

ON THE MOVE RPS



LEARNING TARGETS:

- **Skill:** I will perform dynamic exercises with perfect form and a focus on safety and balance.
- **Cognitive:** As the leader, I will choose a dynamic exercise that is appropriate for a warm-up.
- **Physical Activity:** I will remain active throughout this instant activity.
- **SEL:** I will demonstrate respect and cooperation with my classmates and teacher.

EQUIPMENT NEEDED:

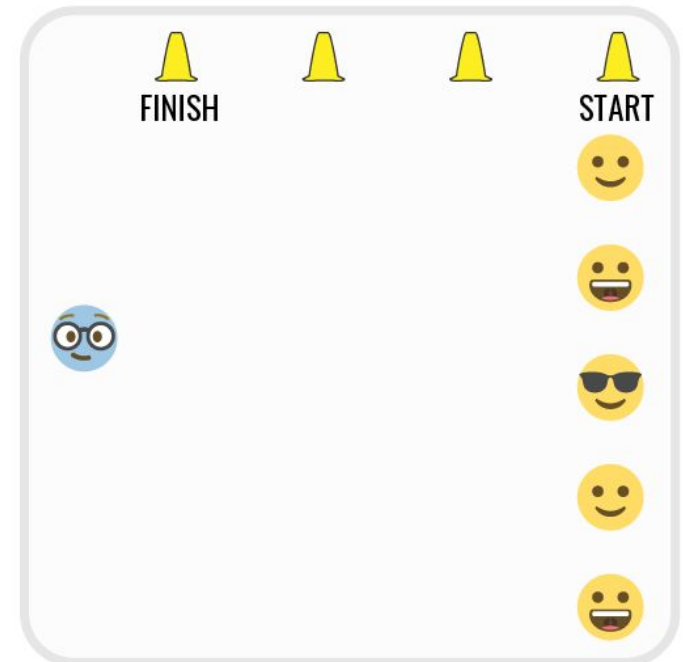
- 4 cones, Tabata interval and music player

ORGANIZE:

- **Space:** Place 4 cones along the side of the playing area.
- **Students:** Students line up even with the first cone. One student is selected to be the leader. The leader stands at the opposite end of the activity area.

PROCEDURES:

- **The Object:** To reach the final cone by winning consecutive rounds of rock, paper, scissors. Everyone vs the class leader.
- **The Process:** Use Tabata Interval music to manage the game of RPS. When the music is on, all students perform a dynamic exercise led by the class leader (e.g., jumping jacks, ski jumpers, invisible jump rope).
- When the music stops (during the rest interval), students will play 1 round of RPS with all students challenging the class leader.
- Play full body RPS. Students jump (1,2,3) and then yell "SHOW!" On show, they make a Rock, Paper, or Scissor. Rock (feet and arms together). Paper (feet and arms spread far apart). Scissor (feet and arms spread front to back and high to low).
- If a student defeats the class leader, they get to move up 1 cone. If a student is defeated by the class leader, they move back 1 cone (or stay at the first cone).
- Continue until a student (or group) reaches the final cone. If 1 student reaches the final cone first, they become the leader. If more than 1 student reaches the final cone at the same time, break the tie with a quick RPS battle between the finalists!



BUST DOWN THAT WALL



LEARNING TARGETS:

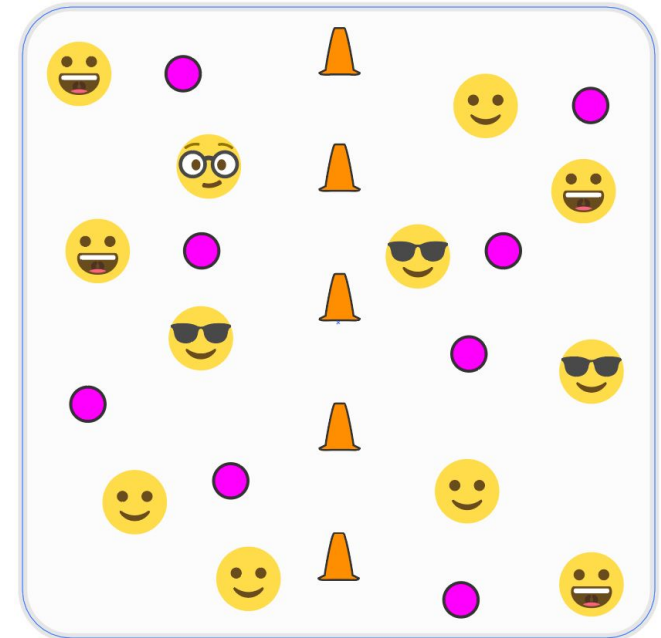
- **Skill:** I will throw, toss, or roll an object using correct skill cues.
- **Cognitive:** I will identify correct skill cues for throwing, tossing, rolling, or catching.
- **Physical Activity:** I will remain active as an offensive or defensive participant for my team.
- **SEL:** I will share equipment and complement teammates for using appropriate skill cues.

EQUIPMENT NEEDED:

- Enough coated foam balls in a variety of sizes for half the class, cones or dome cones, 2 walls, music player

ORGANIZE:

- **Space:** Make a center line with cones. Scatter various sized coated foam balls on each side.
- **Students:** Divide students into two groups, one on each side of the cones.



PROCEDURES:

- **The Object:** Score as many points as you can for your team by hitting the rear wall of the opposite team's side with a coated foam ball.
- **The Process:** The ball must bounce on the floor at least once before hitting the wall in order to score a point. Foam balls hitting the wall in the air (without a bounce) subtract a point for your team. The team scoring the most points in the time limit wins that round.
- On the start signal, players stay on their side of the floor and throw, toss, or roll foam balls to hit opponents' wall.
- To score, the ball must bounce at least once before hitting the wall. If foam ball hits the wall in the air, the team loses a point.
- A player can hold only one foam ball at a time.
- Players are allowed to defend their team's wall from being hit, but must stay on two feet.
- Play continues until one team reaches a target score or time limit expires.
- CHALLENGE - Points can only be scored for throws, tosses, or rolls that utilize correct skill cues.

BALANCE TAG



LEARNING TARGETS:

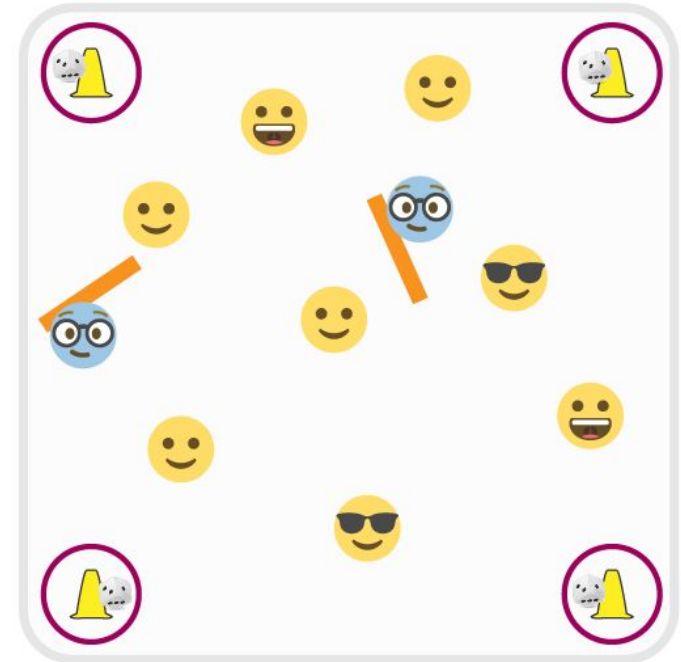
- **Skill:** I will keep my body still while balancing on different body parts for 5 seconds.
- **Cognitive:** I will identify the cues for holding a balance for 5 seconds.
- **Physical Activity:** I will continue moving during the tag game to ensure an increase in my heart rate.
- **SEL:** I will demonstrate respect for my classmates by showing good sportsmanship if tagged.

EQUIPMENT NEEDED:

- Cones for boundaries, foam balls or noodles for taggers, 4 hoops, 4 dice

ORGANIZE:

- **Space:** Place cones around the perimeter of the tag area, and place one hoop with a die inside on each of the four sides of the cone boundary.
- **Students:** Identify 2-3 taggers and have them hold either a critter or a foam ball outside of the cones. All other students spread out inside the coned area.



PROCEDURES:

- **The Object:** To utilize chasing, fleeing and dodging skills to tag others (if the tagger) or to avoid being tagged.
- **The Process:** The 2-3 taggers identified will begin outside of the boundary with a foam ball or foam noodle to use for tagging other students.
- On the go signal, the taggers will do 5 jumping jacks before entering the coned area.
- If a student is tagged, they go to one of the 4 hoops on the outside of the cones and roll the die. They will then balance for 5 seconds on the number of body parts that they rolled. For example, if a student rolls a 3 then they will balance on 3 different body parts. After completing the balance for 5 seconds, students return to the game.
- Switch out the taggers every few minutes.
- Change the locomotor skill being used by taggers and/or players each time new taggers are identified.

TABATA TRUE/FALSE WARM-UP



LEARNING TARGETS:

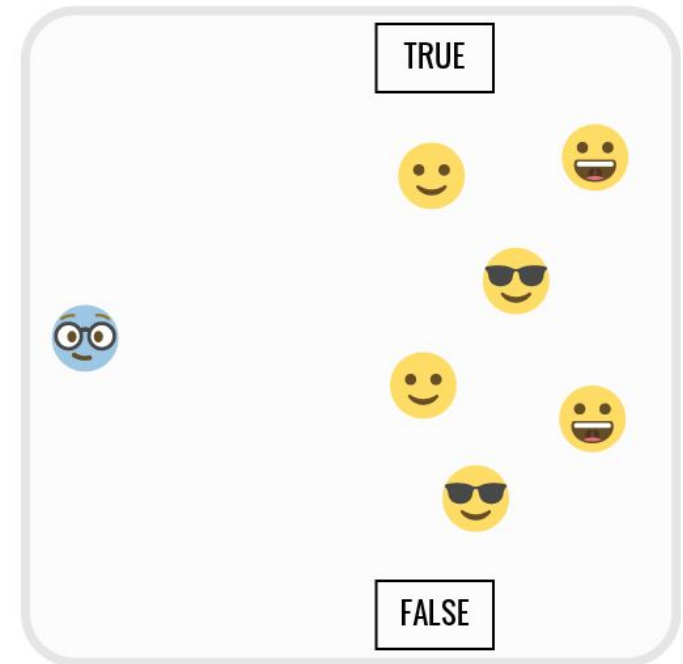
- **Skill:** I will perform exercises using correct form.
- **Cognitive:** I will give correct answers to health-related fitness questions.
- **Physical Activity:** I will perform exercises with a focus on safety.
- **SEL:** I will follow all activity instructions with zero reminders.

EQUIPMENT NEEDED:

- True/False posters; list of T/F fitness questions, [Tabata music](#)

ORGANIZE:

- **Space:** Post the True poster on the wall to the right of the students and the False poster on the wall to the left.
- **Students:** Scatter students in the activity area facing the teacher/leader with the T/F posters on their right and left.



PROCEDURES:

- **The Object:** To correctly answer questions and indicate your answer by facing the appropriate poster and performing the designated exercise.
- **The Process:** The activity starts when the leader asks the class a true/false question about health-related fitness. As soon as the question is asked, start the Tabata interval music.
- Students answer the question by turning to face the True or the False poster and performing the warm-up exercise during the Tabata Interval.
- When the music stops (during the rest interval), the leader will ask the group another question. They will answer in same way as before, facing the correct poster and performing the warm-up exercise.
- Jumping Jacks, Planks, Jump Rope, Lunges, Squats, and Skier Jumps are all good warm-up exercises to get you started.

SAMPLE QUESTIONS

- *True or False:* Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition are known as the 5 components of fitness. (TRUE)
- *True or False:* Jogging a 5K is a Muscular Strength exercise. (FALSE)