LOOPY LAPS

Physical Education Resources for Grades 3–5
Weeks 4–7 of the Academic School Year

In collaboration with

NYRR.ORG/OPEN
Learning Module: **LOOPY LAPS**  
Elementary Weeks 4-7

**Healthy Body**  
I will explore the relationship between physical activity and good health.

**Healthy Mind**  
I will recognize that physical activity is good for emotional and mental health.

**Enjoyment & Challenge**  
I will identify physical activities that I like and are good for my overall health.

**Building Skills**  
I will move safely with balance and control in different activity environments.

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**Why are we learning this?**

**Loopy Laps** is the second physical education learning module of the school year. It is important because it will teach us:
- how to recognize physical activities that are good for our health
- physical activities that we can enjoy as a part of a physically active lifestyle
- how to move safely with balance and control
Students and families:

During the next 4 weeks of this school year we will be working on a unit called LOOPY LAPS! The learning activities in this unit were created as a collaboration of OPEN and Rising New York Road Runners. During this unit we learn about daily physically activity and why it is good for our bodies and minds.

Keep this page in a safe place. It’s a checklist of everything that you will need to complete during this 4-week Loopy Laps experience! But, if there’s ever a time when you need a copy of our learning materials, you can visit www.OPENPhysEd.org/LoopyLaps 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 3-5 Physical Education Checklist for Loopy Laps

<table>
<thead>
<tr>
<th>CHECK</th>
<th>WEEK 1 of 4</th>
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<td>It’s okay if you don’t want to print the choice board. You can draw your own poster version!</td>
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WEEK 1 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:
• I will discuss what it means to be healthy and have good health.
• I will be physically active as a way to protect my health.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will use positive words that help my classmates feel safe.
• I will demonstrate courage as I try new physical activities.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will look for a safe route for my family to walk.

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:
RELATIONSHIP SKILLS: SAFETY
• (Elementary) Identifies, discusses and applies communication skills that help establish a positive learning environment for self and others, and enables constructive conflict resolution.

SOCIAL AWARENESS: SAFETY
• (Elementary) Recognizes and demonstrates respect for social and ethical norms with consideration of self and others.
PHYSICAL EDUCATION OBJECTIVES:
• I will move with balance and control.
• I will follow all directions without teacher reminders.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will safely control my personal behavior in order to make physical education a positive learning environment.
• I will use my words to help motivate my classmates to be active.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will draw a map of a safe walking route near my home.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:
MOVEMENT SKILLS & CONCEPTS: LOCOMOTOR SKILLS
Students demonstrate skill competency and can apply concepts and strategies to movement and performance.
• (3) Performs locomotor skills with balance at various speeds.
• (4) Uses various locomotor skills in a variety of small-sided games and practice tasks.

RESPONSIBLE BEHAVIORS: PERSONAL RESPONSIBILITY & SAFETY
• (5) Engages in physical activity with responsible interpersonal behavior.

Social and Emotional Learning Priority Outcomes:
RESPONSIBLE DECISION-MAKING: SAFETY
• (Elementary) Identifies and discusses the ethical standards, safety considerations, and social norms that influence decision making.

RELATIONSHIP SKILLS: EMPOWERMENT
• (Elementary) Applies constructive language to encourage self and others.
WEEK 3 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:
• I will complete the health-related fitness word scramble.
• I will discuss the components of fitness required in Loopy Laps activities.

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: FITNESS KNOWLEDGE
Students demonstrate the knowledge and skills required to achieve and maintain a health-enhancing level of personal fitness.
• (3) Describes the concept of fitness and provides examples of PA to enhance fitness.
• (4) Identifies the component of health-related and skill-related fitness.
• (5) Identifies activities that require and/or improve the components of fitness.

Social and Emotional Learning Priority Outcomes:
SELF-AWARENESS: SAFETY
• (Elementary) Defines emotions and discusses both their causes and impacts on personal behaviors and health.

SELF-MANAGEMENT: SAFETY
• (Elementary) Defines and applies strategies for impulse control as well as emotional and behavioral regulation with consideration for self and others.
WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:
• I will discuss the health benefits of physical activity.
• I will identify the health-related fitness components related to Loopy Laps activities.

SOCIAL AND EMOTIONAL OBJECTIVES:
• I will participate in activities with a purpose that is meaningful to me.
• I will use positive language in my self-talk.

WELLNESS OBJECTIVES:
• I will be physically active every day for at least 60 minutes.
• I will complete all tasks on my Loopy Laps physical education checklist.

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: EMPOWERMENT
• (Elementary) Defines personal motivation and discusses how motivation can impact personal and academic goals.

SELF-AWARENESS: EMPOWERMENT
• (Elementary) Identifies personal thoughts and values that contribute to confidence and optimism.
**WEEK 1 of 4**

**COURAGE:** The ability to do what’s right even though you feel fear.

*Corina showed courage on the first day of school. She came to class even though she felt nervous.*

**Foot Fire:** [Vimeo]

We’re jogging over a hot stove. When the temperature is low, we can jog in place slowly. When the temperature gets warmer, we’ll jog in place faster. When the temperature is on Foot Fire, we’ll sprint in place as fast as we can.

The leader will call out the temperature (cooler, warmer, foot fire). The class will follow the leader’s instructions.

**WEEK 1 of 4**

**EXERCISE:** Physical activity that a person does specifically to improve health and fitness.

*Mr. Kline taught the students an exercise they could do at home to improve muscular strength.*

**Red Light, Green Light:** [YouTube]

The object of the game is to move during green lights and stop on red lights. Score a point every time you stop immediately on a red light.

Teacher starts as the leader. Call Green Light and students jog in place. Call Red Light and students must freeze. Everyone who froze immediately gets 1 point.

Keep track of your own points.

**WEEK 1 of 4**

**HEALTH:** The state of being free from sickness or injury.

*Micha was in good health because he was physically active every day and always ate nutritious foods.*

**Get Moving Circuit:** [YouTube]

Complete each of the 3 Get Moving Stations in 1-min. or 30-sec. intervals.

When music is on, perform the exercise. When music stops, get ready to do the next exercise.

1. **Station 1: Jump Station.** Squat and then jump to the sky.
2. **Station 2: Move Station.** Jog in place with high knees.
3. **Station 3: Stretch Station.** Do forward lunges.

**Purposeful Practice**

**Just for Fun (and health)**
Brain & Body Warm-Ups

**WEEK 2 of 4**

**MOTIVATION:** A reason to do something. The desire to reach a goal.

*Jenna’s motivation for wearing her mask was to keep her family healthy.*

**RPS Body Language:** [YouTube]

- Students pair up and stand a safe distance apart. They play Rock, Paper, Scissors with the following movements.
  - Rock = Jump into low squat position.
  - Paper = Jump up and land with feet and arms apart in a wide X position.
  - Scissors = Jump up and land with feet straddled.
- Continue playing best 3 out of 5, then switch and find a new partner. If playing via video, all students play against the teacher with each jump.

Purposeful Practice

**WEEK 2 of 4**

**INDEPENDENT:** The ability to think and act for yourself.

*The students were independent and could safely move without teacher reminders.*

**Loopy Lap Stations:** [YouTube]

- There are 4 loopy lap stations set up in the activity area. At each station there is a station sign with an exercise to perform for 30 seconds. After 30 seconds, we’ll rotate to the next station. As you rotate, perform the loopy lap locomotor activity listed on the station card. For example, one card says, “Skip to the next station.”
- We’ll continue rotating and see how many complete loopy laps we can do during our class period.

Just for Fun (and health)

**WEEK 2 of 4**

**BALANCE:** Upright and steady.

*Stefano was able to keep his balance while he stood on 1 foot.*

**Mirror, Mirror:** [Vimeo]

- Introduce the game with students on floor spots facing the teacher. Teacher starts as the leader. Students mirror teacher’s movements.
- Next, students face a partner (6’ apart). One partner leads, the other mirrors. The leader makes safe movements. The mirror follows along.
- **NOTE:** If playing via video meet, the teacher starts as the leader, the students mirror. Freeze the game and assign a student as the leader.
WEEK 3 of 4

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing is a way to help the body and mind relax.

Music Mania: [YouTube]
Music Mania is a Walk/Jog interval activity. It can be done jogging and walking in place, or it can be done with a large jogging lap area.
When the music plays, everyone jogs. When the music stops, everyone walks. Use interval music to start and stop music.

Interval Music on Apple Music

WEEK 3 of 4

EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

Laptastic – with Plank: [YouTube]
This is an activity that is good for our aerobic capacity and our muscular fitness.
When the music plays, everyone jogs. When the music stops, everyone drops into plank position until the music starts again. Use interval music to start and stop music.

Interval Music on Apple Music

Purposeful Practice

WEEK 3 of 4

HEART: The muscular organ that pumps blood through the body.

Your heart is a muscle that gets stronger when you exercise.

Loopy Lap Stations: [YouTube]
There are 4 loopy lap stations set up in the activity area. At each station there is a station sign with an exercise to perform for 30 seconds. After 30 seconds, we'll rotate to the next station. As you rotate, perform the loopy lap locomotor activity listed on the station card. For example, one card says, “Skip to the next station.”
We'll continue rotating and see how many complete loopy laps we can do during our class period.
Brain & Body Warm-Ups

WEEK 4 of 4

PURPOSE: The reason for doing something.

Izzi’s purpose for being active after school was to have fun with her friends.

TEACHER / STUDENT CHOICE
Choose a Warm-Up activity.

Foot Fire: [Vimeo]
The leader turns the temperature up or down. Adjust the pace to the heat.

RPS Body Language: [YouTube]
We’ll play Rock, Paper, Scissor with large body movements.

Music Mania: [YouTube]
Jog when the music plays. Walk when the music stops.

Purposeful Practice

WEEK 4 of 4

SAFE: Protected from danger.

The students kept a safe physical distance during physical education class.

TEACHER / STUDENT CHOICE
Choose a Purposeful Practice activity.

Get Moving Circuit: [YouTube]
Complete 3 stations in 1-min or 3 sec intervals — Jump Station, Move Station, Stretch Station.

Loopy Lap Stations: [YouTube]
Do stations when music plays. When music stops perform locomotor skill to next station.

Just for Fun (and health)

WEEK 4 of 4

IMPROVE: To become better.

Johnna worked to improve his balance so he could easily stand on 1 foot.

TEACHER / STUDENT CHOICE
Choose 1 (or both) Warm-Up activity.

Red Light, Green Light: [YouTube]
Green Light: Move. Red Light: Freeze. 1 point for stopping immediately.

Mirror, Mirror: [YouTube]
In pairs (or with a class leader), 1 student performs movements, the other mirrors the movements.

Laptastic – with Plank: [YouTube]
Jog when the music plays. When the music stops, drop into plank position.
**Brain & Body Warm-Ups**
It’s week 4 of physical education class and we’re going to talk about 3 really important things that will help us be the best that we can be.

The first thing is Courage. Courage is a person’s ability to do what’s right, even though that person feels fear.

All of us have been afraid and we’ve all demonstrated courage — even if it was a small act of courage. Starting school in a new and different way took courage. All of us were nervous and afraid of what it would be like. We wondered if it would be hard and if we’d get to see and spend time with our friends. But here we are! We’re now in week 4!

Let’s celebrate how far we’ve come with a fun Brain & Body Warm-Up. We’ll need a partner and we’ll follow all of our safety rules about working with a partner with a 6’ bubble of personal space for each of us.

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**Purposeful Practice**
The second thing we need to talk about this week is Health. Good health is what we feel when our bodies are free from sickness and injury. Our immune systems are what keeps our bodies healthy and physical activity and healthy food helps to keep our immune systems strong.

We should all be physically active every single day. Kids like you should be physically active for at least 60 minutes per day. That means you’ll need a variety of activities that you like to do so you can get your 60 minutes. It doesn’t have to happen all at one time. Our physical education class isn’t a full 60 minutes. But the time that we spend being active together goes toward your daily total.

So, let’s add some activity time to our total daily minutes now with some Purposeful Practice.

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**Just for Fun (and health)**
The final thing I want to talk about this week is exercise. Exercise is a physical activity that you can do to improve your health and fitness. There are a lot of different types of exercises that you can do. Different exercises focus on different components of health-related fitness. Some exercises focus on making our muscles and bones stronger (muscular strength). Some exercises are focused on making our heart stronger (aerobic capacity). It’s important to do a variety of different exercises in order to keep our whole bodies healthy.

This week when you’re filling out your physical activity log. Think about the different types of activities that you’re doing. Try to do different exercises that will help your body stay healthy.

Walking is the perfect exercise to do with your family members. Almost everyone can go on a walk and it’s really good for both our muscles and our heart. It isn’t an exercise that helps make muscles stronger. Instead, it’s an important exercise that helps keep our muscles ready for action. And when you’re taking a walk with friends and family members, you can talk about being physically active. It’s a perfect time to teach them about the words that we’re learning in physical education class.
COURAGE: The ability to do what’s right even though you feel fear.

Corina showed courage on the first day of school. She came to class even though she felt nervous.

FOOT FIRE

• We’re jogging over a hot stove.
• When the temperature is low, we can jog in place slowly. When the temperature gets warmer, we’ll jog in place faster. When the temperature is on Foot Fire, we’ll sprint in place as fast as we can.
• The leader will call out the temperature (cooler, warmer, foot fire). The class will follow the leader’s instructions.
**MOTIVATION:** A reason to do something. The desire to reach a goal.

*Jenna’s motivation for wearing her mask was to keep her family healthy.*

**RPS BODY LANGUAGE**

- Students pair up and stand a safe distance apart. They play Rock, Paper, Scissors with the following movements.
  - Rock = Jump into low squat position.
  - Paper = Jump up and land with feet and arms apart in a wide X position.
  - Scissor = Jump up and land with feet straddled.
- Continue playing best 3 out of 5, then switch and find a new partner.
BRAIN & BODY WARM-UP

RELAX: To become less anxious. To de-stress.

Kendra used equal breathing is a way to help the body and mind relax.

MUSIC MANIA

- Music Mania is a Walk/Jog interval activity.
- It can be done jogging and walking in place, or it can be done with a large jogging area.
- When the music plays, everyone jogs.
- When the music stops, everyone walks.
- You can use interval music to start and stop music.
PURPOSEFUL PRACTICE

HEALTH: The state of being free from sickness or injury.

Micha was in good health because he was physically active every day and always ate nutritious foods.

GET MOVING CIRCUIT

• Complete each of the 3 Get Moving Stations in 1-min. or 30-sec. intervals.
• When music is on, perform the exercise. When music stops, get ready to do the next exercise.
• Station 1: Jump Station. Squat and then jump to the sky.
• Station 2: Move Station. Jog in place with high knees.
• Station 3: Stretch Station. Do forward lunges.
PURPOSEFUL PRACTICE

INDEPENDENT: The ability to think and act for yourself.

The students were independent and could safely move without teacher reminders.

LOOPY LAP STATIONS

• There are 4 loopy lap stations set up in the activity area. At each station there is a station sign with an exercise to perform for 30 seconds.

• After 30 seconds, we’ll rotate to the next station. As you rotate, perform the loopy lap locomotor activity listed on the station card.
  o For example, one card says, “Skip to the next station.”

• We’ll continue rotating and see how many complete loopy laps we can do during our class period.
EXERCISE: Physical activity that a person does specifically to improve health and fitness.

Mr. Kline taught the students an exercise they could do at home to improve muscular strength.

RED LIGHT, GREEN LIGHT

• The object of the game is to move during green lights and stop on red lights.
• Score a point every time you stop immediately on a red light.
• Teacher starts as the leader. Call Green Light and students jog in place. Call RED LIGHT and students must freeze.
• Everyone who froze immediately gets 1 point. Keep track of your own points.
JUST FOR FUN (AND HEALTH)

BALANCE: Upright and steady.

Steffano was able to keep his **balance** while he stood on 1 foot.

**MIRROR, MIRROR**
- Face a partner (6+ feet apart).
- One partner will lead while the other mirrors.
- The leader makes safe movements.
- The mirror follows along.
EMOTION: A natural feeling that happens because of a specific situation or in a specific environment.

Happiness is a good emotion that everyone wants to feel.

LAPTASTIC – WITH PLANK
- This is an activity that is good for our aerobic capacity and our muscular fitness.
- It can be done jogging in place, or with a large jogging lap area.
- When the music plays, everyone jogs.
- When the music stops, everyone drops into plank position until the music starts again.
- When the music starts again, everyone gets back up and starts to jog.
INVISIBLE JUMP ROPE

Jump your invisible jump rope. Can you do invisible jump rope tricks? If you have a real jump rope, you can jump that too!

LOCOMOTOR MOVEMENT

**Jog** to the next Loopy Lap Station.
JUMPING JACKS

Jumps Jacks are good for your heart. Focus on safety and good form.

Can you create your own style of Jumping Jack?

LOCOMOTOR MOVEMENT

**Side Slide** to the next Loopy Lap Station.
PLANK SHOULDER TAPS

Hold plank position (push-up position). Tap your left shoulder with your right hand, then tap your right shoulder with your left hand. Keep taking turns until it’s time to rotate.

LOCOMOTOR MOVEMENT

Gallop to the next Loopy Lap Station.
INVISIBLE HULA HOOPS

Spin your invisible hula hoop. Can you do invisible hula hoop tricks? If you have a real hula hoop – you can use that too!

LOCOMOTOR MOVEMENT

Skip to the next Loopy Lap Station.
STATION 1: JUMP STATION

Squat and then jump to the sky.
GET MOVING
Circuit Cards

STATION 2:
MOVE STATION

Jog in place with high knees.
GET MOVING
Circuit Cards

STATION 3:
STRETCH STATION

Do forward lunges.
At Home Choice Board
Hang this choice board near your safe physical activity space. Choose an activity, get active, and have fun!

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Loopy Laps
Physical Education Vocab

Important words for us to understand and use.

**AEROBIC CAPACITY:** The body's ability to take in, transport, and use oxygen during vigorous physical activity.

*In order to improve her aerobic capacity, Fiona decided to train for a community 5K race.*

**BALANCE:** Upright and steady.

*Steffano was able to keep his balance while he stood on 1 foot.*

**BODY COMPOSITION:** Measurement of the percentage of fat, muscle, water, and bone found in the human body.

*Joe maintained his healthy body composition by staying active every day and eating healthily.*

**COURAGE:** The ability to do what's right even though you feel fear.

*Corina showed courage on the first day of school. She came to class even though she felt nervous.*

**EMOTION:** A natural feeling that happens because of a specific situation or in a specific environment.

*Happiness is a good emotion that everyone wants to feel.*
Important words for us to understand and use.

**EXERCISE:** Physical activity that a person does specifically to improve health and fitness.

*Mr. Kline taught the students an exercise they could do at home to improve muscular strength.*

**FLEXIBILITY:** The ability to bend and move the joints through the full range of motion.

*Good flexibility can help you bend and reach safely during daily activity.*

**HEALTH:** The state of being free from sickness or injury.

*Micha was in good health because he was physically active every day and always ate nutritious foods.*

**HEALTH-RELATED FITNESS:** A group of 5 physical characteristics that contribute to a person’s overall well-being. The 5 components of Health-Related Fitness include Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

*It’s important to consider our health-related fitness when we’re creating a physical activity routine.*

MORE →
Important words for us to understand and use.

**HEART**: The muscular organ that pumps blood through the body.

*Your heart is a muscle that gets stronger when you exercise.*

**IMPROVE**: To become better.

*Johnna worked to improve his balance so he could easily stand on 1 foot.*

**INDEPENDENT**: The ability to think and act for yourself.

*The students were independent and could safely move without teacher reminders.*

**MOTIVATION**: A reason to do something. The desire to reach a goal.

*Jenna’s motivation for wearing her mask was to keep her family healthy.*

**MUSCULAR ENDURANCE**: The ability of a muscle to continue to perform and do work without fatigue.

*Keira showed the teacher her muscular endurance by holding plank position for 30 seconds without a rest.*
Important words for us to understand and use.

**MUSCULAR STRENGTH:** The maximum amount of force a muscle can produce in a single effort.

*Orion used his muscular strength to throw the ball as hard as he could.*

**PURPOSE:** The reason for doing something.

*Izzi’s purpose for being active after school was to have fun with her friends.*

**RELAX:** To become less anxious. To de-stress.

*Kendra used equal breathing is a way to help the body and mind relax.*

**SAFE:** Protected from danger.

*The students kept a safe physical distance during physical education class.*
Physical Education Class Discussion Questions

Physical Activity & Personal Health

Question Set 1
1) What would you put on a list about health?
2) What did you do this week to help you stay healthy?
3) How is physical activity related to good physical and mental health?

Question Set 2
1) How would you describe something that is balanced?
2) How does balance affect the way that you stand? The way that you move?
3) How is balance related to safety?

Question Set 3
1) What are the 5 components of fitness?
2) What do you know about each component?
3) What components are required for Loop Laps activities?

Question Set 4
1) What health-related fitness component is related to each of our loopy laps activities?
2) What other activities can you do to improve your fitness?

Social & Emotional Health

Question Set 1
1) What is courage?
2) How do you show the world that you’re courageous?

Question Set 2
1) What does motivation mean?
2) What do you notice about someone who is motivated?

Question Set 3
1) How would you describe feeling relaxed?
2) How can you help your mind and body feel more relaxed?

Question Set 4
1) What does the word purpose mean?
2) How can you move your body with purpose?
As a class, did our physical activity work to keep us healthy?

Did you do other physical activity this week to help you stay healthy?

As a class, did we behave in a way that was helpful?

During the week, did you behave in a way that was helpful at home?

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

How great were we?

Give a thumb to give your answer.

• As a class, did we follow directions and control our movement?

• Did you keep your balance when starting and stopping movement?

• As a class, did we show good motivation during activities?

• Did you demonstrate motivation?

We can always get better! What can we do the next time we meet to improve?
Loopy Laps
How great were we?

Give a thumb to give your answer.

• As a class, did we move in a way that would help improve our health-related fitness?

• Did you work to improve your fitness?

• As a class, did help each other feel safe and relaxed?

• Did you help your classmates feel safe and relaxed?

We can always get better! What can we do the next time we meet to improve?
Loopy Laps
How great were we?
Give a thumb to give your answer.

• As a class, did we help each other stay safe during class?

• Did you move in ways that were safe?

• As a class, did we move with purpose?

• Did you perform each physical activity with purpose?

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

<table>
<thead>
<tr>
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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.]
> What physical activities did you do this week that helped your body be healthy?
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.

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**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.]

> Great job this week! What physical activities can you do next week to help you stay healthy?
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.

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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.]
> Think about all of the physical activities that you did this week. Which activity help you improve your aerobic capacity?
WEEK 4: 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.

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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.]
> There are many reasons to be physically active. Can you make a list of your reasons for being active?
Loopy Laps
At-Home Walking Map

Use this page to draw a map of your family’s safe walking route.

Include places and things that you pass along the way.

NYRR.ORG/OPEN

OPENPHYSED.ORG
Unscramble the words. Use the clues at the bottom to help you.

1. EOBARIC CYAPCITA  __________________
2. SRUULCMA NTHTSGRE  __________________
3. MLRCSUAU NARCDEEUN  __________________
4. XIBLFITIEYL  __________________
5. BYDO CPOONTIOMSI  __________________

Clues

1. The body's ability to take in, transport, and use oxygen during vigorous physical activity.
2. The maximum amount of force a muscle can produce in a single effort.
3. The ability of a muscle to continue to perform and do work without fatigue.
4. The ability to bend and move the joints through the full range of motion.
5. Measurement of the percentage of fat, muscle, water, and bone found in the human body.
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.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Rules</th>
<th>Environment</th>
<th>Instruction</th>
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</table>
| - Use large, brightly colored organizational markers to help students maintain safe distances from their peers.  
- Use different colored cones or spots to identify activity and lap areas.  
- Use spot markers to create travel routes. | - 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 move while sitting, lying, or prone. | - 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. | - 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.