

## Station Day

### STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

### TEACHING CUES

- ✔ Start Activity With Music
- ✔ When Music Stops: Clean the Area and Rotate

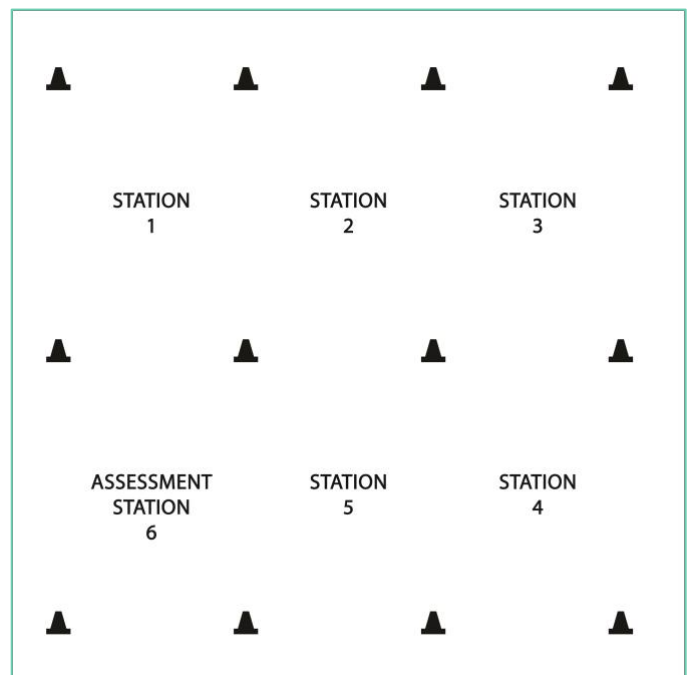
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ Station music and music player
- ✔ See station cards for equipment needs

#### Set-Up:

1. Create 6-10 grids (depending on size of class and activity area).
2. Set up station cards in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



#### Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station, where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



**Station Day**

CHALLENGE PROGRESSIONS

- ✔ Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

- ✔ Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely

ACADEMIC LANGUAGE

*Select words from the module that you're teaching.*

STANDARDS & OUTCOMES ADDRESSED

**Physical Education Priority Outcomes:**

- ✔ (K) Acknowledges responsibility for behavior when prompted.
- ✔ (1) Responds appropriately to general feedback from the teacher.
- ✔ (2) Accepts specific corrective feedback from the teacher.

DEBRIEF QUESTIONS

- ✔ *Select questions from the module that you're teaching or the assessment that you're using*

TEACHING STRATEGY FOCUS

**Organizing students to interact with content:** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.