

OPEN[®]

Online Physical Education Network

Go Be Great!



**Physical Education Resources for Grades K–2
Weeks 1–3 of the Academic School Year**

[OPENPHYSED.ORG](https://openphysed.org)

VARSITY  **BRANDS**


BSNSPORTS™


VARSITY
SPIRIT


HERFF JONES.



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!

Grades K-2 Physical Education Checklist for 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 Grade K-2 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)

Go Be Great!

Weekly Learning Targets

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

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

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will control my body and behavior and stay 6 to 12 feet away from my classmates.
- I will behave in ways that are trustworthy.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- 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.

- **(K)** Recognize physical activity is important for good health.
- **(1)** Recognize physical activity is important of good physical, emotional, and mental health.
- **(2)** Identifies ways that physical activity improves physical, emotional, and mental health.

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.



Go Be Great!

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 control my body and behavior and stay 6 to 12 feet away from my classmates.
- I will be enthusiastic, and I will also safely control my personal behavior.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- 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.

- **(K)** Discuss the enjoyment of playing with family and friends.
- **(1)** Discuss the reasons for participating in physical activity with friends.
- **(2)** Discuss ways to encourage others to be physically activity with friends.

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 talk with my classmates and family about how physical activity improves my health.
- I will enjoy physical activity outside of physical education class.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will control my body and behavior and stay 6 to 12 feet away from my classmates.
- I will encourage my friends and family to be physically active every day.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- 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.

- **(K)** Identifies active play opportunities outside physical education class.
- **(1)** Discusses the benefits of being active and exercising/playing.
- **(2)** Describes physical activities for participation outside physical education class.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

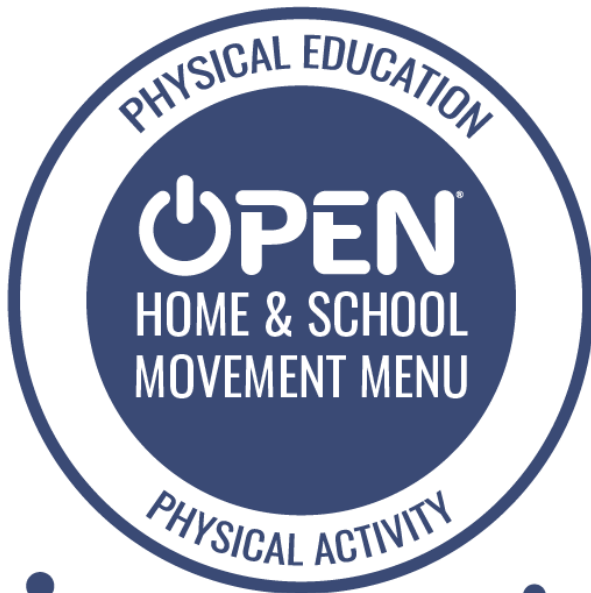
- **(Elementary)** Identifies and discusses the value of specific family, school, and community resources and supports.

RELATIONSHIP SKILLS: EMPOWERMENT

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



Go Be Great!



OPENPHYSED.ORG



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 Animal Jumps: [\[YouTube\]](#)

We're going to use the Animal Alphabet Cards to play a jumping game. Each card gives 2 animal choices. While the music plays for 30 seconds, jump in your personal space. Stay in your 6-foot personal bubble. When the music stops, pick another animal from the next card. It's okay to change your mind during the 30 seconds and jump like the other animal.

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

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.

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

Stand inside your 6-foot bubble. The object of this game is to silently act like an animal so that your classmates can guess what it is. Take turns guessing and acting like animals. If you need help thinking of an animal, use the Animal Alphabet Cards.

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.

Animal Dance Party: [\[YouTube\]](#)

I'm going to use the Animal Alphabet Cards to pick animals that will come to our dance party. You can use these cards to have dance parties in your home. When I hold up a card, everyone will dance like the animal I'm holding. If I hold up 2 cards, you can pick which animal you want to be. Remember, stay inside your 6-foot bubble!

Go Be Great!



OPENPHYSED.ORG



Brain & Body Warm-Ups

WEEK 2

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

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

Invisible Rock Garden: [YouTube](#)

It's time to plant an invisible rock garden. When the music plays (use slow-tempo music), we will walk in our activity area and plant invisible rock seeds. To do that you have to be 6–12 feet from all other people. Find open space, dig an invisible hole with your invisible shovel, and then drop in an invisible rock seed. Cover the hole with invisible dirt, and water it with invisible water. It's not a race. Plant 5 invisible rocks while music plays.

Purposeful Practice

WEEK 2

PERSONAL BEHAVIOR: The actions of an individual person.

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

Invisible Rock Collector: [YouTube](#)

WOW! Our invisible rock garden grew really fast! Now it's time to collect our rocks. Put on your invisible backpack. When the music plays (use slow-tempo music), walk in the activity area and carefully pick up invisible rocks and place them in your backpack. To do that you have to be 6–12 feet from all other people. Find open space, squat down by bending your knees and lift the rock into your pack. It's not a race. Collect 5–10 invisible rocks while music plays.

Just for Fun (and health)

WEEK 2

RESOURCE: Supplies, opportunities, and supports that a person can use to do a job or be productive.

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.

Invisible Rock Buster: [YouTube](#)

Now that we've collected our invisible rocks, it's time to break them into invisible pebbles. To do that, take 1 invisible rock out of your invisible backpack. Place it inside your personal 6-foot bubble. Jump on it 5 times — straight up and down. After you've busted an invisible rock, get a new rock and start busting again. Make as many pebbles as you can while the music plays.

Go Be Great!



OPENPHYSED.ORG



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 Animal Jumps: [\[YouTube\]](#)

We're going to use the Animal Alphabet Cards to play a jumping game. [\(Apple Music Interval Track\)](#)

Invisible Rock Garden: [\[YouTube\]](#)

It's time to plant an invisible rock garden. When the music plays (use slow-tempo music), we will walk in our activity area and plant invisible rock seeds.

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.

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

Stand inside your 6-foot bubble. The object of this game is to silently act like an animal so that your classmates can guess what it is.

Invisible Rock Collector: [\[YouTube\]](#)

WOW! Our invisible rock garden grew really fast! Now it's time to collect our rocks.

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.

Animal Dance Party: [\[YouTube\]](#)

I'm going to use the Animal Alphabet Cards to pick animals that will come to our dance party.

Invisible Rock Buster: [\[YouTube\]](#)

Now that we've collected our invisible rocks, it's time to break them into invisible pebbles. To do that, take 1 invisible rock, place it inside your personal bubble, and jump on it 5 times.

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 another fun game that we can play. This game is 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 feet of personal space.

30-SECOND ANIMAL JUMPS

- We're going to use the Animal Alphabet Cards to play a jumping game.
- Each card gives 2 animals choices. While the music plays for 30 second, jump in your personal space. Stay in your 6-foot personal bubble.
- When the music stops, pick another animal from the next card. It's okay to change your mind at any time and jump like the other animal.



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.

Invisible Rock Garden

- It's time to plant an invisible rock garden. When the music plays, we will walk in our activity area and plant invisible rock seeds.
- To do that you have to be 6–12 feet from all other people. Find open space, dig an invisible hole with your invisible shovel, and then drop in an invisible rock seed.
- Cover the hole with invisible dirt, and water it with invisible water.
- It's not a race. Plant 5 invisible rocks while music plays.



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.

ANIMAL CHARADES

- Stand inside your 6-foot bubble.
- The object of this game is to silently act like an animal so that your classmates can guess what it is.
- Take turns guessing and acting like animals.
- If you need help thinking of an animal, use the Animal Alphabet Cards.



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.

INVISIBLE ROCK COLLECTOR

- WOW! Our invisible rock garden grew really fast! Now it's time to collect our rocks.
- Put on your invisible backpack. When the music plays, walk in the activity area and carefully pick up invisible rocks and place them in your backpack.
- To do that you have to be 6–12 feet from all other people. Find open space, squat down by bending your knees and lift the rock into your pack.
- It's not a race. Collect 5–10 invisible rocks while music plays.



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.

ANIMAL DANCE PARTY

- I'm going to use the Animal Alphabet Cards to pick animals that will come to our dance party.
- You can use these cards to have dance parties in your home. When I hold up a card, everyone will dance like the animal I'm holding.
- If I hold up 2 cards, you can pick which animal you want to be. Remember, stay inside your 6-foot bubble!



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.

INVISIBLE ROCK BUSTER

- Now that we've collected our invisible rocks, it's time to break them into invisible pebbles.
- To do that, take 1 invisible rock out of your invisible backpack. Place it inside your personal 6-foot bubble.
- Jump on it 5 times — straight up and down. After you've busted an invisible rock, get a new rock and start busting again.
- Make as many pebbles as you can while the music plays.



OPENPHYSED.ORG
Animal Alphabet Cards



Ant



Butterfly

Animal Alphabet Cards



Cow



Dinosaur

Animal Alphabet Cards

OPENPHYSED.ORG
Animal Alphabet Cards



Elephant



Fish

OPENPHYSED.ORG
Animal Alphabet Cards

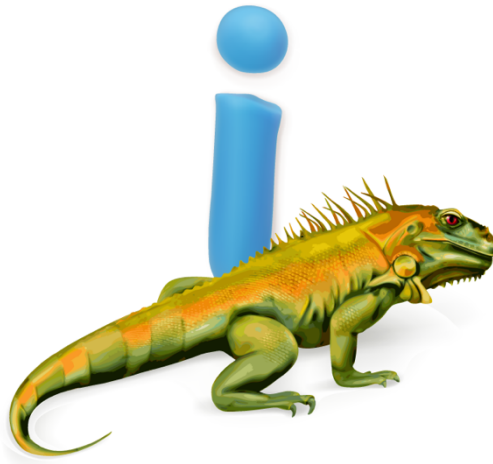


Goose



Horse

OPENPHYSED.ORG
Animal Alphabet Cards



Iguana



Jellyfish

OPENPHYSED.ORG
Animal Alphabet Cards



King cobra



Ladybug

OPENPHYSED.ORG
Animal Alphabet Cards



Mouse



Narwhal

OPENPHYSED.ORG
Animal Alphabet Cards



Octopus



Panda

OPENPHYSED.ORG
Animal Alphabet Cards



Quokka



Rabbit

OPENPHYSED.ORG
Animal Alphabet Cards



Shark



Turtle

OPENPHYSED.ORG
Animal Alphabet Cards



Unicorn



Vulture

OPENPHYSED.ORG
Animal Alphabet Cards



Whale



X-ray fish

OPENPHYSED.ORG
Animal Alphabet Cards



Yak



Zebra

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 Animal Jumps: We're going to use the Animal Alphabet Cards to play a jumping game.</p>	<p>Animal Charades: Stand inside your 6-foot bubble. The object of this game is to silently act like an animal so that your classmates can guess what it is.</p>	<p>Animal Dance Party: I'm going to use the Animal Alphabet Cards to pick animals that will come to our dance party.</p>
<p>Invisible Rock Garden: It's time to plant an invisible rock garden. When the music plays (use slow-tempo music), we will walk in our activity area and plant invisible rock seeds.</p>	<p>Invisible Rock Collector: WOW! Our invisible rock garden grew really fast! Now it's time to collect our rocks.</p>	<p>Invisible Rock Buster: Now that we've collected our invisible rocks, it's time to break them into invisible pebbles. To do that, take 1 invisible rock, place it inside your personal bubble, and jump on it 5 times.</p>
<p>BLANK SPACE Create Your Own Choice</p>	<p>BLANK SPACE Create Your Own Choice</p>	<p>BLANK SPACE Create Your Own 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 →



[OPENPHYSED.ORG](https://openphysed.org)



Go Be Great!

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.



[OPENPHYSED.ORG](https://openphysed.org)



Physical Education Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What is physical activity?
- 2) What is health?
- 3) How does physical activity help you stay healthy?

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) What could you say to a friend or family member to encourage them to be physically active with you?

Question Set 3

- 1) What is wellness?
- 2) How is wellness different from health?
- 3) How is it the same?

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 does enthusiasm look like?
- 3) Who do you know who is enthusiastic? What about that person tells you that they are 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?



OPENPHYSED.ORG



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?



OPENPHYSED.ORG



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 talks about health and activity?
- Did you talk about 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?



OPENPHYSED.ORG



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.

Go Be 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.

Go Be 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.]
> YOU ARE GREAT! How did being physically active this week help you share your 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.

Go Be 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.]

> 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
with nothing in it
that you could break
or step on.



OPENPHYSED.ORG



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.

