



Go Be Great!



**Physical Education Resources for Grades 3–5
Weeks 1–3 of the Academic School Year**

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Learning Module: **GO BE GREAT!**
Elementary Weeks 1-3



Healthy Body

I will learn how physical activity improves my overall health and prevents disease.

Healthy Mind

I will learn how physical activity improves my mental health and my mood.

Enjoyment & Challenge

I will participate in activities that I enjoy.

Building Skills

I will learn how to participate safely in physical education activities in different activity environments (home and school).

Why are we learning this?

Go Be Great is the first physical education learning module of the school year. It is important because it will teach us:

- how to be safe while having fun in physical education class
- why it's important to be physically active every day
- how to improve my physical and mental health with fun activities

Students and families:

During the first 3 weeks of this school year we will be working on a unit called *Go Be Great!* During this unit we will talk about how physical education will work this year, how to keep our friends and ourselves safe while we're being physically active, and why being active is important for our physical and mental health.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 3-week *Go Be Great* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit www.OPENPhysEd.org/penow to download activity pages, assignments, and watch video demonstrations of the games and learning activities that we'll be using in physical education class.

Thank you for being physically active every day.

Go Be Great!

Physical Education Checklist Weeks 1–3

CHECK	WEEK 1
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 2	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the <i>Indoor Activity Map</i> . Send it to your Physical Education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 3	
	Attend physical education class, have fun, and stay healthy and safe.
	Print the Go Be Great Choice Board and hang it on your wall. <i>It's okay if you don't want to print the choice board. You can draw your own poster version!</i>
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)

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Weekly Learning Targets

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will talk with classmates about why physical activity is good for our health.
- I will enjoy being physically active.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will respect at least 6 to 12 feet of my classmates' personal space.
- I will behave in ways that are trustworthy.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will respect at least 6 to 12 feet of personal space around classmates.
- I will look for a safe activity space at home that I can use every day.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: PERSONAL HEALTH

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(3)** Discusses the relationship between physical activity and good health.
- **(4)** Examines the health benefits of available physical activity options.
- **(5)** Compares the health benefits of available physical activity options.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SOCIAL AWARENESS: SAFETY

- **(Elementary)** Recognizes and demonstrates respect for social and ethical norms with consideration of self and others.



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Weekly Learning Targets

WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will participate in all physical education learning activities.
- I will enjoy being physically active.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will respect at least 6 to 12 feet of my classmates' personal space.
- I will demonstrate enthusiasm while safely controlling my personal behavior.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will respect 6 to 12 feet of personal space around classmates.
- I will draw a map of a safe physical activity space in my home.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: SOCIAL INTERACTION

Students recognize the value of physical activity for physical, emotional, and mental health.

- **(3)** Describes positive social interactions that come with physical activity.
- **(4)** Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.
- **(5)** Describes the social benefits gained from physical activity.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Elementary)** Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.

SELF-AWARENESS: EMPOWERMENT

- **(Elementary)** Identifies personal thoughts and values that contribute to confidence and optimism.



Go Be Great!

Weekly Learning Targets

WEEK 3 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the ways that physical activity improves my health.
- I will enjoy physical activity outside of physical education class.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will respect at least 6 to 12 feet of my classmates' personal space.
- I will demonstrate enthusiasm while safely controlling my personal behavior.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will respect 6 to 12 feet of personal space around classmates.
- I will complete all tasks on my *Go Be Great* physical education checklist.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

FITNESS KNOWLEDGE: PHYSICAL ACTIVITY KNOWLEDGE

Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.

- **(3)** Identifies physical activity benefits as a way to improve health.
- **(4)** Analyzes different opportunities for participating in physical activity outside physical education class for personal health benefits.
- **(5)** Charts and analyzes physical activity outside physical education class for personal fitness and health benefits.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

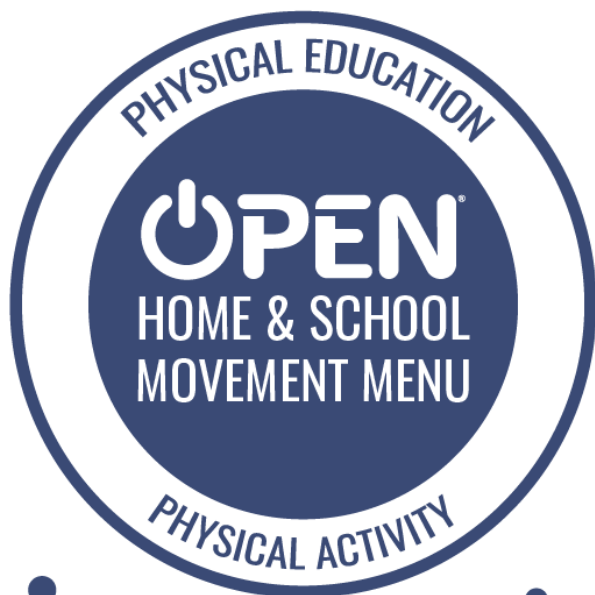
- **(Elementary)** Identifies and discusses the value of specific family, school, and community resources and supports.

RELATIONSHIP SKILLS: EMPOWERMENT

- **(Elementary)** Applies constructive language to encourage self/others.



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Brain & Body Warm-Ups

WEEK 1

PERSONAL SPACE: The area around a person where they feel safe. It feels uncomfortable when someone enters this space.

To keep everyone safe, we must respect 6 feet of personal space.

30-Second Jump Routine: [\[YouTube\]](#)

We're going to do 3 types of Jumping Jacks: Normal Jumps, Mummy Jumps, and You-Jumps. The music will play for 30 seconds and then stop for 15 seconds. While the music plays, pick 1 type of jumping jack and jump for the full time. Rest when the music stops. When it restarts, pick a different jumping jack and start jumping.

[\(Apple Music Interval Track\)](#)

Purposeful Practice

WEEK 1

TRUST: A good feeling you get when you can rely on someone or something.

We trust that our teachers and classmates will behave in ways that help to keep everyone safe.

RPS Victory Dance: [\[YouTube\]](#)

Stand at least 6' from a partner. The object of the game is to win a round of Rock, Paper, Scissors, then do a victory dance to celebrate. You get 10 seconds to do your dance, then play another round.

Sports Charades: [\[YouTube\]](#)

Stand at least 6' from a partner or group. The object is to silently act out a sport so that your partner or the group can guess what it is. Take turns acting.

Just for Fun (and health)

WEEK 1

ENJOY: To have a fun time. We enjoy playing physical activity games.

HEALTH: Free from sickness and injury. Feeling physical, mental, and social well-being.

We enjoy physical activity and it helps to protect our health.

Cone Flip Chaos: [\[YouTube\]](#)

Try to flip the cone on its base. Land the cone for 1 point. Do 3 jumping jacks to earn 2 flips. You must jump before you flip. (Teachers, you flip for the class. If students flip, use disinfectant wipes on the cone after each flip.)

Bottle Flip Chaos [\[YouTube\]](#)

Play at home.

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Brain & Body Warm-Ups

WEEK 2

ENTHUSIASM: An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

Mr. Walker is enthusiastic about being the best teacher he can be.

YES or NO Body Language: [YouTube](#)

I'm going to ask you some yes or no questions. If your answer is "YES" then you'll jog in place until I ask the next question. If your answer is "NO" then you'll do jumping jacks until I ask the next question. Let's try!

Does 5 + 5 = 10? YES! (Jog in Place)

Does 2 + 2 = 7? NO! (Jumping Jacks)

-Is physical activity good for my health?

-Do zebras run on only 2 legs?

-Find more on the Y or N question card.

Purposeful Practice

WEEK 2

PERSONAL BEHAVIOR: The actions of an individual person.

Ms. Wilder taught us to take responsibility for our personal behavior.

Best Foot Forward: [YouTube](#)

Stand at least 6' from a partner. The object is to score 10 points. You get 1 point when your foot pattern matches your partner's pattern choice. Decide who is "same" and who is "different". Jump 3 times and say, "1, 2, show!" Land with your feet together, or your feet apart.

If your feet match your partner's feet (e.g. you both landed with feet together) it's a match and "same" wins. If one's feet are together and one's apart, then "different" wins.

Just for Fun (and health)

WEEK 2

RESOURCE: The supplies, opportunities, and support that a person can use in order to do a job or live productively.

Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.

Favorite Song Workout: [YouTube](#)

Use the song [20 Second or More](#) by Doug E Fresh and [Hip Hop Public Health](#) to get a fun workout. Listen to the song. Jog in place during verses. Do jumping jacks during the chorus. The chorus says, "Wash your hands everybody..."

Listen again and choose 2 different safe exercises. Create new workouts with more of your favorite songs.

Go Be Great!



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Brain & Body Warm-Ups

WEEK 3

ENCOURAGEMENT: A feeling of support, confidence, or hope.

The encouragement Ami felt came from positive words her friends were saying.

TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

30-Second Jump Routine: [\[YouTube\]](#)

3 types of Jumping Jacks: Normal Jumps, Mummy Jumps, and You-Jumps. 30 sec. jump intervals. 15 sec rest intervals. [\(Interval Music Link\)](#)

YES or NO Body Language: [\[YouTube\]](#)

Ask yes or no questions. If the answer is "YES" then jog in place. If the answer is "NO" then do jumping jacks. -Find questions on the Yes or No Card.

Purposeful Practice

WEEK 3

WELLNESS: Good personal physical and mental health.

Wellness is an important goal that Caleb's family is working toward.

TEACHER / STUDENT CHOICE

Choose a Purposeful Practice activity.

Victory Dance RPS: [\[YouTube\]](#)

Dance if you win a round of RPS.

Sports Charades: [\[YouTube\]](#)

Silently act out a sport so that a partner or group can guess what it is.

Best Foot Forward: [\[YouTube\]](#)

Jump 3X, "1, 2, show!" Land with feet together, or feet apart. If all feet match: "same" wins. If all feet don't match: "different" wins.

Just for Fun (and health)

WEEK 3

RESPECT: A feeling of honor for the feelings and rights of others.

We respect the health of our classmates, so we wear our masks while we're together.

TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

Cone Flip Chaos: [\[YouTube\]](#)

Try to flip the cone on its base. Land the cone for 1 point. Do 3 jumping jacks to earn 2 flips.

Favorite Song Workout: [\[YouTube\]](#)

Use the song [20 Second or More](#) by Hip Hop Public Health. Jog in place during verses. Do jumping jacks during the chorus.

Go Be Great!

Teacher Talk

[Week 1 Sample Script]

Brain & Body Warm-Ups

It's week 1 of physical education class and we're going to talk about 4 really important things that will help make this year great for all of us.

The first thing is Personal Space. Personal Space is the area around a person where they feel safe. It feels uncomfortable when someone enters another person's personal space.

Because of COVID-19, our personal space is bigger this year and we have to be very respectful of at least 6 feet of personal space. This will help everyone stay healthy and safe. So, while we're moving and are enjoying physical education activities, we will all be staying at least 6 to 12 feet away from our classmates and teachers.

The first part of our lesson helps us warm-up our brains and bodies while respecting everyone's personal space. You can do our warm-up activities in school or at home. There's a Brain & Body Warm-Up listed on this week's movement menu with short instructions to help you remember how to play.

Purposeful Practice

The second thing we need to talk about this week is Trust. Trust is a really good feeling you get when you can rely on someone or something. You can trust your physical education teachers to find really fun games that will help keep our minds and bodies healthy and strong.

It's really important to have people in your life that you can trust, and also to be trustworthy for the people around you. For example, your teachers and classmates need to trust that you'll respect at least 6 feet of personal space and wear your mask. We know this will help us all stay safe and keep our families safe. We have to trust each other to do these important things.

Just like I promised, I have a couple of fun games that we can play. They're also listed on this week's movement menu with short instructions to help you remember how to play at home.

Just for Fun (and health)

The final thing I want to talk about this week is why it's important for us to be physically active every day. The first reason is because moving our bodies is fun – we enjoy being physically active. That enjoyment really helps our minds and our hearts stay healthy and ready to learn and grow. Sometimes school and other things can be a little stressful. Physical activity helps us control that stress and feel better.

The second reason that we need to be physically active every day is for our personal health. Physical activity helps our bodies stay strong so we can do great things and work toward our goals. It boosts our immune systems to help our bodies fight disease and stay healthy. If we're active every day then we're less likely to get sick. And if we do get sick, we'll get better faster.

This week look around your home for a place where you can safely be physically active. Find a place clear of furniture or clutter that you might trip on or break. Next week you'll draw a map of your physical activity area.

The final section of our movement menu has an activity we can do just for fun and health. Let's try!



Go Be Great!

Menu Activity Cards



BRAIN & BODY WARM-UP

PERSONAL SPACE: The area around a person where they feel safe. It feels uncomfortable when someone enters this space.

To keep everyone safe, we must respect 6 to 12 feet of personal space.

30-SECOND JUMP ROUTINE

- We're are going to do 3 types of Jumping Jacks: Normal Jumps, Mummy Jumps, and You-Jumps.
- Watch the clock and jump for 30 seconds, and then rest for 15 seconds.
- Pick 1 type of jumping jack and jump for the full 30 seconds. Then rest.
- While you rest, pick a new type of jumping jack. After 15 seconds of rest, jump again.



Go Be Great!

Menu Activity Cards



BRAIN & BODY WARM-UP

ENTHUSIASM: An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

Mr. Walker is enthusiastic about being the best teacher he can be.

YES OR NO BODY LANGUAGE

- I'm going to ask you some yes or no questions.
 - If your answer is "YES" then you'll jog in place until I ask the next question.
 - If your answer is "NO" then you'll do jumping jacks until I ask the next question.
- Let's try!
- Does $5 + 5 = 10$? YES! (Jog in Place)
 - Does $2 + 2 = 7$? NO! (Jumping Jacks)
 - Is physical activity good for my health?
 - Do zebras run on only 2 legs?



Go Be Great!

Menu Activity Cards



PURPOSEFUL PRACTICE

TRUST: A good feeling you get when you can rely on someone or something.

We trust that our teachers and classmates will behave in ways that help to keep everyone safe.

RPS VICTORY DANCE

- Stand at least 6 to 12 feet from a partner.
- The object of the game is to win a round of Rock, Paper, Scissors, then do a victory dance to celebrate.
- You get 10 seconds to do your dance, then play another round.



Go Be Great!

Menu Activity Cards



PURPOSEFUL PRACTICE

TRUST: A good feeling you get when you can rely on someone or something.

We trust that our teachers and classmates will behave in ways that help to keep everyone safe.

SPORTS CHARADES

- Stand at least 6 to 12 feet from a partner or group.
- The object is to silently act out a sport so that your partner or the group can guess what it is.
- Take turns acting.



Go Be Great!

Menu Activity Cards

PURPOSEFUL PRACTICE

PERSONAL BEHAVIOR: The actions of an individual person.

Ms. Wilder taught us to take responsibility for our personal behavior.

BEST FOOT FORWARD

- Stand at least 6 to 12 feet from a partner.
- The object is to score 10 points. You get 1 point when your foot pattern matches your pattern choice.
- Decide who is same and who is different.
- Jump 3 times and say, “1, 2, show!” Land with your feet together, or your feet apart.
- If your feet match your partner’s feet (e.g. you both landed with feet together) it’s a match and “same” wins.
- If one’s feet are together and one’s apart, then “different” wins.



Go Be Great!

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

ENJOY: To have a fun time.

We enjoy playing physical activity games.

HEALTH: Free from sickness and injury.
Feeling physical, mental, and social well-being.

We enjoy physical activity and it helps to protect our health.

CONE FLIP CHAOS

- Try to flip the cone on its base.
- Land the cone for 1 point.
- Do 3 jumping jacks to earn 2 flips.
- You must jump before you flip.

Students, be sure to wipe the cone with a disinfectant wipe before and after you take a turn flipping.



Go Be Great!

Menu Activity Cards

JUST FOR FUN (AND HEALTH)

RESOURCE: The supplies, opportunities, and support that a person can use in order to do a job or live productively.

Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.

FAVORITE SONG WORKOUT

- Use the song 20 Seconds or More by Doug E Fresh and Hip Hop Public Health to get a fun workout.
- Play the song. Jog in place during verses. Do jumping jacks during the chorus. The chorus says, “Wash your hands everybody...”
- Create new workouts with more of your favorite songs.



Go Be Great!

Yes or No PE Questions

**Question starters for your game of
YES or NO Body Language:**

- *Do you like to help make dinner for your family?*
- *Do you like to play sports?*
- *Do you like to dance?*
- *Do you like to listen to music?*
- *Do you like to create art?*
- *Do you have a pet?*
- *Do you like being physically active with friends and family?*
- *Do you like to eat fruit as a snack?*
- *Is sitting down watching a full day of videos good for you?*
- *Is drinking a lot of sugary drinks good for you?*
- *Do you like to take walks with your friends and family?*
- *Do you like to learn about things that are interesting to you?*
- *Is eating fruits and vegetables at every meal good for you?*
- *Is eating a bag of chips every day good for you?*



At Home Choice Board

Hang this choice board near your safe physical activity space.

Choose an activity, get active, and have fun!

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
<p>30-Second Jump Routine: 3 types of Jumping Jacks: Normal Jumps, Mummy Jumps, and You-Jumps. 30 sec. jump intervals. 15 sec. rest intervals.</p>	<p>Victory Dance Rock, Paper, Scissors: Play a game of RPS with a partner. Dance if you win a round of RPS.</p>	<p>Cone Flip Chaos: Try to flip the cone on its base. Land the cone for 1 point. Do 3 jumping jacks to earn 2 flips.</p>
<p>YES or NO Body Language: Ask yes or no questions. If the answer is "YES" then jog in place. If the answer is "NO" then do jumping jacks.</p> <p><i>Find questions on the Y or N Card.</i></p>	<p>Sports Charades: Silently act out a sport so that a partner or group can guess it.</p>	<p>Favorite Song Workout: Use the song <i>20 Seconds or More</i> by Doug E Fresh and Hip Hop Public Health. Jog in place during verses. Do jumping jacks during the chorus.</p>
<p>BLANK SPACE Create Your Own Activity Choice</p>	<p>Best Foot Forward: Play 6 feet apart from a partner. Jump 3X, "1, 2, show!" Land with feet together, or feet apart. If all feet match: "same" wins. If all feet don't match: "different" wins.</p>	<p>BLANK SPACE Create Your Own Activity Choice</p>

Go Be Great!

Physical Education Vocab

Important words for us to understand and use.

ENCOURAGEMENT /noun/ A feeling of support, confidence, or hope.

The encouragement Ami felt came from positive words her friends were saying.

ENJOY /verb/ To have a fun time.

We enjoy physical activity.

ENTHUSIASM /noun/ An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

Mr. Walker is enthusiastic about being the best teacher he can be.

HEALTH /noun/ Free from sickness and injury. Feeling physical, mental, and social well-being.

Being physically active every day helps to protect our health.

PERSONAL BEHAVIOR /noun/ The actions of an individual person.

Ms. Wilder taught us to take responsibility for our personal behavior.

MORE →



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Physical Education Vocab

Important words for us to understand and use.

PERSONAL SPACE /noun/ The area around a person where they feel safe. It feels uncomfortable when someone enters this space.

To keep everyone safe, we must respect 6 feet of personal space.

RESOURCE /noun/ The supplies, opportunities, and support that a person can use in order to do a job or live productively.

Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.

RESPECT /noun/ A feeling of honor for the feelings and rights of others.

We have respect for the health of our classmates, so we wear our masks while we're together.

TRUST /noun/ A good feeling you get when you can rely on someone or something.

We trust that our teachers and classmates will behave in ways that help to keep everyone safe.

WELLNESS /noun/ Good personal physical and mental health.

Wellness is an important goal that Caleb's family is working toward.



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Physical Education Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What would you include on a list about physical activity?
- 2) How does physical activity affect your personal health?
- 3) What would happen to a person's health if they were physically active every day? What would happen to their health if they were never physically active?
- 4) Create a daily schedule that includes 60 minutes of physical activity.

Question Set 2

- 1) What are 3 physical activities that you really enjoy?
- 2) What do you need in order to participate in those activities? (Think about equipment and space.)
- 3) How can you change those activities so you can do them at home or at school?
- 4) Create a short conversation that you could have with a family member that will help you ask them for help in participating in your favorite physical activities.

Social & Emotional Health

Question Set 1

- 1) What does trustworthy mean?
- 2) How can you show your classmates and teachers that you're trustworthy?
- 3) How is respecting personal space related to being trustworthy?

Question Set 2

- 1) What is enthusiasm?
- 2) What do you know about enthusiasm?
- 3) How would you describe someone who is enthusiastic?

Question Set 3

- 1) What is encouragement?
- 2) Can you make a list of encouraging things you can say to a friend?
- 3) How is encouragement related to a person's enthusiasm?

Go Be Great!

How Great Were We?

Week 1

Give a thumb to give your answer.

- As a class, did we respect each other's personal space?
- Did you as an individual respect the personal space of your classmates?



- As a class, did we help each other enjoy our physical activity choices?
- Did you enjoy being physically active?



We can always get better! What can we do the next time we meet to improve?



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Go Be Great!

How Great Were We?

Week 2

Give a thumb to give your answer.

- As a class, did we control our behavior?
- Did you as an individual control your behavior?



- As a class, did we help each other enjoy our physical activity choices?
- Did you enjoy being physically active?



We can always get better! What can we do the next time we meet to improve?



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Go Be Great!

How Great Were We?

Week 3

Give a thumb to give your answer.

- As a class, did we have meaningful and respectful discussions?
- Did you discuss ways that physical activity improves your health?



- As a class, did we respect each other's personal space?
- Did you as an individual respect the personal space of your classmates?



We can always get better! What can we do the next time we meet to improve?



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Name: _____

Class: _____

Date: _____

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> If you had **TONS OF FUN**, what made your activity so fun? If you had **SOME** or **SO-SO FUN**, what could have made the activity **MORE** fun?

Name: _____

Class: _____

Date: _____

WEEK 2: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]
> How did being physically active this week help you share some of your unique greatness?

Name: _____

Class: _____

Date: _____

WEEK 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
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Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
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Circle if you had
SO-SO FUN

Check-In Chat

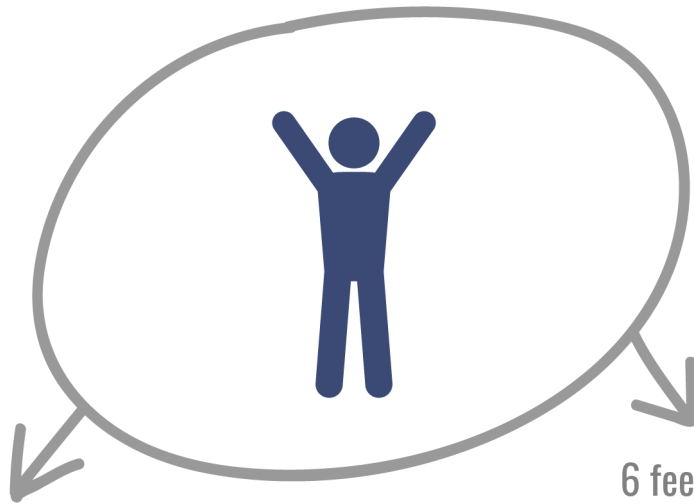
[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> List all of the ways that being physically active made your week more positive and fun.

Go Be Great!

My Physical Activity Space

Draw a map of a safe physical activity space that you have in your home.
This is the activity space where you'll participate in daily physical education.



Draw the other things
in this room around this
activity space.

6 feet of space
free of stuff you can
break or step on.



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Go Be Great!

Universal Design for Learning

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

The table below offers UDL adaptations and suggestions.

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Use large, brightly colored organizational markers to help students maintain safe distances from their peers. • Use different colored cones or spots to identify a home base for each student. • Use spot markers to create movement or travel routes. 	<ul style="list-style-type: none"> • Change rules to reflect equity of skill acquisition, mobility, and fitness level. • Vary movement expectations to increase equity. For example, allow different locomotor movements or the use of assistive equipment. • Adapt body positioning to student needs. For example, modify the game to play sitting, lying, or prone. 	<ul style="list-style-type: none"> • Visually mark/define space in activity area with visual markers like cones, spot markers, visual signs/cues. • Adjust lighting (e.g., brighter or lighter). • Visual pathways for travel using spot markers, floor markings, wall markings, and other visual cues. 	<ul style="list-style-type: none"> • Be flexible. Adjust as needed. One size doesn't fit all. • Establish consistent, predictable routines. • Be concise. Speak slowly & clearly with a well-defined beginning & end. • Give 1-step vs multiple-step directions. • Provide time for students to process instruction. • Give choice to motivate students. • Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students' IEP Teams. You can also reach out to your school's curriculum resource department in order to see how else you can modify instructional delivery to meet students' needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.

