

## TORCH RACE TIC-TAC-TOE

### STUDENT TARGETS

- **Skill:** I will move safely from the starting cone to the game grid.
- **Cognitive:** I will discuss how physical activity can assist with stress management.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will communicate with teammates using positive and encouraging language.

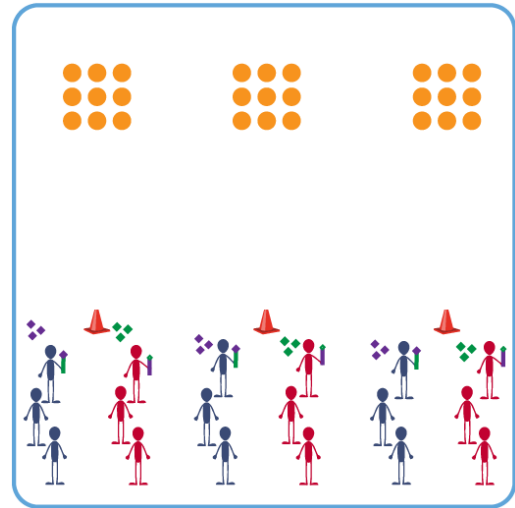
### EQUIPMENT & SET-UP

#### Equipment:

- 9 spot markers per 2 teams of students
- 4 bean bags of a matching color per team
- 1 starting cone per 2 teams
- 1 cut foam noodle per team (to act as the torch)

#### Set-Up:

1. Place 1 set of 9 spot markers in a 3X3 grid on one end of the activity area.
2. Place 1 cone 10-15 yards from the spots as a starting line.
3. Organize 2 teams of 3-4 students at each cone. Each team has a set of 4 bean bags of a matching color, that is different from their opponent.
4. Each team begins with a cut foam noodle to act as their torch.



### ACTIVITY PROCEDURES

1. It is time to light the Olympic Torch! The Olympic flame first became a tradition of the modern Olympic Games when a flame was lit and remained burning at the entrance to the Olympic Stadium throughout the 1928 Amsterdam Games. The lighting of the flame captured the public's imagination and has remained a traditional event for the Opening Ceremony of the Games.
2. This activity is called Torch Race Tic-Tac-Toe. The object of the game is for your team to use your bean bags to create tic-tac-toe and win the game.
3. On the start signal, the first player on each team will balance a bean bag on their torch (foam noodle) and sprint to the game grid and place their bean bag on a spot marker. As soon as the first player returns and hands the torch to the next person in line, the second player places a bean bag on the torch and runs down to place it strategically on the game grid. Both teams continue in this way until all 8 bean bags are placed on the game grid.
4. After all bean bags are in play, players can sprint to the game grid and strategically move 1 bean bag at a time until a team wins, or until you hear the stop signal. But don't forget to carry your torch with you each time you move to the game grid!

### TEACHING CUES

- **CUE 1:** You must have the torch (foam noodle) to move to the game grid for your team.
- **CUE 2:** Be strategic with where you place your bean bags, you may need to play defense vs offense!

### PRIORITY OUTCOMES

- **(K-2)** Follows directions for safe participation and proper use of equipment without reminders.
- **(3-5)** Exhibits responsible behaviors in physical activity settings.

### DEBRIEF QUESTIONS

- **DOK 1:** What are some things you like to do when you feel anxious or stressed?
- **DOK 2:** How can physical activity help when someone is feeling anxious or stressed?

## OLYMPIC RINGS RELAY

### STUDENT TARGETS

- **Skill:** I will throw a disc with proper form.
- **Cognitive:** I will discuss how to work cooperatively with my teammates when rotating between roles.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will accept responsibility for my behaviors and actions.

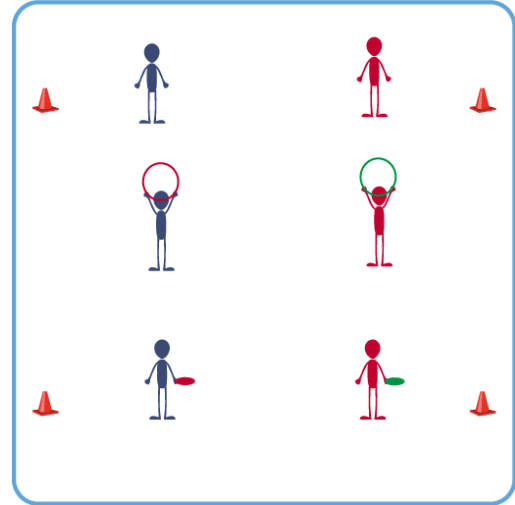
### EQUIPMENT & SET-UP

#### Equipment:

- 1 foam disc per team of 3 students
- 1 hula hoop per team of 3 students
- 2 cones for the starting line

#### Set-Up:

1. Group students into teams of 3.
2. Provide each team with 1 hula hoop and 1 flying disc.
3. Number students as player 1, 2, and 3.  
1 starts as thrower; 2 as holder; 3 as catcher. If there are any groups of 4, you can have 2 students hold the hoop as player 2.
4. Create a start line using 2 cones. All groups begin on the start line.



### ACTIVITY PROCEDURES

1. The Olympic Rings represent the union of the 5 continents and the meeting of athletes from throughout the world at the Olympic Games. The 5 colors of the rings (blue, yellow, black, green, red) represent the colors of the flags from the original participating countries from the 5 continents.
2. This activity is called Olympic Rings Relay. The object is for your team to score points by throwing the disc through the Olympic Ring (hoop) and catch it before it hits the ground.
3. All 3 players begin on the start line. Player 1 has the disc, player 2 has the ring, and player 3 is ready to catch the disc. On the start signal, player 2 will hold the ring up as a target.
4. Player 1 will stay at the start line and attempt to throw the disc through the ring while player 3 tries to move and catch the disc before it hits the ground.
5. Score 2 points if the disc goes through the ring and is caught by player 3. Score 1 point if the disc does not go through the ring but is still caught by player 3, or if the throw goes through the ring but is not caught.
6. Rotate after each throw: Thrower to holder; holder to catcher; catcher runs to the start line and becomes the thrower.

### TEACHING CUES

- **CUE 1:** The holder can move the hoop and/or their feet to help get the disc to go through the hoop.
- **CUE 2:** Throwing shoulder toward the target, step with same foot, and snap wrist as you throw.

### PRIORITY OUTCOMES

- **(K-2)** Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.
- **(3-5)** Works cooperatively with others.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe a good teammate?
- **DOK 2:** What is something that you did today to be a good teammate?

## LACROSSE: CLEAN YOUR YARD

### STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to collect as many items as possible.
- **Cognitive:** I will discuss the importance of cooperation.
- **Fitness:** I will stay actively engaged during all activities.
- **Personal & Social Responsibility:** I will work safely with my peers and the equipment.

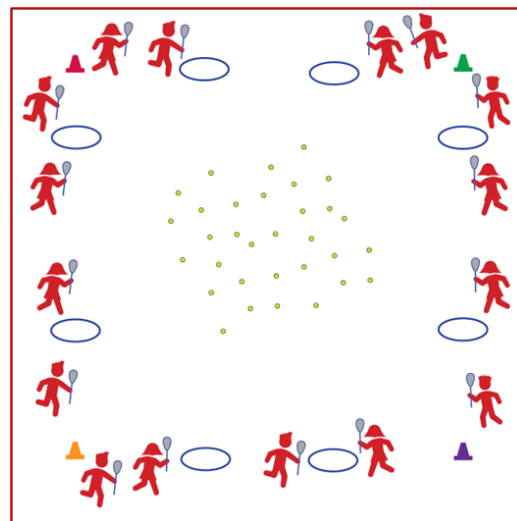
### EQUIPMENT & SET-UP

#### Equipment:

- 1 lacrosse stick per 2 students
- 2–4 balls and bean bags per student
- 1 hula hoop per 2 students
- 4 cones

#### Set-Up:

1. Create a large activity area using cones to represent the boundaries of the “yard.”
2. Scatter balls and bean bags around the yard.
3. Space hula hoops around the perimeter of the yard.
4. Pair students, each pair with a lacrosse stick, and assign each pair to a hoop.



### ACTIVITY PROCEDURES

1. It is time to visit Canada! Lacrosse has its origins in a tribal game played by Eastern Woodlands Native Americans and by some Plains Indian tribes in what is now Canada and the Northeast United States.
2. Today’s lacrosse activity is called Clean Up Your Yard.
3. The objective of this activity is to work with your partner to collect the most balls and bean bags.
4. On the start signal, the first person from each team will jog into the yard and use the lacrosse stick to scoop up one ball or bean bag and return it to their hoop using cradling skills.
5. Once the ball is inside the hoop, safely pass the lacrosse stick to your partner and they will jog to scoop up another ball and return it to the hoop.
6. This will continue until all the balls and bean bags have been collected and the yard is clean. The team who collects the most items is the winner!

### TEACHING CUES

- **CUE 1:** Keep lacrosse stick low and parallel to ground.
- **CUE 2:** Scoop low, quick, and through.
- **CUE 3:** Bring up to cradle.

### PRIORITY OUTCOMES

- **(K-2)** Discusses the enjoyment of playing with family and friends.
- **(3-5)** Describes the positive social interactions that come when engaged with others in physical activity.

### DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation mean?
- **DOK 2:** What are some benefits of cooperation?
- **DOK 3:** How is cooperation related to the success of a team?

## BASKETBALL: DRIBBLE STOPPERS

### STUDENT TARGETS

- **Skill:** I will demonstrate the critical cues for dribbling while avoiding defenders.
- **Cognitive:** I will discuss the importance of safety.
- **Fitness:** I will stay actively engaged during all activities.
- **Personal & Social Responsibility:** I will personally exhibit and be able to discuss the importance of responsible behaviors.

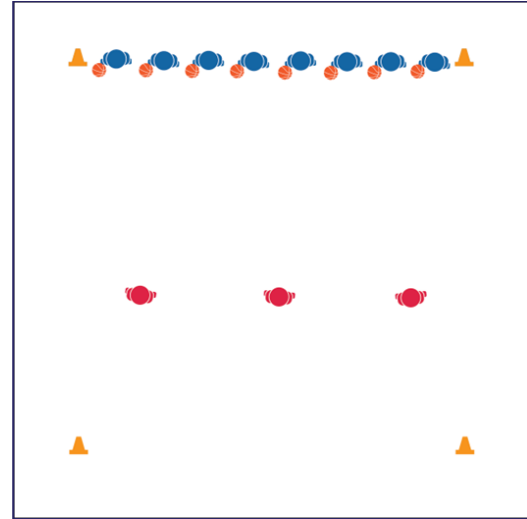
### EQUIPMENT & SET-UP

#### Equipment:

- 1 basketball per student
- 4 cones

#### Set-Up:

1. Create a large activity area using cones to represent the boundaries.
2. Students with a ball line up on 1 end of the activity area in between 2 cones.
3. Designate 2–4 players as defenders that begin in the center of the activity area.



### ACTIVITY PROCEDURES

1. It is time to visit the United States! Basketball is the only major sport that originated strictly in the United States. It was invented by James Naismith in 1891 at what is now known as Springfield College.
2. Today's basketball activity is called Dribble Stoppers.
3. The object of the activity is to dribble through open space while protecting your basketball from defenders. When the music starts, students will start dribbling across the activity area to the other side while avoiding the defenders. Defenders must maintain defensive ready position using side-slides and drop-steps to move throughout the activity area.
4. If your ball is tagged by a defender (any touch on the ball) or it goes out of bounds, retrieve your ball, place it on the ball rack, and re-enter the game as a defender.
5. When all untagged players are safe on the other side of the activity area, we'll repeat in the opposite direction. The last remaining student with a ball is the winner!

### TEACHING CUES

- **CUE 1:** Protect the ball while dribbling.
- **CUE 2:** Use a defensive ready position when working as a defender.

### PRIORITY OUTCOMES

- **(K-2)** Discusses the reasons for participating in physical activity with friends.
- **(3-5)** Describes the social benefits gained from participating in physical activity.

### DEBRIEF QUESTIONS

- **DOK 1:** What is social responsibility? What is personal responsibility?
- **DOK 2:** How is personal responsibility similar to social responsibility? How is it different?
- **DOK 3:** How is responsibility related to the success of a team?

## VOLLEYBALL: VOLLEY BATTLESHIP

### STUDENT TARGETS

- **Skill:** I will accurately underhand serve the ball into a designated space.
- **Cognitive:** I will discuss the challenge that comes from learning new physical activities.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will use good sportsmanship by shaking hands or giving a high five to the other team after each game.

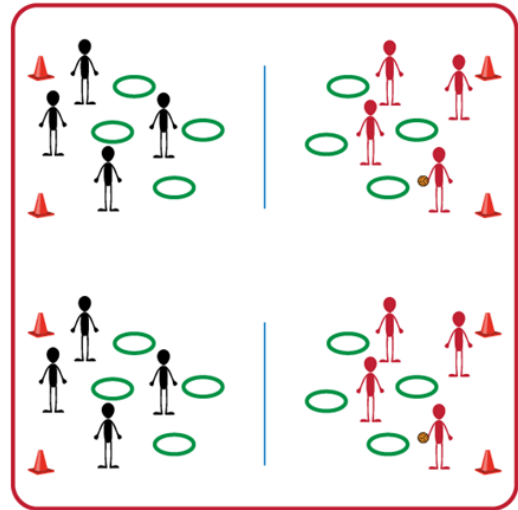
### EQUIPMENT & SET-UP

#### Equipment:

- Jump Rope or net for each set of 2 teams
- 1 Hoop per student
- 4 boundary cones for each set of 2 teams
- 1 foam ball for each set of 2 teams

#### Set-Up:

1. Divide students into equal teams (e.g., 5v5 or 4v4).
2. Two equal teams will play against one another. Divide the space for each set of two teams into equal areas with the jump rope or net in the middle and 4 cones to set the boundaries.
3. Each student will begin with a hula hoop. Teams face each other on opposite sides of the jump rope in their activity space.



### ACTIVITY PROCEDURES

1. It is time to visit Japan! Indoor volleyball was granted Olympic status in 1957 by the International Olympic Committee (IOC), and volleyball made its Olympic debut at the 1964 Games in Tokyo.
2. Today's volleyball activity is called Volley Battleship. The object of the game is to eliminate your opponents' hula hoops first by serving the foam ball into one of the other team's hoops.
3. On the start signal, each student will choose a spot within the boundary cones to place their hula hoop on the ground (on their side of the activity space). Teams will take turns trying to serve the ball into one of their opponents' hoops. If a serve lands in one of your team's hoops you will remove that hoop from your side.
4. The game ends when one team loses all of their hoops or if you hear the stop signal.
5. If you are still playing when you hear the stop signal, each team will count any remaining hoops on their side. The team with the most hoops left will be the winner!

### TEACHING CUES

- **CUE 1:** Hold ball in non-dominant hand and have non-dominant foot in front to serve.
- **CUE 2:** Pull arm back and swing to strike low with palm.

### PRIORITY OUTCOMES

- **(K-2)** Describes positive feelings that result from physical activity participation.
- **(3-5)** Discusses the challenge that comes from learning new physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** Did you find it challenging to serve the ball into the hoop targets?
- **DOK 2:** How did the amount of force you used impact whether your serve landed in the hoop or not?
- **DOK 3:** If your serve hit the ground in front of the hoop you were aiming at, what could you do differently on your next attempt?

## GYMNASTICS: BALANCE TAG

### STUDENT TARGETS

- **Skill:** I will keep my body still while balancing on different body parts.
- **Cognitive:** I will discuss the challenge that comes from learning new physical activities.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by showing good sportsmanship if tagged.

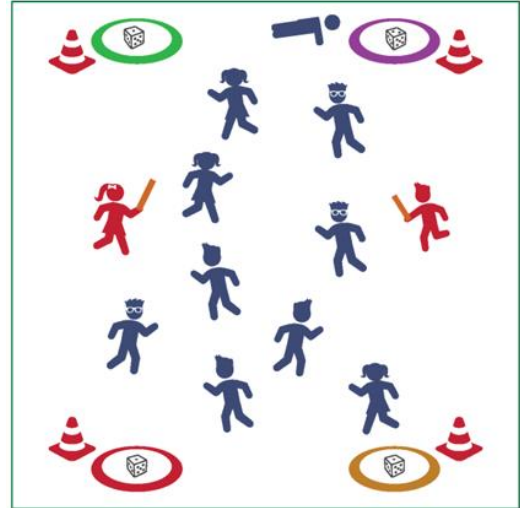
### EQUIPMENT & SET-UP

#### Equipment:

- Cones for boundaries
- 4 hoops
- 4 dice
- 2-3 foam noodles for taggers

#### Set-Up:

1. Place cones around the perimeter of the tag area and place a hoop with a die inside on each of the four corners.
2. Identify 2-3 taggers and have them begin with a foam noodle outside of the cones.
3. All other students spread out inside the coned area.



### ACTIVITY PROCEDURES

1. It is time to visit Germany! Educator Johann Guts-Muths was the founder of a system of gymnastics that was introduced into schools in Germany in the 19th century. Mr. Guts-Muths wrote several books and manuals outlining his system of gymnastics and exercise focused on youth.
2. Today's gymnastics activity is called Balance Tag. This is a tag game that will also help us practice the skill of balancing, which is very important in the sport of gymnastics.
3. On the start signal, everyone inside the boundary cones will begin walking or jogging. The taggers will complete 5 jumping jacks outside of the cones before they begin.
4. If you are tagged, you will go to one of the 4 hoops at the corners and roll the die. The number you roll is how many body parts you will balance on for 5-10 seconds. After completing the balance, you will return to the game.
5. We will switch out the taggers every few minutes and identify a new locomotor skill each time we choose new taggers.

### TEACHING CUES

- **CUE 1:** Tight muscles will help maintain control when balancing.
- **CUE 2:** Move safely and be aware of your surroundings when inside the boundary cones.

### PRIORITY OUTCOMES

- **(K-2)** Describes positive feelings that result from physical activity participation.
- **(3-5)** Discusses the challenge that comes from learning new physical activities.

### DEBRIEF QUESTIONS

- **DOK 1:** What strategies did you use to stay safe while moving during the tag game?
- **DOK 2:** It can sometimes be challenging to hold still when trying to balance. What were some things that you thought were challenging, and how did you overcome those challenges to complete the balance?

## SOFTBALL: RACE BASE SOFTBALL

### STUDENT TARGETS

- **Skill:** I will hit the softball into fair territory.
- **Cognitive:** I will discuss the benefits of teamwork and cooperation.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will discuss the role of rules and etiquette in physical activities.

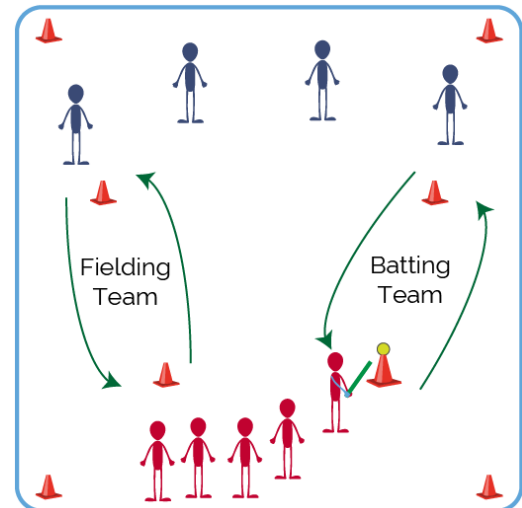
### EQUIPMENT & SET-UP

#### Equipment:

- 1 large cone or batting tee
- 2-3 types of balls (e.g., Wiffle, foam, etc.)
- 2-3 types of striking implements (e.g., bat, racket, etc.)
- Bases or low-profile cones

#### Set-Up:

1. Divide students into 2 equal teams.
2. In a large activity area, place 2 home plates 20 feet apart from one another.
3. Align 1<sup>st</sup> and 3<sup>rd</sup> base with each other, placed 40 feet from each home plate.
4. Teacher decides whether to use a cone/tee to bat or a pitched ball.



### ACTIVITY PROCEDURES

1. It is time to visit Ireland! Softball, baseball, and other modern bat, ball, and running games like cricket were developed from folk games in early Ireland, Britain, and Continental Europe.
2. Today's softball activity is called Race Base Softball. The object of this game is to score as many runs as you can by having all your teammates run around 1<sup>st</sup> base and back to home plate, before the fielding team gets the ball and has all their teammates run around 3<sup>rd</sup> base and the fielding home plate. We'll play Rock, Paper, Scissors to see who the home team is. Visiting team bats first.
3. Batting teams use their own pitchers (or a tee). Batter 1 hits the ball into fair territory. Then the batter leads the entire team in a straight line to first base and back to home plate. 1 point is scored for each team member who makes it across home plate before the opposing team can make an "out."
4. To make an out, the fielding team retrieves the ball and the player with the ball leads the team around 3<sup>rd</sup> base to the fielding home plate. Once all the fielding team players make it past home, it's an out.
5. Caught fly balls are not automatic outs; both teams must run no matter what.
6. The team with the most points at the end of the game are the winners!

### TEACHING CUES

- **CUE 1:** Spread out when in the field to cover all of the open space.
- **CUE 2:** Stay alert when running the bases in order to keep a safe distance between runners.

### PRIORITY OUTCOMES

- **(K-2)** Recognizes the role of rules and etiquette in teacher-designed physical activities.
- **(3-5)** Discusses the role of rules and etiquette in physical activities with peers.

### DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize proper etiquette during group activities or games?
- **DOK 2:** How does etiquette affect the physical activity experience for participants?

## HANDBALL: SWITCH

### STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching cues to pass and shoot accurately.
- **Cognitive:** I will identify and discuss ways cooperation leads to team success.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will communicate with teammates using positive and encouraging language.

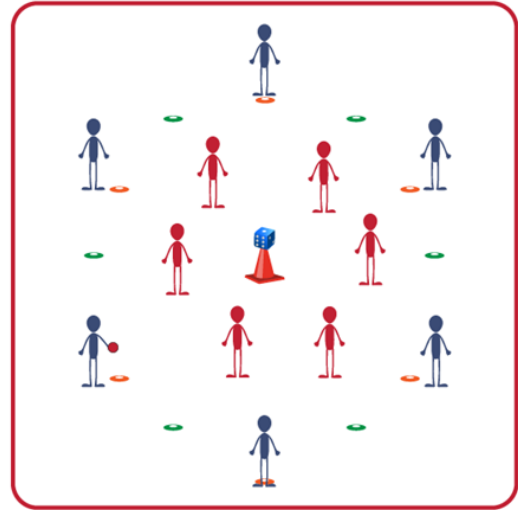
### EQUIPMENT & SET-UP

#### Equipment:

- 1 target per 12 students (cone with a ball or die on top)
- 1 foam ball per 12 students
- 8-12 spot markers per 12 students

#### Set-Up:

1. Create 1 activity area per 12 students with a target in the center of each area.
2. Use spot markers to create a shooting circle 6-8 feet from target. This delineates the offensive area (outside of the spots) and the defensive area (inside the spots).
3. Create teams of 6 students. One team begins inside the spots on defense and one team begins outside the spots on offense.



### ACTIVITY PROCEDURES

1. It is time to visit Denmark! Indoor handball was invented in the 1940's in Denmark and made its Olympic debut at the 1972 Games.
2. Today's handball activity is called Switch. The object of the game is for the offense to score points by knocking the die (or ball) off the cone. When the die is knocked off the cone, your team gets the number of points that are facing up on the die. Three passes must be made before a shot is taken.
3. When a point is scored or an interception is made (defense gains possession), players yell "SWITCH!" On this signal, teams switch positions; offense becomes defense and defense becomes offense. Play doesn't stop while players rotate in/out so you will need to move quickly and be ready!
4. Defensive teams must stay inside the spot markers but may move throughout the defensive area. Offense must stay outside spot markers but may move throughout the offensive area.
5. The team with the most points at the end of the game are the winners!

### TEACHING CUES

- **CUE 1:** Move quickly when switching between offense and defense to get into position.
- **CUE 2:** Use verbal and non-verbal communication to help your team work together successfully.

### PRIORITY OUTCOMES

- **(K-2)** Works cooperatively with others.
- **(3-5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

### DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation mean?
- **DOK 2:** How does cooperation lead to the success of a team during physical activities?



## TRACK AND FIELD: JAVELIN RELAY

### STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to complete the relay and build the hoop tower.
- **Cognitive:** I will identify and discuss ways cooperation leads to team success.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will communicate with teammates using positive and encouraging language.

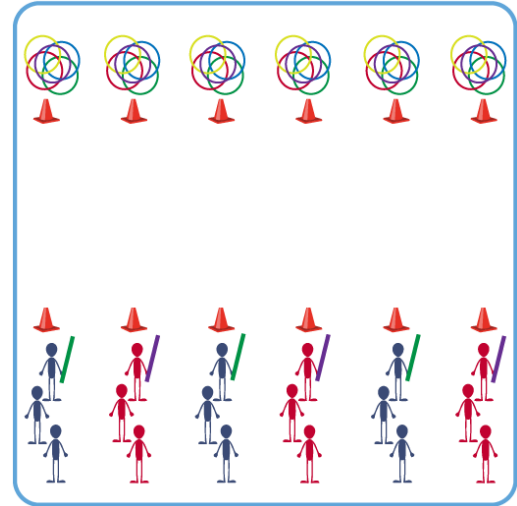
### EQUIPMENT & SET-UP

#### Equipment:

- 12 cones to create start/finish for relay lines
- 36 hula hoops (6 for each relay line)
- 6 pool noodles (1 for each relay line)

#### Set-Up:

1. Space 6 cones in a line on each side of the activity area (across from each other). The cones on the opposite side from the starting line should also have 6 hoops each.
2. Create 6 groups of students, 1 group at each cone. Each group lines up in a straight line behind their cone. First person in each line begins with a pool noodle.



### ACTIVITY PROCEDURES

1. It is time to visit Greece! Track and Field is the oldest form of organized sport and was a part of the very first Olympic Games that occurred in Greece.
2. Today's track and field activity is called the Javelin Relay. The object of the game is for each team to get all 6 hoops across the activity area and then create a Hoop Tower.
3. On the start signal, the first teammate in line throws the javelin (pool noodle) as far as they can towards the ending cone across from where you began. After throwing the javelin, they run to the back of the line so there is a new leader. The new leader moves the team's line to where the javelin landed, picks it up and throws it again helping it get closer to the ending cone with each throw. This continues until the javelin is all the way across the space past the ending cone.
4. The team picks up one of their hoops and brings it back with them to the starting cone. Continue this process with a new teammate as the leader. Repeat until all 6 hoops have been collected.
5. Finally, teams work cooperatively to build a hoop tower by their starting cone using the 6 hoops. First team to complete their hoop tower wins!

### TEACHING CUES

- **CUE 1:** Move quickly when changing leaders so you can throw the javelin again as soon as possible.
- **CUE 2:** Use positive and encouraging communication to help your team work together successfully.

### PRIORITY OUTCOMES

- **(K-2)** Works cooperatively with others.
- **(3-5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

### DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation mean?
- **DOK 2:** How does the way you cooperate with teammates help with your team's success?

## FOOTBALL: FOOTBALL FREEZE TAG

### STUDENT TARGETS

- **Skill:** I will perform a variety of locomotor skills safely.
- **Cognitive:** I will discuss ways that following directions keeps us safe.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will communicate with teammates using positive and encouraging language.

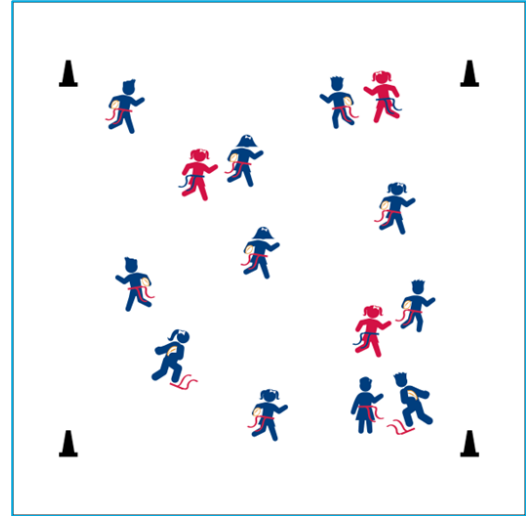
### EQUIPMENT & SET-UP

#### Equipment:

- 1 flag belt (or 2 scarves) per student
- 1 foam football per student
- 4 cones as boundaries

#### Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts) and carrying a football.
3. Designate 2–4 players as defensive taggers. Taggers do not carry footballs.



### ACTIVITY PROCEDURES

1. It is time to visit the United Kingdom! The sport we know and love as football is more properly called gridiron football, for the vertical yard lines that mark the field. Closely related to two ancient English sports, rugby and soccer, gridiron football originated at universities in North America in the late 19th century.
2. Today's football activity is called Football Freeze Tag. The object of the game is to avoid having your flag belt pulled by a defender. You can identify the defenders because they will be the ones who are not carrying a football. We will move using a variety of different locomotor movements.
3. If your flag is pulled, freeze with your flag at your feet and make a Heisman-Trophy pose (teacher should demonstrate). You become unfrozen when another player comes over, hands you your belt and says, "Amazing season, kid!" Then put your belt back on and get back in the game. Defenders cannot tag someone while they are helping a classmate become unfrozen.
4. The Heisman Trophy is awarded to the best player in college football who demonstrates a season of outstanding play along with a high level of integrity. Let's all work hard to pursue excellence with integrity!

### TEACHING CUES

- **CUE 1:** Carry your football in your elbow, hugging it to your chest.
- **CUE 2:** Be aware of your surroundings to ensure we all stay safe while moving.

### PRIORITY OUTCOMES

- **(K-2)** Follows directions for safe participation and proper use of equipment without reminders.
- **(3-5)** Exhibits responsible behaviors in physical activity settings.

### DEBRIEF QUESTIONS

- **DOK 1:** Why is it important to follow directions?
- **DOK 2:** How is following directions during Football Freeze Tag related to keeping us safe?