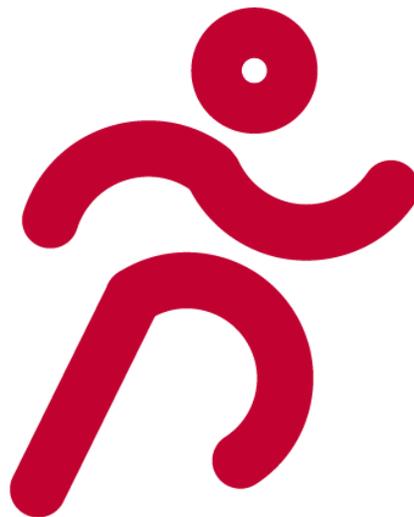




Meaningful Movement & **Fitness Fun**

Physical Education Resources for Grades K-2
Weeks 8–10 of the Academic School Year



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

VARSIITY  BRANDS





Learning Module: **FITNESS FUN**
Elementary Weeks 8-10



Healthy Body

I will learn about how physical activity and nutrition are important for my overall health.

Healthy Mind

I will practice mindful breathing techniques that are good for my emotional and mental health.

Enjoyment & Challenge

I will participate in activities that I enjoy and are good for my health.

Building Skills

I will learn how to identify activities and foods that are good for me.

Why are we learning this?

Meaningful Movement and Fitness Fun is the third physical education learning module of the school year. It is important because it will teach us:

- why it's important to be physically active every day
- what foods help me stay healthy
- how to improve my physical and mental health with fun activities

Students and families:

During the next 3 weeks of this school year we will be working on a unit called *Meaningful Movement & Fitness Fun!* During this unit we will talk about activities and foods that help us stay healthy. Students will be asked to make healthy food choices by choosing fresh fruits and vegetables.

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

Thank you for being physically active every day.

Go Be Great!

Grades K-2 Physical Education Checklist for Weeks 8–10

CHECK	WEEK 8
	Attend physical education class, have fun, and stay healthy and safe.
	For at-home physical education activity gather the following equipment: jump rope (or any 6' to 8' length of rope), Speed Stacks or other cup, printable nutrition education fortune teller .
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 9	
	Attend physical education class, have fun, and stay healthy and safe.
	Continue to use the equipment listed above.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes).
WEEK 10	
	Attend physical education class, have fun, and stay healthy and safe.
	Print the Grade K-2 Fitness Fun 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)

Fitness Fun

WEEKLY LEARNING TARGETS

WEEK 1 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will be physically active during and after school as well as on the weekends.
- I will talk about how food gives my body energy to grow and be active.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will identify times and places to be physically active outside of the school day.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will talk about ways that eating fruit helps me stay healthy.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: FITNESS PROGRAMMING

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

- **(K)** Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- **(1)** Participates in physical activity outside of the school environment.
- **(2)** Participates in physical activities that contribute to fitness.

Social and Emotional Learning Priority Outcomes:

SOCIAL AWARENESS: EMPOWERMENT

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



Fitness Fun

WEEKLY LEARNING TARGETS

WEEK 2 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will talk about how food and physical activity work to keep my mind and body healthy.
- I will identify fruits and vegetables that I enjoy.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will recognize nervousness and use constructive self-talk and breathing strategies to help me relax.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will choose to eat fruits and vegetables.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

DEMONSTRATES FITNESS KNOWLEDGE: NUTRITION

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

- **(K)** Recognizes that food provides energy for physical activities.
- **(1)** Identifies foods that promote good health.
- **(2)** Describes the specific roles that nutrition and physical activity play in overall good health.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



Fitness Fun

WEEKLY LEARNING TARGETS

WEEK 3 STUDENT LEARNING OBJECTIVES

PHYSICAL EDUCATION OBJECTIVES:

- I will talk about how the physical activities that I enjoy help my body stay healthy.
- I will talk about why I enjoy physical activity.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will make the choice to be physically active every day.
- I will talk about ways that the enjoyment of physical activity improves my emotional health.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.
- I will complete all tasks on my *Fitness Fun* physical education checklist.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: PERSONAL ENJOYMENT

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

- **(K)** Recognizes physical activity is important for good health.
- **(1)** Recognizes 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:

RESPONSIBLE DECISION-MAKING: EMPOWERMENT

- **(Elementary)** Makes constructive choices about personal behavior in the active pursuit of individual goals.





Meaningful Movement &
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Brain & Body Warm-Ups

WEEK 1

ENERGY: The strength and endurance that a person has for physical and mental activity.

People get energy from the food that we eat.

Balance and Breathe I: [\[YouTube\]](#)

Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).

Hold your hand out flat in front of you, parallel with the ground. Balance 1 cup in the palm of your hand. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.

Need a challenge?! Balance 1 cup in each hand.

Purposeful Practice

WEEK 1

FRUIT: One of the 5 food groups that includes sweet edible parts of trees and plants.

Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.

Jumping Jello: [\[YouTube\]](#)

Make a circle with a jump rope (or a couple of shoelaces). The circle is a big bowl of fruity Jello! Jump into the bowl of fruity Jello and bounce 5 times before you jump out of the bowl.

Next, try to create new ways of jumping in the Jello. Can you jump high and low? Soft and quiet? How many different ways can you jump?

Every time you jump, say the name of a food that is good for you.

Just for Fun (and health)

WEEK 1

HEALTH: Free from sickness & injury. Physical, mental, and social well-being.

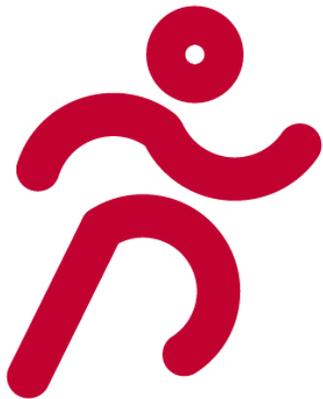
Physical activity and nutritious foods help to protect our health.

Nutrition Fortune Teller I: [\[YouTube\]](#)

Let's learn about nutrition using fun Nutrition Fortune Tellers.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.



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Brain & Body Warm-Ups

WEEK 2

PHYSICAL ACTIVITY: Any movement of the body that requires energy.

Caleb eats healthy food to give him energy for fun physical activity.

Balance and Breathe II: [\[YouTube\]](#)

Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).

Pick any body part and balance the cup on that body part. Now, slowly walk in a small circle in your activity space while balancing the cup. While you walk, practice equal breathing with 4-count inhales and exhales.

If the cup falls, just pick it back up and try again.

Purposeful Practice

WEEK 2

VEGETABLE: One of the 5 food groups that includes the nutritious, edible parts of plants.

Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.

Vegetable Letters: [\[YouTube\]](#)

The object of this activity is to use your jump rope to make the first letter in the names of different vegetables. Do that by laying the rope on the floor and moving it to make letter shapes.

After you make each letter, walk with your feet on the rope tracing the letter shape from bottom to top. Here are some vegetable names — Carrot, Lettuce, Broccoli, Spinach, Okra, Eggplant, Peas, Zucchini.

Just for Fun (and health)

WEEK 2

IMPROVE: To make or become better.

If I'm feeling sick my family gives me oranges with vitamin C to improve the way I feel.

Nutrition Fortune Teller II: [\[YouTube\]](#)

Let's learn about nutrition using a new Fortune Teller.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.



Meaningful Movement &
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Brain & Body Warm-Ups

WEEK 3

BALANCE: All pieces and parts are equal and in correct proportions.

Candace ate a balanced meal with all 5 food groups on her plate.

TEACHER / STUDENT CHOICE

Choose 1 (or both) Warm-Up activity.

Balance and Breathe I: [\[YouTube\]](#)

Hold your hand out, parallel with the ground. Balance 1 cup in the palm of your hand. Take 5 equal breathes (inhale 4 count, exhale 4 count).

Balance and Breathe II: [\[YouTube\]](#)

Pick any body part and balance the cup on that body part. Slowly walk in a small circle in your activity space while balancing the cup. While you walk, practice equal breathing.

Purposeful Practice

WEEK 3

FOOD GROUPS: Categories of foods that are similar in the way they grow and the nutrition they provide.

The 5 food groups include fruits, vegetables, grains, protein, and dairy.

Know Where: [\[YouTube\]](#)

Use your jump rope to make different pathways across your activity area. Pathways can be curved, zigzag, straight, or round.

Balance and walk on the rope to trace your pathway. For a challenge, balance a Speed Stacks cup on a body part while you balance and walk your pathway.

Just for Fun (and health)

WEEK 3

RECOGNIZE: To know something when you see it.

Sasha could recognize healthy foods at the grocery store.

Nutrition Fortune Teller III: [\[YouTube\]](#)

Let's learn about nutrition using a new Fortune Teller.

[\(Get More Fortune Tellers Here\)](#)

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Next, open the flap, read the fun fact and complete the activity.

Fitness Fun

TEACHER TALK

[Week 1 Sample Script]

Brain & Body Warm-Ups

This is the first week of a new physical education module called Meaningful Movement and Fitness Fun. Physical activity is fun, and it is also meaningful for our bodies. It helps our bodies stay healthy. Nutritious food gives our bodies the energy they need to be active.

Meaningful movement can also help us control our emotions and keep our minds healthy

The first part of our lesson helps us warm-up our brains and bodies while we practice a mindful breathing technique called equal breathing. 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. Let's try Balance and Breathe.

Purposeful Practice

In order to have the energy we need to stay active we need to fuel our bodies with nutritious food. Fruit is 1 of the 5 food groups. Fruit tastes sweet and delicious and it also gives us energy (calories), vitamins, minerals, and fiber.

What delicious fruit do you like to eat for energy?

Those are really great food choices. We're going to play a game with our jump ropes called Jumping Jello! Use the rope to make a circle on the floor. Inside that circle is a giant bowl for fresh fruit Jello, filled with all of the fruit that we just talked about.

Jump into the bowl of Jello and bounce 5 times before you jump out of the bowl. Every time you jump, say the name of a fruit. You can also say the names of other foods that are good for you, like vegetable and whole grains. Next, try to create new ways of jumping in the Jello!

Just for Fun (and health)

Now it's time to have some fun with Nutrition Fortune Tellers. Fortune Tellers are those paper games that you can make by folding paper with different fun words written on each section of the paper. We've downloaded some really fun fortune tellers with nutrition education information.

You can play this activity with a friend, family member, or by yourself. I have one already folded that we'll use to demonstrate.

Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number. Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit. Last, open the flap, read the fun fact and activity printed on the inside of the flap. Complete the activity and then play again!



Fitness Fun

ACTIVITY CARDS

BRAIN & BODY WARM-UP

ENERGY: The strength and endurance that a person has for physical and mental activity.

People get energy from the food that we eat.

Balance and Breathe I:

- Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).
- Hold your hand out flat in front of you, parallel with the ground. Balance 1 cup in the palm of your hand. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.
- Need a challenge?! Balance 1 cup in each hand.



Fitness Fun

ACTIVITY CARDS

BRAIN & BODY WARM-UP

PHYSICAL ACTIVITY: Any movement of the body that requires energy.

Caleb eats healthy food to give him energy for fun physical activity.

Balance and Breathe II:

- Let's use our Speed Stacks cups to help us practice mindful breathing (If you don't have a Speed Stacks cup, you can use any small safe object).
- Pick any body part and balance the cup on that body part. Now, slowly walk in a small circle in your activity space while balancing the cup. While you walk, practice equal breathing with 4-count inhales and exhales.
- If the cup falls, just pick it back up and try again.



Fitness Fun

ACTIVITY CARDS

PURPOSEFUL PRACTICE

FRUIT: One of the 5 food groups that includes sweet edible parts of trees and plants.

Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.

Jumping Jello:

- Make a circle with a jump rope (or a couple of shoelaces). The circle is a big bowl of fruity jello!
- Jump into the bowl of fruity jello and bounce 5 times before you jump out of the bowl.
- Next, try to create new ways of jumping in the jello. Can you jump high and low? Soft and quiet? How many different ways can you jump?
- Every time you jump, say the name of a food that is good for you.



Fitness Fun

ACTIVITY CARDS

PURPOSEFUL PRACTICE

VEGETABLE: One of the 5 food groups that includes the nutritious, edible parts of plants.

Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.

Vegetable Letters:

- The object of this activity is to use your jump rope to make the first letter in the names of different vegetables.
- Do that by laying the rope on the floor and moving it to make letter shapes.
- After you make each letter, walk with your feet on the rope tracing the letter shape from bottom to top.
- Here are some vegetable names — Carrot, Lettuce, Broccoli, Spinach, Okra, Eggplant, Peas, Zucchini.



Fitness Fun

ACTIVITY CARDS

PURPOSEFUL PRACTICE

FOOD GROUPS: Categories of foods that are similar in the way they grow and the nutrition they provide.

The 5 food groups include fruits, vegetables, grains, protein, and dairy.

Know Where:

- Use your jump rope to make different pathways across your activity area.
- Pathways can be curved, zigzag, straight, or round.
- Balance and walk on the rope to trace your pathway.
- For a challenge, balance a Speed Stacks cup on a body part while you balance and walk your pathway.



Fitness Fun

ACTIVITY CARDS

JUST FOR FUN (AND HEALTH)

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

Physical activity and nutritious foods help to protect our health.

Nutrition Fortune Teller I, II & III:

- Let's learn about nutrition using fun Nutrition Fortune Tellers.
- Start by picking the number that matches the picture of a super food. Open and close the fortune teller while counting to that number.
- Next, choose the name of the food on the inside of the fortune teller. Open and close while spelling the name of the fruit.
- Next, open the flap, read the fun fact and complete the activity.



Nutrition Education Fortune Tellers

www.NutritionFromTheHart.com

	<p>BLUEBERRY</p> <p>Tell a friend or family member why you want them to be healthy.</p>	<p>OATS</p> <p>Oats are great for your gut! They help your GI tract stay healthy!</p>	
<p>BLUEBERRY</p> <p>Blueberries have a lot of antioxidants to keep you healthy.</p>		<p>OATS</p> <p>Invisible Jump Rope for 30 Seconds.</p>	
<p>BEANS</p> <p>Yog in place for 30 seconds.</p>	<p>BEANS</p> <p>Black beans give us great protein and help fight heart disease.</p>	<p>BROCCOLI</p> <p>Take 1 slow, deep breath and hold it for 3 seconds. Then slowly exhale.</p>	<p>BROCCOLI</p> <p>Broccoli has fiber, protein! Plus, lots of vitamins.</p>
	<p>BEANS</p>	<p>BROCCOLI</p>	

1. Print and cut the outside square of the fortune teller.
2. Fold in half and in half again – in the opposite direction.
3. Open out, turn over so the top is blank, and fold each corner into the middle. Turn it over and repeat.
4. Turn so you can see the pictures, fold each corner to create a square showing 4 pictures.
5. Fold so words come together and touch.
6. Slide thumb and pointer finger under pictures and all pictures together in fortune teller form.
7. Ready to use the fortune teller!



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>Balance & Breathe I: Hold your hand out flat in front of you. Balance 1 cup in your palm. Take 5 equal breathes (inhale 4 count, exhale 4 count). As you breathe, focus on balancing the cup.</p>	<p>Jumping Jello: Make a circle with a jump rope. It's a big bowl of fruity jello! Jump into the bowl and bounce 5 times before you jump out. Create new ways of jumping. Can you jump high and low, or Soft and quiet?</p>	<p>Nutrition Education Fortune Teller: Learn about nutrition using fun Nutrition Fortune Tellers. Pick the number that matches the picture of a super food. Next, choose the name of the food on the inside of the fortune teller. Next, open the flap, read the fun fact and complete the activity.</p>
<p>Balance & Breathe II: Balance the cup on any body part. Slowly walk in a small circle while balancing the cup. While walking, practice equal breathing with 4-count inhales and exhales.</p>	<p>Vegetable Letters: Use your rope to make the first letter in the names of vegetables. Make a letter, then walk on the rope tracing the letter shape from bottom to top. Vegetable names: Carrot, Lettuce, Broccoli, Spinach.</p>	
<p>BLANK SPACE Create Your Own Choice</p>	<p>Know Where: Make pathways (curved, zigzag, straight, or round). Walk on the pathway. Balance a Speed Stacks cup on a body part while you walk.</p>	

Fitness Fun

PHYSICAL EDUCATION VOCAB

Important words for us to understand and use.

BALANCE: All pieces and parts are equal and in correct proportions.

Candace ate a balanced meal with all 5 food groups on her plate.

ENERGY: The strength and endurance that a person has for physical and mental activity.

People get energy from the food that we eat.

FRUIT: One of the 5 food groups that includes sweet edible parts of trees and plants.

Fruit is a healthy food that gives our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy.

FOOD GROUPS: Categories of foods that are similar in the way they grow and the nutrition they provide.

The 5 food groups include fruits, vegetables, grains, protein, and dairy.

HEALTH: Free from sickness & injury. Physical, mental, and social well-being.

Physical activity and nutritious foods help to protect our health.



Fitness Fun

PHYSICAL EDUCATION VOCAB

IMPROVE: To make or become better.

If I'm feeling sick my family gives me oranges with vitamin C to improve the way I feel.

PHYSICAL ACTIVITY: Any movement of the body that requires energy.

Caleb eats healthy food to give him energy for fun physical activity.

RECOGNIZE: To know something when you see it.

Sasha could recognize healthy foods at the grocery store.

RESPONSIBLE: To act in a way that is trustworthy and good.

Benji was a responsible student because his teacher could trust that he would do his classwork and be helpful for others.

VEGETABLE: One of the 5 food groups that includes the nutritious, edible parts of plants.

Vegetables give our bodies energy, vitamins, minerals, and fiber to keep our bodies healthy and strong.



Physical Education Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) How does your body get energy for physical activity?
- 2) What do you know about fruit?
- 3) How does fruit help your body stay healthy?

Question Set 2

- 1) How does physical activity help your body stay healthy?
- 2) How does eating nutritious food help your body stay healthy?
- 3) Can you list all of the nutritious fruits and vegetables that you like?

Question Set 3

- 1) What physical activities do you enjoy that help your muscles get stronger?
- 2) What physical activities do you enjoy that help your heart stay healthy?
- 3) What foods did you eat in the past week that helped your body stay healthy?

Social & Emotional Health

Question Set 1

- 1) What is equal breathing?
- 2) Why are we practicing equal breathing?
- 3) How is equal breathing related to feeling relaxed?

Question Set 2

- 1) How can you recognize nervousness or anxiety?
- 2) What can you do when you start to feel nervous?

Question Set 3

- 1) Make a list of all of the physical activities that you enjoy.
- 2) How do the activities on that list affect your emotions?
- 3) What do you notice about your mood when you choose to be physically active?

Fitness Fun

HOW GREAT WERE WE?

Week 1

Give a thumb to give your answer.

- Do you know any foods that are good for your health?
- Do you know any physical activities that are good for your health?



- Do you know how to practice equal breathing?
- Do you know when it is helpful to practice equal breathing?



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



Fitness Fun

HOW GREAT WERE WE?

Week 2

Give a thumb to give your answer.

- Do you have a favorite vegetable?
- Will you ask for a vegetable at mealtime?



- Can you recognize nervousness?
- Can you practice breathing to help improve your nervousness?



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



Fitness Fun

HOW GREAT WERE WE?

Week 3

Give a thumb to give your answer.

- Can you name all 5 food groups?
- Can you recognize healthy foods?



- Did you act in a responsible way during class today?
- Will you be helpful and responsible at home?



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



Name: _____ Class: _____ Date: _____

WEEK 8: 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 did you do this week to protect or improve your health? (Think about physical activities, mindful breathing, and healthy eating.)

Name: _____ Class: _____ Date: _____

WEEK 9: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

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

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

Physical Activity Fun-Meter

Rate your physical activity enjoyment for the week.



Circle if you had
TONS OF FUN



Circle if you had
SOME FUN



Circle if you had
SO-SO FUN

Check-In Chat

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

> YOU ARE GREAT! What physical activities did you do to help you improve a skill this week?

Name: _____ Class: _____ Date: _____

WEEK 10: 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.]

> It's important to balance healthy eating, physical activity and schoolwork. What did you do this week to help balance healthy eating, physical activity, and schoolwork?

Fitness Fun

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. • Provide jump ropes in a variety of sizes and colors. 	<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.

