

## BEAN BAG BLOCKERS

### STUDENT TARGETS

- **Skill:** I will perform plank position with perfect technique.
- **Cognitive:** I will identify the energy systems used in different types of physical activity.
- **Fitness:** I will maintain exercise form and adjust my level of appropriate challenge based on fatigue.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

### TEACHING CUES

- Focus on Form
- Compete with Respect, Kindness, and Fun

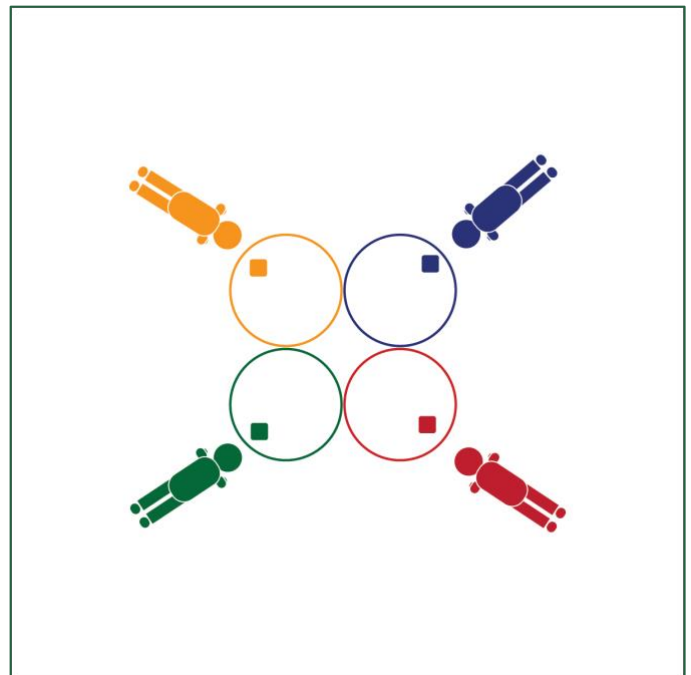
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- 4 hoops per group of 4 students
- 4 bean bags per group of 4 students

**Set-Up:**

1. Create a 2x2 grid using 4 hula hoops, with hoops touching one another.
2. Create groups of 4 students, each group at a hoop grid, and each student with a bean bag.



**Activity Procedures:**

1. This Plug & Play Fitness activity is called Bean Bag Blockers. The object of the game is for you to have an empty hoop when the music stops. You'll do that by tossing bean bags into other players' hoops while keeping your hoop free of bean bags.
2. To start the activity, all students are in plank position behind their hoop with a bean bag on the floor in between their hands.
3. When the music starts, all players will toss their bean bags into any opponent's hoop. When a bean bag lands in their hoop, they pick it up and quickly toss it into an opponent's hoop.
4. When the music stops, any player with an empty hoop scores a point. If you have a bean bag in your hand or toss it after the music has stopped, you do not score a point.
5. As soon as points are totaled, the music will begin again for a new round of play.

**Grade Level Progression:**

**L1:** Discuss the physiological response to sustaining plank position during this activity and the consequences of a loss of proper alignment.

**L2:** Review energy systems and identify how the body uses each to fuel physical activity.



**BEAN BAG BLOCKERS**

UNIVERSAL DESIGN ADAPTATIONS

- Modify or replace plank position to make this activity appropriate for all students in your class.
- Provide bean bags of different size, weight, and texture.

ACADEMIC LANGUAGE

Adjust, Alignment, Anaerobic Glycolysis, Energy Systems, Muscular Endurance, Nutritional Balance, Technique

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [H8.L1-2]:** Relates physiological responses to individual levels of fitness and nutritional balance (L1); Identifies the different energy systems used in a selected physical activity (e.g., ATP-PC, anaerobic/glycolysis, aerobic) (L2).
- **Standard 4 [H5.L1]** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) (L1).

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about anaerobic glycolysis?
- **DOK 2:** What do you know about anaerobic glycolysis and fatigue?
- **DOK 3:** How would you adapt this activity to shift energy systems from anaerobic glycolysis to aerobic glycolysis?

TEACHING STRATEGY FOCUS

**Review content:** Energy systems are complex and require multiple touches within a student’s fitness education experience. Although deeper scientific understand of these concepts is beyond the scope of the physical education curriculum, students benefit greatly from a rigorous look at glycolysis and how it relates to the bigger picture of fitness and nutrition education.