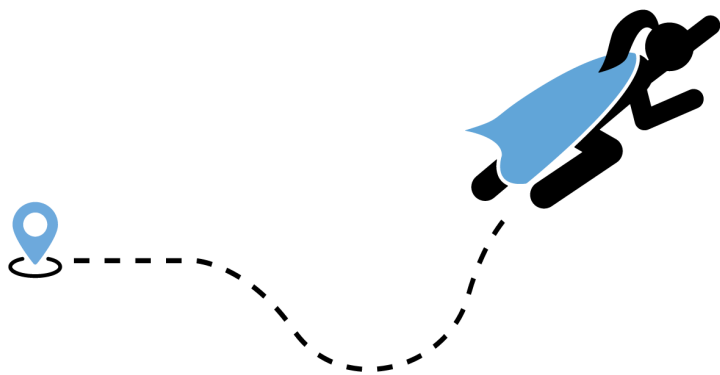




Go Be Great!



**Physical Education Resources for Grades 6–8
Weeks 1–3 of the Academic School Year**

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VARSITY // BRANDS





Learning Module: **GO BE GREAT!**
Middle School 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 all physical activity environments
- how I can benefit from being physically active every day
- how I can to improve my physical and mental health with activities I enjoy

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 we will stay 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 is 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 learning activities that we'll be using in physical education class.

Thank you for being physically active every day.

Go Be Great!

Middle School Physical Education Checklist Weeks 1–3

CHECK	WEEK 1
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the Physical Education Questionnaire and return it to your physical education teacher.
	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.
	Post the Go Be Great Choice Board in a place where you can see it.
	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.
	Complete the DIY Choice Board and turn it in to your physical education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)

**Complete this short physical education questionnaire
and return it to your physical education teacher.**

RESOURCES

Make a list of all of the physical activity, exercise, and sport equipment that you have in your home. List all of the items that you can use whenever you want to.

Make a list of some items around your home that might not be made specifically for physical activity but could be modified or used in a modified way for a physical activity or exercise. (For example, cans of corn can be used as light weights for muscular fitness exercises.)

INTERESTS

What is your favorite way to be physically active?

What is 1 way that you could be physically active each day — even if it's not your favorite?

What are 2 activities that you'd like to learn more about this year in physical education class?

BARRIERS

What is 1 thing that makes it difficult for you to be physically active at home?

What are 2 possible solutions to help you overcome that challenge?

Go Be Great!

Weekly Learning Targets

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss the 5 components of health-related fitness.
- 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 complete the physical education questionnaire and return it to my physical education teacher.

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.

- **(6)** Describes how physical activity positively impacts the body to promote good health.
- **(7)** Identifies and explains the relationship between the five components of health-related fitness and disease prevention.
- **(8)** Seeks out and identifies physical activity options to enrich physical, emotional, and mental health for self and others.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Secondary)** Defines and routinely applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle.

SOCIAL AWARENESS: SAFETY

- **(Secondary)** Discusses and defends social and ethical norms in order to promote a safe and encouraging learning environment.



Go Be Great!

Weekly Learning Targets

WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will respect my classmates by using positive and encouraging language.
- I will enjoy being physically active with others.

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 post the Go Be Great Choice Board where I can see it.

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.

- **(6)** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- **(7)** Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
- **(8)** Demonstrates respect for self by asking for help and helping others in various physical activities.

Social and Emotional Learning Priority Outcomes:

SELF-MANAGEMENT: SAFETY

- **(Secondary)** Defines and applies strategies for emotional regulation as a part of a social and emotional health practice and overall wellness-based lifestyle.

SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.



Go Be Great!

Weekly Learning Targets

WEEK 3 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will discuss solutions to common barriers to being physically active every day.
- I will thoughtfully complete the DIY Choice Board.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will respect at least 6 to 12 feet of my classmates' personal space.
- I will discuss the connection between regular physical activity and my emotional health.

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.

- **(6)** Identifies a variety of physical activity options available in the local community.
- **(7)** Identifies barriers to maintaining a physically active lifestyle and seeks solutions for eliminating barriers.
- **(8)** Explains the connection between regular physical activity and overall physical, emotional, and mental health.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

- **(Secondary)** Identifies and utilizes family, school, and community resources and supports in the pursuit of defined personal and collective community goals.

RELATIONSHIP SKILLS: EMPOWERMENT

- **(Secondary)** Applies constructive language to encourage self and others in the active pursuit of personal and collective goals.



Go Be Great!



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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 classmates will behave in ways that keep us safe.

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

Stand at least 6' from a partner. The object of the game is to win Rock, Paper, Scissors, and "grow" from an egg, to a chick, to a chicken.

Both partners squat down into a tucked "egg" position. Play RPS. The winner becomes a baby chick and raises up into a squat position. The other player stays an egg. Play again, if the "baby chick" wins they become a chicken and win the game. If they lose, they return to "egg" position and the other player grows into a chick.

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.

Go Be Great!



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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!

- *Is wellness walking good for your mental health? YES! (Jog in Place)*
- *Is it okay to only eat fruit once per year? NO!!! (Jumping Jacks)*

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:

Stand at least 6' 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.

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.

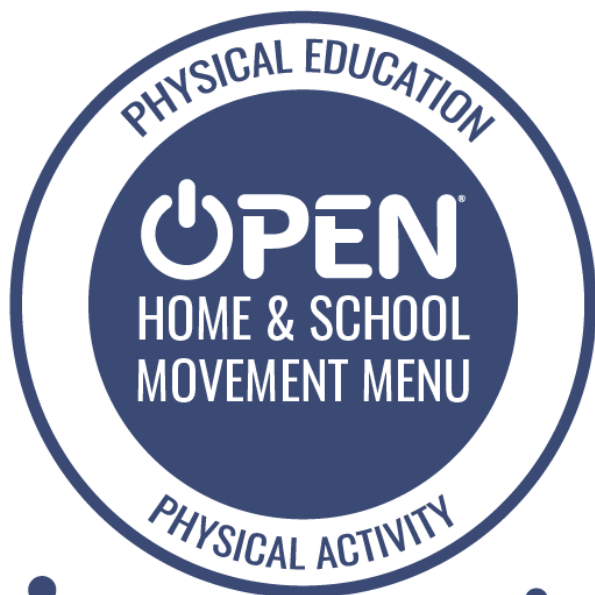
Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.

Favorite Song Workout:

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:

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:

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.

RPS Victory Chegg:

Grow from an egg, to a baby chick, to a chicken as you play RPS with a partner.

Best Foot Forward:

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:

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:

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 is absolutely critical as we work to 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 positive feeling you get when you can rely on someone or something. You can trust your physical education teachers to find fun games that will help keep our minds and bodies healthy and strong.

It's 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 we enjoy being physically active. That enjoyment helps our minds and our bodies stay healthy and ready to learn and grow. Sometimes the world 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 resources to help you be physically active every day. Complete the Physical Education questionnaire and return it to me as soon as you can.

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



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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!
- *Is wellness walking good for your mental health? YES! (Jog in Place)*
 - *Is it okay to only eat fruit once per year? NO!!! (Jumping Jacks)*
 - *Create your own Y or N questions.*



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 CHEGG

- Stand at least 6' from a partner. The object is to win Rock, Paper, Scissors, and “grow” from an egg, to a chick, to a chicken.
- Both partners squat down into a tucked “egg” position. Play RPS.
- The winner becomes a baby chick and raises up into a squat position. The other player stays an egg.
- Play again, if the “baby chick” wins they become a chicken and win the game. If they lose, they return to “egg” position and the other player grows into a chick.



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 like being physically active with friends and family?*
- *Do you like to eat carrots 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>RPS Victory Chegg: [YouTube] Play 6 feet apart from a partner. The object is to win Rock, Paper, Scissors, and “grow” from an egg, to a chick, to a chicken.</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>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>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>

Do-It-Yourself At Home Choice Board

Create a choice board with activities that you enjoy.
Then, hang it near your safe physical activity space.
Choose an activity, get active, and have fun!

Your Name:

Brain & Body Warm-Ups	Purposeful Practice	Just for Fun (and health)
Activity: Quick Instructions:	Activity: Quick Instructions:	Activity: Quick Instructions:
Activity: Quick Instructions:	Activity: Quick Instructions:	Activity: Quick Instructions:

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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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 at least 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?

Question Set 2

- 1) What is Health-Related Fitness?
- 2) What are the components of Health-Related Fitness?
- 3) How does physical activity affect your fitness?

Question Set 3

- 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 a person 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?

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 a lot of fun being physically active this week, 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
	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!

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.

