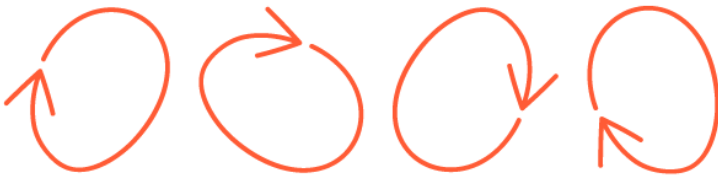




Online Physical Education Network

LOOPY Elementary LAPS



Physical Education Resources for Grades K–2
Weeks 4–7 of the Academic School Year

In collaboration with

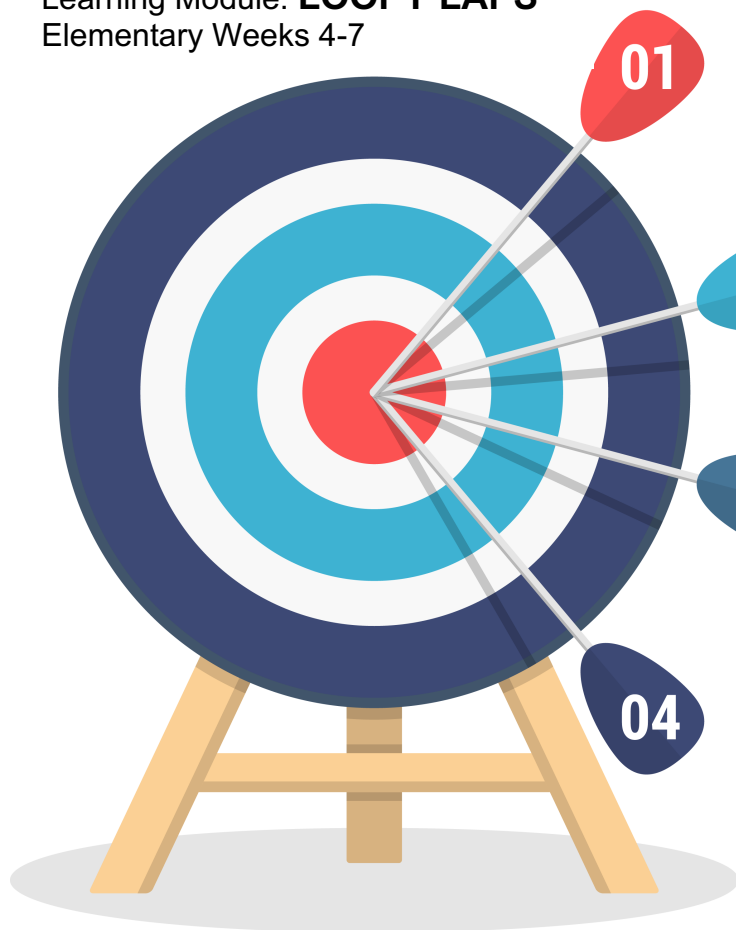


[NYRR.ORG/OPEN](https://nyrr.org/open)





Learning Module: **LOOPY LAPS**
Elementary Weeks 4-7



Healthy Body

I will recognize that physical activity is important for good physical 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 practice moving safely with balance and control.

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 will more 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 K-2 Physical Education Checklist for Loopy Laps

CHECK	WEEK 1 of 4
	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 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the <i>Walking Map</i> . Send it to your Physical Education teacher.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 3 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes)
WEEK 4 of 4	
	Attend physical education class, have fun, and stay healthy and safe.
	Print the Grade K-2 Loopy Lap 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)



Loopy Laps

Weekly Learning Targets

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.

- **(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:

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.

Loopy Laps

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES

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.

- **(K)** Performs locomotor skills with balance.
- **(1)** Travels with balance using a variety of locomotor skills in dynamic environments.
- **(2)** Performs locomotor skills using a mature pattern and in rhythm.

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.

Loopy Laps

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will talk with my classmates and family about how physical activity helps my heart grow stronger.
- I will enjoy physical activities that make my heart beat faster.

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.

- **(K)** Recognizes that when you move fast, your heart beats faster and you breathe faster.
- **(1)** Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
- **(2)** Identifies physical activities that contribute to 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.

Loopy Laps

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely during physical education.
- I will work to improve my movement skills during physical education.

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:

MOVEMENT SKILLS & CONCEPTS: MOVEMENT CONCEPTS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(K)** Safely moves in both personal and general space using different pathways and speeds.
- **(1)** Safely moves demonstrating a variety of relationships with people and objects.
- **(2)** Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.

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.

OPEN[™] HOME & SCHOOL MOVEMENT MENU



K-2 LOOPY LAPS
OPENPHYSED.ORG



Brain & Body Warm-Ups

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.*

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.

Purposeful Practice

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.*

Red Star Fish, Blue Fish: [\[YouTube\]](#)

The object of the game is for students to complete the correct movement when a red star fish or blue fish is called.

Play music. When music is on, march in place (jog, jumping jacks, etc.). When music stops, teacher calls Red Star Fish or Blue Fish.

- Red Star Fish=10 star-jumps
- Blue Fish=5 tuck-jumps

Restart music and continue.

Just for Fun (and health)

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.

OPEN[™] HOME & SCHOOL MOVEMENT MENU



K-2 LOOPY LAPS
OPENPHYSED.ORG



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.

Animal Acting: [\[Vimeo\]](#)

Let's get our bodies moving with *Animal Acting*. When the music plays, jog in place. When the music stops, safely act like an animal. For example, flamingos stand on 1 leg; elephants wag their trunks. You can pick any animal you want, as long as you're safe.

When the music starts again, jog in place.

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.

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

Laptastic (w/balance): [\[YouTube\]](#)

When the music plays, we're going to jog laps around our activity area cones. Every time the music stops, freeze and strike a silly balance pose.

If you hear a number between 1-4, use that number of body parts to balance. Also, we will change the way we move as we do our laps, so listen for different locomotor skills.

NOTE: If play via video meet, students "jog laps" in place.

OPEN[®] HOME & SCHOOL MOVEMENT MENU



K-2 LOOPY LAPS
OPENPHYSED.ORG



Brain & Body Warm-Ups

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.

Elevator Game: [\[Vimeo\]](#)

Let's get our bodies moving with *the Elevator Game*. Stand tall with your feet shoulder-width apart. We're going to go from the 10th story of a building (standing tall), down to the ground floor (squat position). But, as we slowly go down on the elevator, we're going to have to stop and go back up to get things that we have forgotten. Follow along with my story to go up and down on the elevator.

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.

Just for Fun (and health)

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.

Body Shapes: [\[YouTube\]](#)

We're going to balance on 1 foot and slowly draw shapes in the air with our other foot. After a few minutes, we're going to switch feet and draw with the other foot.

If you have trouble balancing on 1 foot, it's okay to get in a squat position, or with both feet together, and draw the objects in the air with your arm.



K-2 LOOPY LAPS
OPENPHYSED.ORG



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.

Mirror Mirror: [\[Vimeo\]](#)

Mirror the movements of the leader.

Animal Acting: [\[Vimeo\]](#)

Music plays: jog in place. Music stops: Safely act like an animal.

Elevator Game: [\[Vimeo\]](#)

Listen to the elevator story and move down and up in squat position.

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.

Red Star Fish, Blue Fish: [\[YouTube\]](#)

March in place. When music stops the leader calls a fish name. Red Star Fish: 10 star-jumps. Blue Fish: 5 tuck-jumps.

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.

Laptastic (w/balance): [\[YouTube\]](#)

Jog when the music plays. Strike a silly balance pose when the music stops.

Body Shapes: [\[YouTube\]](#)

Balance on 1 foot and slow draw shapes in the air with the other foot.

Loopy Laps

Teacher Talk

[Loopy Laps Week 1 Sample Script]

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.

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.

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. Some exercises focus on making our muscles and bones stronger. Some exercises are focused on making our heart stronger. 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.

Loopy Laps

Menu Activity Cards

BRAIN & BODY WARM-UP

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.*

MIRROR, MIRROR

- Face your partner (6'+ apart).
- One partner is the leader, the other partner is the mirror.
- The leader makes safe movements (jump, jog in place, exercise, dance, etc.).
- The mirror follows along.
- After 30 seconds to 1 minute, change roles.

Loopy Laps **Menu Activity Cards**

BRAIN & BODY WARM-UP

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.

ANIMAL ACTING

- Let's get our bodies moving with *Animal Acting*.
- When the music plays, jog in place.
- When the music stops, safely act like an animal.
- For example, flamingos stand on 1 leg; elephants wag their trunks. You can pick any animal you want, as long as you're safe.
- When the music starts again, jog in place.

Loopy Laps **Menu Activity Cards**

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.

ELEVATOR GAME

- Let's get our bodies moving with *the Elevator Game*. Stand tall with your feet shoulder-width apart.
- We're going to go from the 10th story of a building (standing tall), down to the ground floor (squat position).
- But, as we slowly go down on the elevator, we're going to have to stop and go back up to get things that we have forgotten.
- Follow along with my story to go up and down on the elevator.

Loopy Laps

Menu Activity Cards

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.*

RED STAR FISH, BLUE FISH

- The object of the game is for students to complete the correct movement when a red star fish or blue fish is called.
- Play music. When music is on, march in place (jog, jumping jacks, etc...). When music stops, teacher calls Red Star Fish or Blue Fish.
 - Red Star Fish=10 star-jumps
 - Blue Fish=5 tuck-jumps
- Restart music and continue.

Loopy Laps **Menu Activity Cards**

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.
 - 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.

Loopy Laps Menu Activity Cards

JUST FOR FUN (AND HEALTH)

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.

Loopy Laps **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.

LAPTASTIC

- When the music plays, we're going to jog laps around our activity area cones.
- Every time the music stops, freeze and strike a silly balance pose.
- If you hear a number between 1-4, use that number of body parts to balance.
- Also, we will change the way we move as we do our laps, so listen for different locomotor skills.
- NOTE: If play via video meet, students "jog laps" in place.

Loopy Laps Menu Activity Cards

JUST FOR FUN (AND HEALTH)

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.

BODY SHAPES

- We're going to balance on 1 foot and slowly draw shapes in the air with our other foot.
- After a few minutes, we're going to switch feet and draw with the other foot.
- If you have trouble balancing on 1 foot, it's okay to get in a squat position, or with both feet together, and draw the objects in the air with your arm.

Loopy Laps **Menu Activity Cards**

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.

Loopy Laps **Menu Activity Cards**

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.

Loopy Laps **Menu Activity Cards**

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.

Loopy Laps **Menu Activity Cards**

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.

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>Mirror Mirror Mirror the movements of the leader.</p>	<p>Red Star Fish, Blue Fish March in place. When music stops the leader calls a fish name. Red Star Fish: 10 star-jumps. Blue Fish: 5 tuck-jumps.</p>	<p>Red Light, Green Light Green Light: Move. Red Light: Freeze. 1 point for stopping immediately.</p>
<p>Animal Acting Music plays: jog in place. Music stops: Safely act like an animal.</p>	<p>Loopy Lap Stations Do stations when music plays. When music stops perform locomotor skill to next station.</p>	<p>Laptastic Jog when the music plays. Strike a silly balance pose when the music stops.</p>
<p>Elevator Game Listen to the elevator story and move down and up and squat position.</p>	<p>BLANK SPACE Create Your Own Choice</p>	<p>Body Shapes Balance on 1 foot and slow draw shapes in the air with the other foot.</p>



Loopy Laps

Physical Education Vocab

Important words for us to understand and use.

BALANCE: Upright and steady.

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

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.

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

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

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

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

MORE →



Loopy Laps

Physical Education Vocab

Important words for us to understand and use.

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.

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) Can you remember what helps us stay healthy?
- 3) What did you do this week to help you stay healthy?

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?

Question Set 3

- 1) What does your heart do?
- 2) What do you know about your heart?
- 3) How is exercise related to your heart?

Question Set 4

- 1) How can you tell if someone is being safe in physical education class?
- 2) How does being safe help us have more fun when we're physically active?

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?



Loopy Laps

How great were we?

Wk 1 of 4

Give a thumb to give your answer.

- 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?

Wk 2 of 4

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?

Wk 3 of 4

Give a thumb to give your answer.

- As a class, did we move in a way that would help our hearts grow stronger?
- Did your heart beat faster during today's activity?



- 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?

Wk 4 of 4

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?

LOOPY LAPS Elementary PE NOW

Physical Education Resources

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.]

> What physical activities did you do this week that helped your body be healthy?

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.]

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

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.]

> Think about all of the physical activities that you did this week. Which activity made your heart beat the fastest?

Name: _____ Class: _____ Date: _____

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.

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.]

> 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.



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Loopy Laps

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 activity and lap areas.• Use spot markers to create 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 move while 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.