

PITCH & GO TREASURE

STUDENT TARGETS

- **Skill:** I will stay vigorously active throughout this activity.
- **Cognitive:** I will identify the 5 components of health-related fitness.
- **Fitness:** I will discuss the connection between fitness and mental health.
- **Personal & Social Responsibility:** I will discuss how being physically active leads to a healthy body.

TEACHING CUES

- Head Up, Stay Alert
- Control the Treasure
- Heart Rate Up

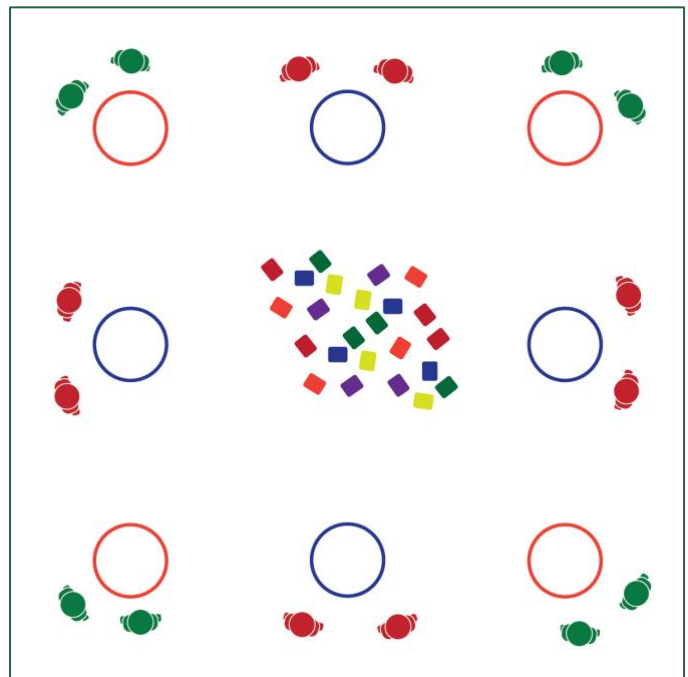
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 hoop per 2 students
- 30–60 bean bags

Set-Up:

1. Set up hoops around the perimeter of the activity area. Ideal distance between hoops is 20 meters.
2. Scatter bean bags in the center of the activity area.
3. Group students in teams of 2 or 3, each team at a hoop.



Activity Procedures:

1. It's time for Pitch & Go Treasure. The object of the game is for your team to collect more bean bags in your hoop than any other team.
2. On the start signal, 1 teammate will run to the center of the activity area to collect 1 bean bag (you cannot collect more than 1 bean bag at a time). Return to your hoop with the bean bag and toss it into your team's hoop. As soon as the bean bag is in the hoop, the next player can go to collect another bean bag.
3. When all of the bean bags in the center of the area are collected, it's time to steal other teams' treasures. In this same relay-style format, continue to send 1 teammate at a time out to other hoops to collect bean bags and then return to the hoop so the next teammate can go. Teams cannot guard or block others from making a steal.
4. Each round of play will last 3–5 minutes.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Add passing as a skill element using foam balls or foam flying discs. Students must complete an accurate pass back to their teammates in order to score an object into their hoops.



PITCH & GO TREASURE

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide a variety of objects that are easy for students to grab and carry.
- Modify the boundaries (smaller or larger) to meet the needs of all students

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Moderate, Physical Activity, Physical Health, Vigorous

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What is mental health?
- **DOK 2:** How does your fitness affect your mental health?
- **DOK 3:** How is confidence related to this connection? What facts would you select to support your answer?

TEACHING
STRATEGY
FOCUS

Help students identify critical content. The connection between physical activity and physical health is often the focus of discussion for middle school students. However, mental and emotional health benefits are well documented and very relevant for today's youth. Help students identify and discuss this important connection.

PLANKING 4-SQUARE

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify major muscles used for holding plank position.
- **Fitness:** I will identify the components of health-related fitness involved in this activity.
- **Personal & Social Responsibility:** I will discuss the connection between fitness and mental health.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

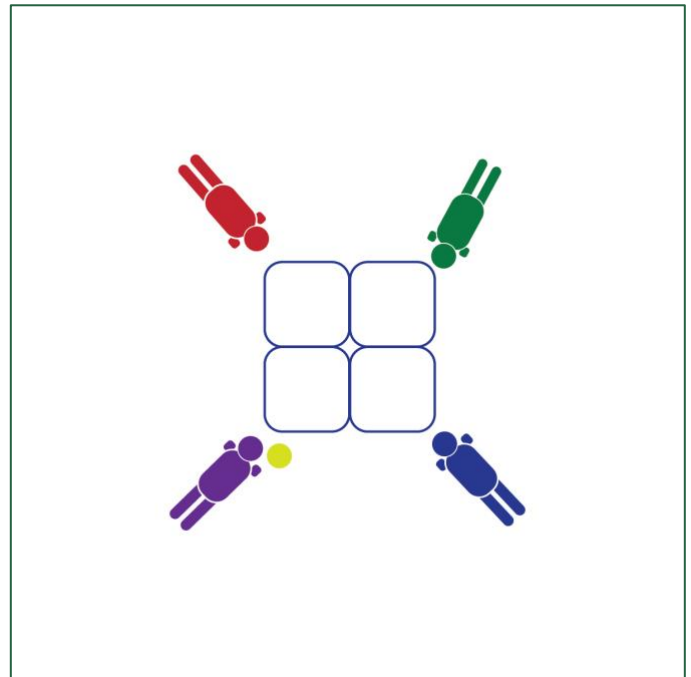
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Floor tape (or hoops) to mark small 4-square courts—1 court per 4 or 8 students
- 1 playground ball or high-bounce foam ball per group of 4 students

Set-Up:

1. Create a 4-square court for each group of 4 or 8 students. Squares should be approximately the size of a large hula hoop. Hoops can be used if floor tape is not an option.
2. Create even groups of 4 or 8 students, each group at a court with 1 ball.



Activity Procedures:

1. It's time to build our muscular fitness with Planking 4-Square. The object of the game is to accumulate as few points as possible by making fair and accurate hits into other players' squares.
2. On the start signal, begin playing 4-square at your court, following traditional 4-square rules. However, do not rotate if you lose a point. Instead, add up the points you lose. Again, the goal is to have the fewest points when the game is done.
3. If you have 4 players at your court, then 1 player will be in plank position at each square to defend it. If there are 8 players at your court, then there are 2 players in plank position at each square.
4. Serves are meant to place the ball fairly into play. Therefore, serves must be hit in a way that can be returned by the receiver.
5. Remember, inside lines are OUT, and the hitter loses a point. Outside lines are IN and must be played.
6. Also, only a player who owns a square can hit a ball after it bounces in her/his square. Players who interfere with a ball in play are considered out and earn a point.

Grade Level Progression:

- 6th: Play the activity as described above.
7th–8th: Challenge students to create a version of 4-square that works to improve aerobic capacity.

PLANKING 4-SQUARE

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What are the components of health-related fitness?
- **DOK 2:** Which of those components are the focus of Planking 4-Square?
- **DOK 3:** Can you predict the effect that good muscular fitness can have on a person's overall mental health? What examples can you provide to support your answer?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Plank position is one of the most effective and complete muscular fitness exercises available for showing students the importance of muscular strength and endurance. By playing planking games, students will quickly recognize the potential for improvements in an activity environment that is fun and non-threatening. Provide exercise modifications for all students, allowing them to move fluidly from full plank to modified plank positions.

4-CORNER BOOGIE

STUDENT TARGETS

- **Skill:** I will demonstrate leadership while acting as a Boogie Captain.
- **Cognitive:** I will discuss the connection between leadership and a physically active lifestyle.
- **Fitness:** I will identify different types of physical activities and discuss how each exerts a positive impact on health.
- **Personal & Social Responsibility:** I will identify and discuss the definition of leadership.

TEACHING CUES

- Keep Moving
- Keep Control
- Keep it Fun

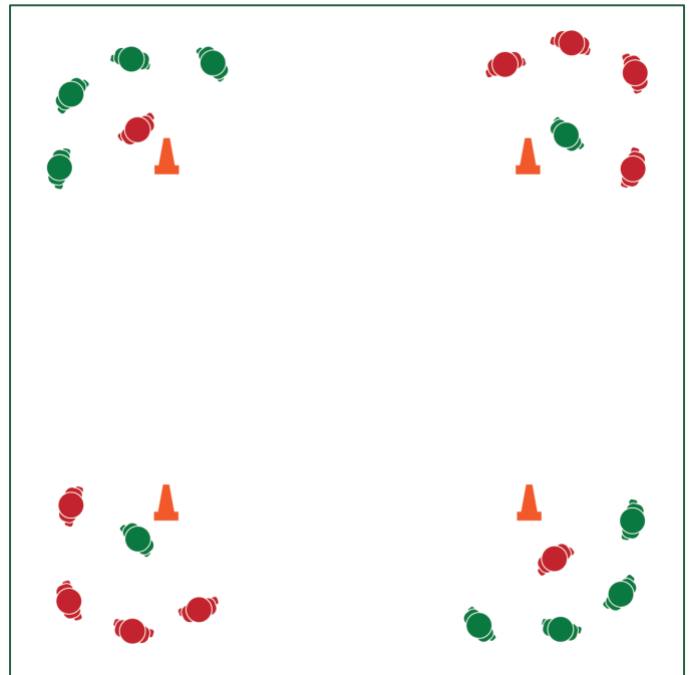
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music and music player
- Drum or whistle
- 4 cones

Set-Up:

1. Create 4 quadrants in the activity area, with a cone in the center of each quadrant.
2. Create 4 equal groups of students, 1 group per cone.
3. Designate 1 student per group to be the Boogie Captain.



Activity Procedures:

1. Today we'll work on improving our fitness with an activity called 4-Corner Boogie! The object is for you to follow the aerobic movements of each cone's Boogie Captain. When you hear the drum or whistle, everyone except the Boogie Captains will rotate clockwise.
2. Boogie Captains, you are responsible for creating a safe and high-energy movement (or sequence) with the goal of increasing everyone's heart rates while they are active at your cone.
3. Once groups rotate all the way around the area and make it back to their original cones, the Boogie Captain will select a new captain for the next round.
4. This activity can also be done with fitness-component-specific exercises. For example, the Boogie Captain can become the Muscular Fitness Captain, or the Yoga Captain, etc.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Challenge students to create 1 fitness-related question for each Boogie Captain to ask groups as they rotate to each cone.

4 CORNER BOOGIE

UNIVERSAL
DESIGN
ADAPTATIONS

- Modify the boundaries to make the activity area smaller or larger to meet the needs of the students.
- Provide set instructions for each Boogie Captain to help facilitate activity and minimize decision-making.

ACADEMIC
LANGUAGE

Healthy Body, Leadership, Physically Active Lifestyle

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about leadership?
- **DOK 2:** How can you apply leadership in a physical activity or sport setting?
- **DOK 3:** How would you describe someone who is a leader in the area of physical activity and fitness in our community? In your family?
- **DOK 1:** Let's create a list of all of the physical activities we enjoy.
- **DOK 2:** How does each activity on our list impact our physical and mental health?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes. In 4-Corner Boogie, students are provided an opportunity to experience an activity leadership role that is short in duration, fun, and open-ended. As the "Boogie Captain," students will be able to provide direction and encouragement to their peers in a physical activity setting.

PLANKING HOCKEY

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

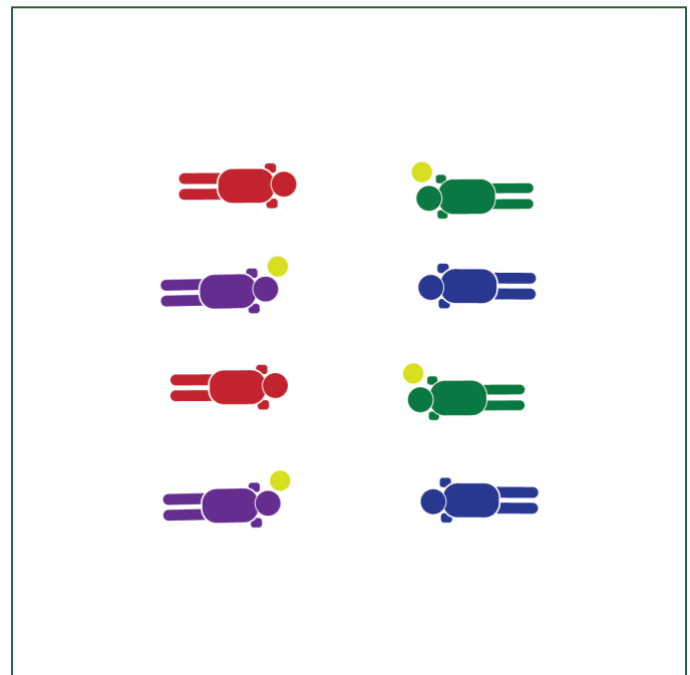
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 coated foam ball per 2 students

Set-Up:

1. Pair students, each pair with a ball.
2. Students start out facing each other in plank position with 6 feet of space between them.



Activity Procedures:

1. It's time to work on muscular fitness and endurance with Planking Hockey. The object of the activity is to score points by rolling the ball between your opponent's hands. If a point is scored, the defender must do 1 push-up and then restart play as the offense.
2. Hands must be kept shoulder-width apart. Shots on goal must roll on the floor. If the ball bounces or comes off the floor, shots do not count.
3. If the ball rolls between the hands, then a point is scored.
4. In round 1, students defending their goal must keep both hands on the floor (no defense).
5. In round 2, students can use 1 hand to defend their goal (play defense).
6. Allow students to choose full plank or modified plank position.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Play the activity in teams with teammates in plank position side-by-side. Goals can be scored between the hands of any player on the opposite team.

PLANKING HOCKEY

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)
- This activity can be played on a raised surface, like a table or desk.

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What is core strength?
- **DOK 2:** What do you know about core strength?
- **DOK 3:** How is core strength related to physical health?

TEACHING
STRATEGY
FOCUS

Help students review content. Providing a variety of planking games and activities sets the instructional stage for content review, concept expansion, and deeper discussion as it relates to the importance of muscular fitness to enjoyable activity participation. Emphasize the importance of modifying the activity to meet the needs of all participants, as well as the progressive nature of improving personal fitness.

WARRIOR FITNESS

STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form.
- **Cognitive:** I will discuss activity options for strength and endurance training.
- **Fitness:** I will discuss the connection between fitness and physical health.
- **Personal & Social Responsibility:** I will demonstrate sportsmanship and cooperation.

TEACHING CUES

- Focus on Form
- Heart Rate Up
- Spirit of the Game

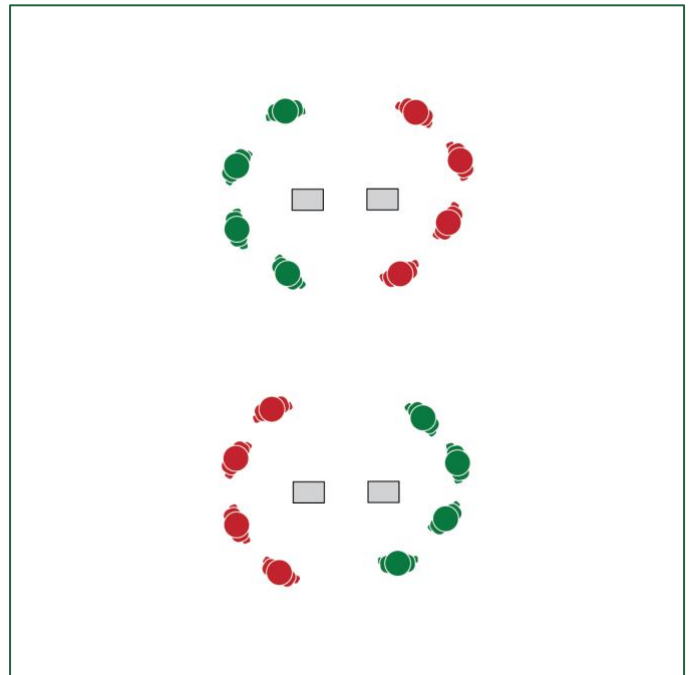
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 deck of cards per 4 teams
- Warrior Fitness Exercise Chart

Set-Up:

1. Create 4–8 equal teams, depending on the number of card decks available.
2. Two teams will compete head-to-head using half a deck of cards. (In other words, split 1 deck in half to accommodate 2 games.)



Activity Procedures:

1. It's time for Warrior Fitness. This adds a fitness twist to the classic card game of War.
2. Each team will receive 13 cards to start the game. A team representative will draw the first card from the top of their card pile.
3. Teams will then compare cards. The highest card value wins, and the winner keeps both cards.
4. Face cards rank in order from Jack to King, with Aces acting as the highest-value cards in the deck.
5. If teams draw matching cards (e.g., the queen of hearts and the queen of spades), this is considered a war. Teams will then draw and compare the next card from the pile. The winning card then gets to keep all cards in play.
6. After each draw, the sum of both (or all) cards is determined, and both teams will perform that number of repetitions for a designated exercise. For example, if a 3 and a 5 were the cards drawn, all players will perform 8 jumping jacks (or another designated exercise).
7. Play for a set amount of time. If a team gains possession of all 26 cards, shuffle, deal, and restart the game.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: For homework, or during class time, challenge students to create a variety of Warrior Fitness exercise charts with a focus on specific components of both health- or skill-related fitness.

WARRIOR FITNESS

UNIVERSAL
DESIGN
ADAPTATIONS

- Pair students who may have difficulty with the activity rules with peer coaches to help facilitate game play.

ACADEMIC
LANGUAGE

Cooperation, Endurance Training, Exercise Form, Fitness, Sportsmanship, Strength Training, Technique

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M3.6-7]** Participates in a variety of aerobic fitness activities such as cardio kick, step aerobics, and/or aerobic dance (6); Participates in a variety of strength and endurance fitness activities such as Pilates, resistance training, bodyweight training, and/or light freeweight training (7).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** How can you recognize an activity or exercise that works to build muscular fitness (strength training)?
- **DOK 1:** How can you recognize an activity or exercise that works to improve aerobic capacity?
- **DOK 2:** How would you compare and contrast these 2 types of exercises?
- **DOK 3:** What facts would you select to support the importance of including both types of activities in a fitness routine/plan?

TEACHING
STRATEGY
FOCUS

Help students examine similarities and differences. Understanding the similarities and differences between the various components of fitness is essential knowledge required for students as they work toward developing personal fitness and activity plans. Take time to repeat this process in order to examine all components of health- and skill-related fitness.

20-METER RPS CHALLENGE

STUDENT TARGETS

- **Skill:** I will run 20 meters from line to line in an effort to accumulate the benefits of vigorous physical activity.
- **Cognitive:** I will identify and discuss the 5 components of health-related fitness.
- **Fitness:** I will identify and discuss a variety of activities and exercises that contribute to overall physical and mental health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and maintain a positive activity environment.

TEACHING CUES

- Focus on Form
- Heart Rate Up
- Spirit of the Game

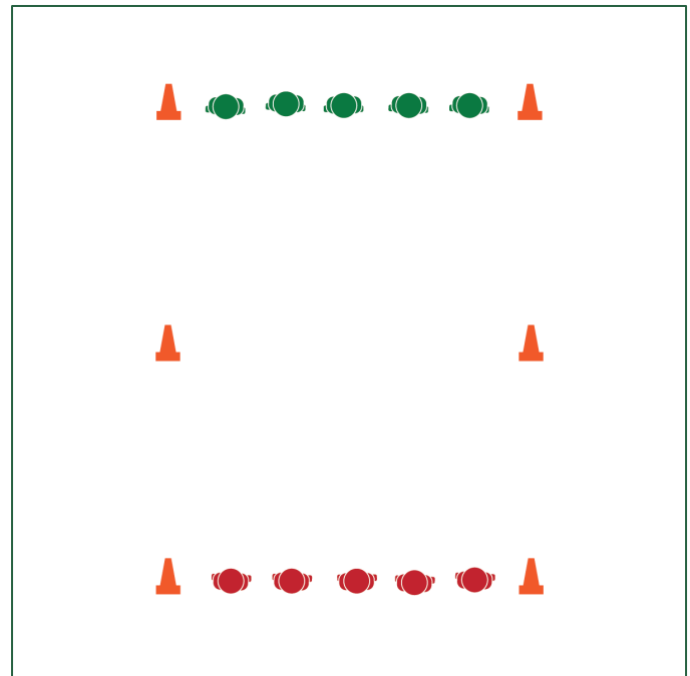
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 6 cones

Set-Up:

1. Use cones to create 3 parallel lines, with the end lines each 20 meters from the center line (40 meters apart).
2. Pair students, each student on an end line, directly across from and facing their partner.



Activity Procedures:

1. It's time for the 20-Meter RPS Challenge. Your goal is to win as many rounds of Rock, Paper, Scissors as possible.
2. On the start signal, run 20 meters to the center line, meet your partner, and play RPS. The winner will choose the exercise you will each complete on your end lines. You will always complete 10 repetitions of the chosen exercise.
3. As soon as you run 20 meters back to your end line and complete the exercise, it's time to run another 20 meters to the center line to play your partner again.
4. Repeat this sequence until you hear the stop signal.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Based on personalized FitnessGram® assessment results, students choose their own exercises to focus on the fitness components they need improve.

20-METER RPS CHALLENGE

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to use different ways of moving from the end line to the center line (wheel chairs, scooters, etc.).
- Pair students with peer coaches to help facilitate RPS game play.

ACADEMIC
LANGUAGE

Benefits, Health-Related Fitness, Mental Health, PACER, Physical Activity Environment, Physical Health, Safe Behaviors

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** Identify the components of health-related fitness assessed by each FitnessGram® assessment.
- **DOK 2:** What do you know about each assessment?
- **DOK 2:** How can you apply what you learn from each assessment to help develop or modify your fitness routine/plan?
- **DOK 3:** Identify activities you can do to help improve your FitnessGram® scores. What facts would you select to support your activity choices?

TEACHING
STRATEGY
FOCUS

Manage response rates with tiered questioning techniques. One important outcome related to students' fitness knowledge is the understanding of fitness assessments, why those assessments are important, and how the data from each assessment can inform fitness planning. Knowing this outcome and aiming for it provides a clear progression of questions, guiding students toward the application of fitness knowledge.

PARTNER POSES

STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form during the Everyday Yoga static stretching routine.
- **Cognitive:** I will describe the difference between dynamic and static stretching.
- **Fitness:** I will identify the muscles involved in each Everyday Yoga exercise.
- **Personal & Social Responsibility:** I will use positive language when giving feedback to my partner.

TEACHING CUES

- Focus on Form
- Use Positive Language
- Get a Safe Stretch
- Modify When Needed

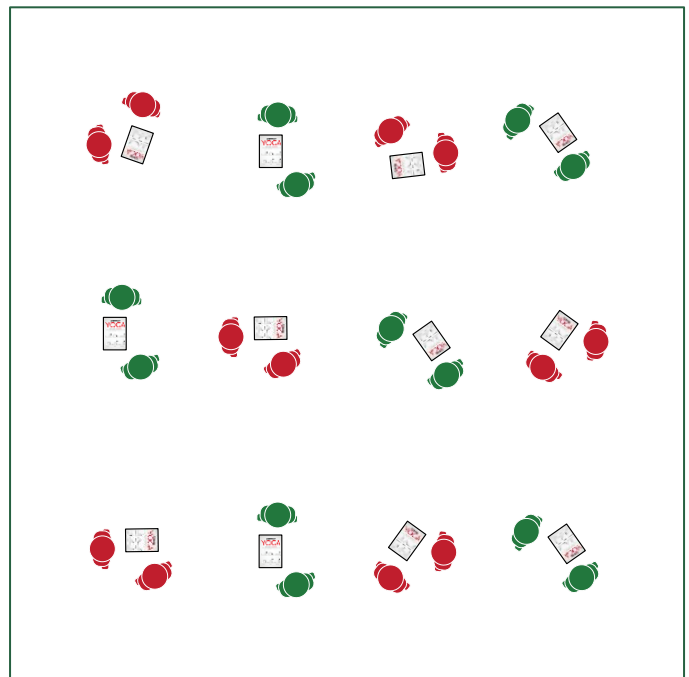
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Darebee Everyday Yoga workout card (or other yoga resources)
<https://darebee.com/workouts/everyday-yoga-workout.html>
- Music and music player

Set-Up:

1. Pair students. Each pair with a yoga card.
2. You can also display the card using an LCD projector.



Activity Procedures:

1. It's time to work on our flexibility and balance with Partner Poses.
2. During this activity, you will help your partner evaluate their yoga form for safety and effectiveness.
3. When the music begins, partner 1 will begin by performing the first yoga pose on the card. Partner 2 will evaluate form and alignment, providing feedback using positive language.
4. Hold each pose for 20 seconds and then change roles.

Grade Level Progression:

- 6th: Play the activity as described above.
7th–8th: Challenge students to create their own Darebee-style yoga workout cards.



PARTNER POSES

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide visual and auditory cues for all exercises.
- Provide workout cards with exercise modifications or options, allowing students to select their level of challenge.

ACADEMIC
LANGUAGE

Dynamic Stretching, Exercise Form, Flexibility, Positive Language, Static Stretching, Stretching, Technique, Yoga

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What is flexibility?
- **DOK 2:** How does stretching affect flexibility?
- **DOK 2:** Compare and contrast static stretching and dynamic stretching.
- **DOK 3:** How might we safely adapt a static stretch to make it dynamic?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Exposing students to appropriate and accurate fitness resources available to them outside of physical education class is an essential requirement as we guide them toward an active lifestyle. Using Darebee.com workouts during class provides students with hundreds of no-cost workouts that can be done at home.

UNPLUGGED

STUDENT TARGETS

- **Skill:** I will demonstrate correct technique and exercise form during the Unplugged dynamic stretching routine.
- **Cognitive:** I will describe the difference between dynamic and static stretching.
- **Fitness:** I will identify the muscles involved in each Unplugged exercise.
- **Personal & Social Responsibility:** I will use positive language when giving feedback to my partner.

TEACHING CUES

- Focus on Form
- Use Positive Language
- Get a Safe Stretch
- Modify When Needed

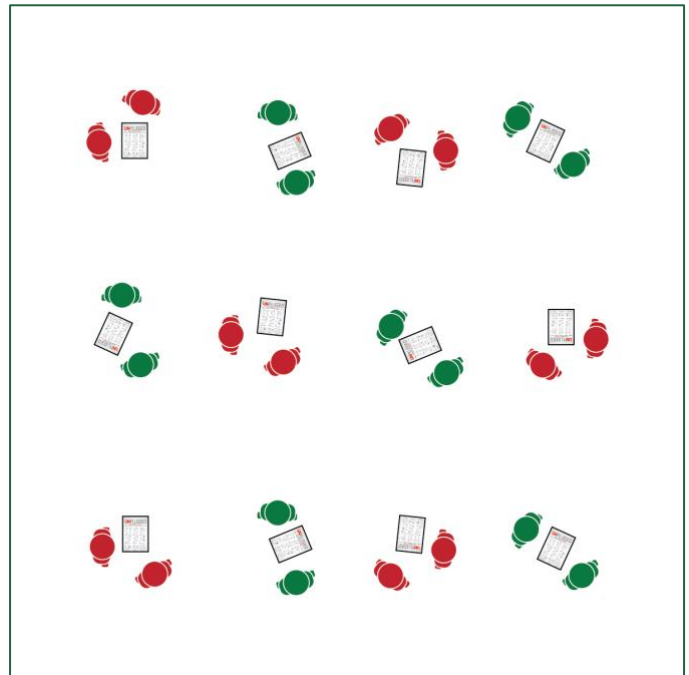
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Darebee Unplugged workout card
- <https://darebee.com/workouts/unplugged-workout.html>
- Music and music player

Set-Up:

1. Pair students, each pair with an Unplugged card.
2. You can also display the card using an LCD projector.



Activity Procedures:

1. It's time to continue working on our flexibility and balance with Unplugged from Darebee.com.
2. During this activity, you will help your partner evaluate their exercise form for safety and effectiveness.
3. When the music begins, partner 1 will perform the first exercise on the Unplugged card. Partner 2 will evaluate form and alignment, providing feedback using positive language.
4. When partner 1 has finished the designated number of repetitions, switch roles and continue until the entire card has been completed.

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: As homework, instruct students to visit Darebee.com to download and print a workout card that will help them improve their health-related fitness. In class, allow students to choose from the cards collected by their classmates.

UNPLUGGED

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide visual and auditory cues for all exercises.
- Provide workout cards with exercise modifications or options, allowing students to select their level of challenge.

ACADEMIC
LANGUAGE

Dynamic Stretching, Exercise Form, Flexibility, Muscles, Positive Language, Static Stretching, Stretching, Technique

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M9.6-8]** Employs correct techniques and methods of stretching (6); Describes and demonstrates the difference between dynamic and static stretches (7); Employs a variety of appropriate static stretching techniques for all major muscle groups (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about dynamic stretching? Static stretching?
- **DOK 2:** Comparing the 2 lists, what are the major differences between the 2 types of stretching?
- **DOK 3:** What facts would you select to support the use of dynamic stretching as a warm-up for more vigorous physical activity?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content. Exposing students to appropriate and accurate fitness resources that are available to them outside of physical education class is an essential requirement as you guide them toward an active lifestyle. Using Darebee.com workouts during class provides students with hundreds of no-cost workouts that can be done at home.

PLANKING SLAM BALL

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify the major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

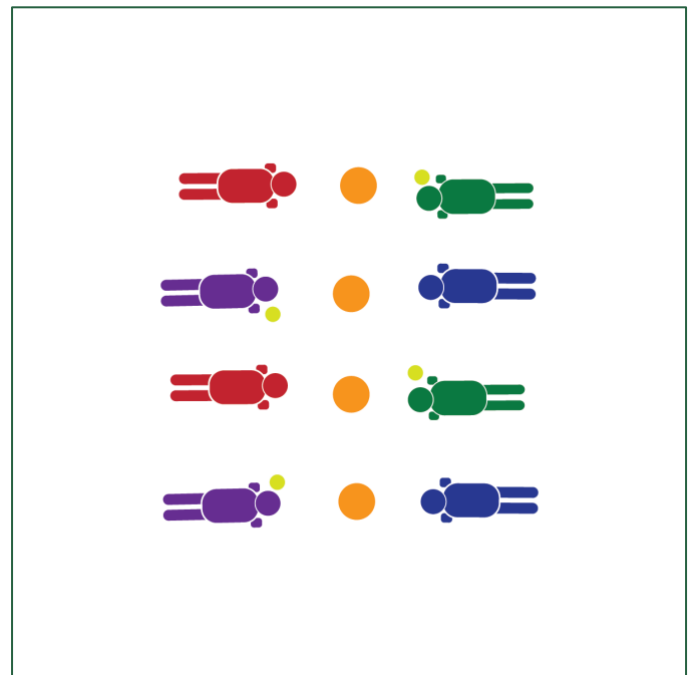
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 large spot marker per 2 players
- 1 tennis-sized ball (or Spikeball®) per 2 players

Set-Up:

1. Pair students.
2. Paired players face each other in plank position with a spot marker between them, approximately 2–3 feet from each player.
3. 1 player from each pair begins with the ball.



Activity Procedures:

1. Today we're going to work on upper body and core strength by playing Slam Ball in plank position. (See OPEN's [Elementary Instant Activities](#) for the traditional Slam Ball activity.)
2. The object of Slam Ball is to successfully throw and catch the ball using the spot marker as a target.
3. When I say, "GO!" the first player throws the ball at the spot marker. The second player attempts to catch it. This continues until the ball is not caught.
4. Scoring:
 - a. Ball does not hit inside the spot marker (point for receiving player)
 - b. Ball hits the spot marker, but is not within reach of the receiver (point for receiving player)
 - c. Ball hits the spot marker and bounces over the head of the receiver (point for receiving player)
 - d. Ball is catchable, but is not successfully caught by receiving player (point for serving player)

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Increase/decrease the size of the spot and/or the distance students are positioned from the spot.

PLANKING SLAM BALL

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF
QUESTIONS

- **DOK 1:** Let's create a list of the muscles used for holding plank position.
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks. Exploring the muscles engaged in planking games is a great way to provide immediate relevance to physical activity and exercise. Showing students the connection between games and activities and their own bodies can connect student learning and help inspire student interest in exercise science and biomechanics.