



## AEROBIC TREASURE GRAB

### STUDENT TARGETS

- **Skill:** I will move safely within the activity area by maintaining balance at a safe speed.
- **Cognitive:** I will discuss the importance of regular physical activity.
- **Fitness:** I will pace my activity so that I work within my target heart rate zone.
- **Personal & Social Responsibility:** I will follow the rules for Aerobic Treasure Grab without the need for teacher reminders.

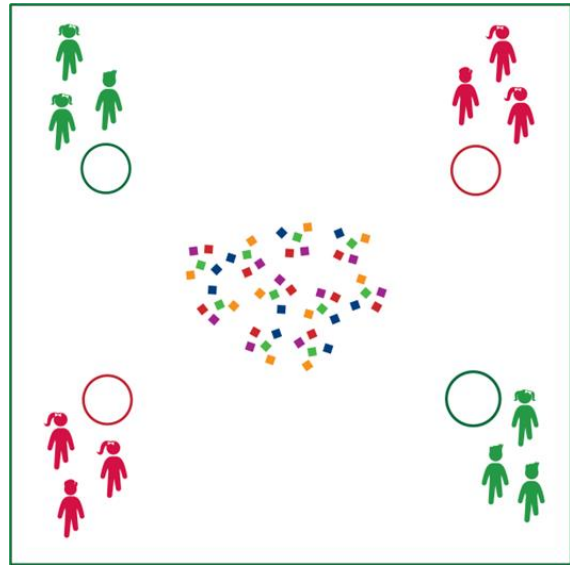
### EQUIPMENT & SET-UP

#### Equipment:

- 24-48 bean bags
- 1 hoop per group of 2-4 students

#### Set-Up:

1. Use hoops to create activity boundaries and home-base areas for each team.
2. Scatter bean bags in the center of the activity area.
3. Create even teams of no more than 4 players per team, each team begins behind a hoop.



### ACTIVITY PROCEDURES

1. Today's Plug & Play Fitness activity is called Aerobic Treasure Grab.
2. The object of the activity is to collect as many bean bag treasures in your hoop as you can.
3. You'll do that in a relay-race format with 1 teammate collecting 1 bean bag at a time from the activity area. As soon as each player returns, the next player moves to collect the next bean bag. Students waiting for a turn will perform an aerobic exercise.
4. Once all beanbags have been collected from the center of the activity area, teams can move to other teams' hoops to "steal" their treasures.
5. You cannot guard your hoop.
6. Freeze when you hear the stop signal to receive the next set of directions.

### TEACHING CUES

- **Cue 1:** Move safely through the activity space and be aware of surroundings.
- **Cue 2:** Only 1 bean bag at a time.
- **Cue 3:** Be sure to place the bean bags down and not toss them.



## **AEROBIC TREASURE GRAB** (continued...)

### **UNIVERSAL DESIGN CONSIDERATIONS**

- **UDL 1:** Allow students to work with additional partners to assist with communication if needed.
- **UDL 2:** Utilize visual demonstrations when possible.
- **UDL 3:** Provide modified movements or assistive technology as needed to ensure the activity is inclusive for all.
- **UDL 4:** Use a variety of objects as treasures, that are of varying sizes, weights, and colors.

### **ACADEMIC LANGUAGE**

Aerobic Capacity, Actively Engage, Active Lifestyle, Sedentary Lifestyle, Vigorous

### **PRIORITY OUTCOMES**

#### **Etiquette:**

- **(Grade 3)** Recognizes the role of rules and etiquette in physical activity with peers.
- **(Grade 4)** Exhibits etiquette and adherence to rules in a variety of physical activities.
- **(Grade 5)** Critiques the etiquette involved in rules of various game activities.

### **DEBRIEF QUESTIONS**

- **DOK 1:** Can you remember some reasons why it's important to be physically active every day?
- **DOK 2:** How would you compare and/or contrast an active lifestyle with a sedentary lifestyle?
- **DOK 3:** Would you consider your lifestyle active or sedentary? Can you support your choice with specific examples?