR MUSCLES!

ELEMENTARY ANATOMY CHART



BONUS MUSCLES

(Hidden from view)

Bonus points if you can find and point to your...

- | | |
|--------------------|---------------------|
| 1) Trapezius | 2) Latissimus Dorsi |
| 3) Gluteus Maximus | 4) Hamstrings |



#ParentsLovePE

What did you enjoy most about today's physical education class?

Did our word wall help you understand the goals of our physical education program? If so, what did you learn?

Please share a few positive comments about the importance of our physical education program:

Can we share your comments with our teachers and administration in order to advocate for our physical education program?

YES / NO

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YES / NO

MUSCULAR ENDURANCE

(noun)

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

Keira showed the teacher her **muscular endurance** by shaking the parachute for three minutes without stopping.



MUSCULAR STRENGTH

(noun)

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

The class used **muscular strength** as they launched the foam ball all the way to the ceiling.



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.

#ParentsLovePE



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.

