

CORE BALANCE TAG

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate perfect form during each core balance stunt.
- ✔ **Cognitive:** I will discuss the importance of core strength.
- ✔ **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- ✔ **Personal & Social Responsibility:** I will follow the rules for Core Balance Tag without the need for teacher reminders.

TEACHING CUES

- ✔ Safe Tagging Form
- ✔ Controlled Balance for Safety

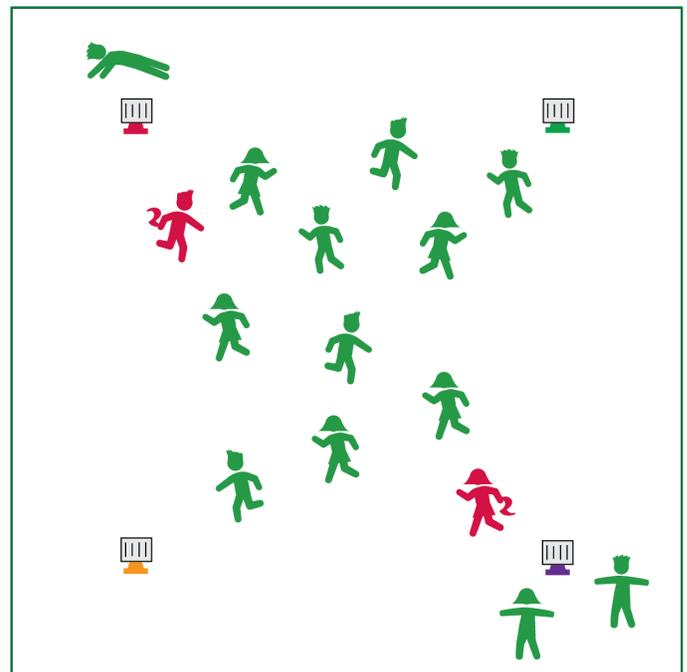
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 large cones
- ✔ 4 Task Tents
- ✔ 4 Core Balance Charts
- ✔ 2 scarves or pinnies

Set-Up:

1. Create a large activity area using 4 large cones.
2. Place charts and task tents on the cones to designate balance areas.
3. Scatter students throughout the activity area.
4. Give 2 students scarves or pinnies to identify them as taggers.



Activity Procedures:

1. Today's fitness activity is called Core Balance Tag. It will help us work on aerobic capacity, flexibility, and core muscular endurance.
2. The object of the activity is to avoid being tagged by the taggers. If you are tagged, you will move to a balance area, perform a core balance stunt, and hold it until a classmate comes and mirrors your pose.
3. Once a classmate mirrors your pose, you may return to the game of tag.
4. Start at a skipping pace.

Grade Level Progression:

3rd & 4th: Play the activity as described above.

5th: Provide students with blank Core Balance Charts. Prompt them to create new charts with a focus on muscular fitness and flexibility.

CORE BALANCE TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Create custom Core Balance Charts that meet the needs of all of your students.
- ✔ Provide a variety of demonstrations and cues to help students experience perfect exercise form.
- ✔ Provide “balance coaches” at each balance area to provide instruction and assistance to students who need it.

ACADEMIC
LANGUAGE

Balance, Base of Support, Control, Core, Muscular Endurance

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **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 3 [E5.3]** Demonstrates, with teacher direction, the health-related fitness components (3).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is core strength?
- ✔ **DOK 2:** How does core strength affect your ability to play and have fun with your friends? How does it affect your ability to help your family with chores at home?
- ✔ **DOK 3:** How is core strength related to good posture?
- ✔ **DOK 3:** Why is it important to have good posture? Can you support your answer with specific examples?

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques. All of the questions provided in the debrief sections of OPEN activity plans are designed with ascending cognitive complexity in order to help deepen students’ thinking about fitness concepts. Continue to advance through each Depth of Knowledge (DOK) level until students have difficulty with their responses. At that point, guide them through the discussion and make note of which level to aim for in the discussion section of future lessons.