

OPEN[®]

Online Physical Education Network



MINUTE TO WIN
GRADES 3-5
OPENPHYSED.ORG

VARSlTY  BRANDS


BSNSPORTS™


VARSlTY
SPIRIT


HERFF JONES.



Learning Module: **Minute To Win Challenges**
Elementary Weeks 25-28

Healthy Body

I will participate in enjoyable physical activities to keep my body healthy.



Healthy Mind

I will communicate with my classmates using positive and encouraging language.

Enjoyment & Challenge

I will practice with focus and purpose in order to prepare for field day.

Building Skills

I will move safely with awareness and control.

Why are we learning this?

It's time to prepare for OPEN National Field Day! In this module you will try a variety of field day events with a focus on moving safely and purposeful practice. In this module you will:

- Complete 4 St. Jude Heroes Jr. Challenges and learn about kids who have bravely fought against cancer.
- Practice OPEN National Field Day events.
- Enjoy being physically active with classmates, family, and friends.

MINUTE TO WIN

Checklist for Learning

Students and families:

During the next 4 weeks, we will be preparing for our participation in OPEN National Field Day. Our school is registered to participate in the month of May. If your child is learning from home you can register your household at www.openphysed.org/fieldday

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Minute to Win* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: OPENPhysEd.org to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Grades 3-5 Physical Education Checklist for Minute to Win

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). Include soccer foot skill practice at least 3X per week.
WEEK 2 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). Include soccer foot skill practice at least 3X per week.
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). Include soccer foot skill practice at least 3X per week.
WEEK 4 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). Include soccer foot skill practice at least 3X per week.
	Visit the OPENPhysEd.org Field Day Event Center and choose a variety of events to practice at home.

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MINUTE TO WIN

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will control the speed of my movements and keep my balance.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my classmates in a way that is positive and encouraging.

WELLNESS OBJECTIVES:

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

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.

- **(4)** Combines movement concepts with skills in a variety of small-sided practice tasks.
- **(5)** Analyzes movement situations and applies movement concepts in small-sided practice tasks.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



MINUTE TO WIN

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will control the force of my taps in order to volley balloons in the air.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my classmates in a way that encourages them to enjoy the challenge of our field day practice.

WELLNESS OBJECTIVES:

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

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.

- **(4)** Combines movement concepts with skills in a variety of small-sided practice tasks.
- **(5)** Analyzes movement situations and applies movement concepts in small-sided practice tasks.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



MINUTE TO WIN

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with a focus on practicing my skills.
- I will jump with all of my force when practicing the long jump challenge.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk encourage my classmates to work hard toward their personal field day goals.

WELLNESS OBJECTIVES:

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

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.

- **(4)** Combines movement concepts with skills in a variety of small-sided practice tasks.
- **(5)** Analyzes movement situations and applies movement concepts in small-sided practice tasks.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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



MINUTE TO WIN

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (K-2)

PHYSICAL EDUCATION OBJECTIVES:

- I will move safely with control as I practice field day activities.
- I will control the force of each bowling roll in order to focus on accuracy to the targets.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will talk with my class about how we can do our best on field day, even if we are nervous.

WELLNESS OBJECTIVES:

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

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.

- **(4)** Combines movement concepts with skills in a variety of small-sided practice tasks.
- **(5)** Analyzes movement situations and applies movement concepts in small-sided practice tasks.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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





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Brain & Body Warm-Ups

WEEK 1 of 4

Strong: To stay positive during hard times and to stand up for others.

*Mason was **strong** during his cancer treatment and kept a positive attitude while his body fought the disease.*

Strength Challenge: [\[YouTube\]](#)
Challenge: Perform 1 minute of strength exercise to become physically and mentally strong.

Watch the St. Jude Heroes Jr. video and listen to Mason's story about being strong. Then, choose 1 of 3 strength exercises to perform to the 1-minute timer.

Purposeful Practice

WEEK 1 of 4

Focus: To give full attention to a task or goal.

*Mason was able to **focus** on keeping the book balanced while he stood up.*

Book End: [\[YouTube\]](#)
Challenge: Score points by standing up while balancing a book on your head.

If you successfully move from a seated to a standing position without the book falling, you score a point. Now, sit and try again.

Score as many points as you can in one minute! Bronze = 1-3 points, Silver = 4-5 points, Gold = 6 points

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)

Just for Fun (and health)

WEEK 1 of 4

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*To prepare for field day, we **practiced** crab walking during PE class.*

1-Minute Crab Walk Challenge: [\[YouTube\]](#)

Let's get our muscles ready for Field Day and the Crab Walk Relay Event!

When the music starts, begin crab walking in open space. Avoid classmates and obstacles.

Can you stay in crab walk position for the full 1 minute?

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)



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Brain & Body Warm-Ups

WEEK 2 of 4

Agility: The ability to think on your feet and adapt to new situations.

*Gayatri demonstrated **agility** when she came to a new country to get help and treatment for her cancer.*

Agility Challenge: [\[YouTube\]](#)
Challenge: Perform 1 minute of an agility exercise to help you think on your feet and adapt to new situations.

Watch the St. Jude Heroes Jr. video and listen to Gayatri's story about demonstrating agility. Then, choose 1 of 3 agility exercises to perform to the 1-minute timer.

Purposeful Practice

WEEK 2 of 4

Focus: To give full attention to a task or goal.

*Gayatri was able to **focus** on the balloons so she could keep them floating in the air for 1 minute.*

Zero Gravity: [\[YouTube\]](#)
Challenge: Keep balloons in the air for 1 minute.

Stand in personal space holding 1-3 balloons. On the start signal, toss the balloons into the air. Tap or volley to prevent them from touching the ground. To succeed, you must keep all 3 balloons in the air for 1 minute.

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)

Just for Fun (and health)

WEEK 2 of 4

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*To prepare for field day, we **practiced** our locomotor skills in PE class.*

1-Minute Locomotor Challenge:
[\[YouTube\]](#)

Let's practice for Field Day and the Locomotor Relay Event!

When the music starts, begin skipping in open space. Avoid classmates and obstacles. Stop when the music stops.

We'll do this for 3 rounds: Skip, Jump, Gallop.

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)



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Brain & Body Warm-Ups

WEEK 3 of 4

Willpower: The ability to focus on what you want and then work to make it happen.

*Mack demonstrated **willpower** in order to inspire his family and friends while he battled cancer.*

Willpower Challenge: [\[YouTube\]](#)
Challenge: Perform 1 minute of an agility exercise to help you think on your feet and adapt to new situations.

Watch the St. Jude Heroes Jr. video and listen to Mack's story about demonstrating agility. Then, choose 1 of 3 agility exercises to perform to the 1-minute timer.

Purposeful Practice

WEEK 3 of 4

Focus: To give full attention to a task or goal.

*Mack was able to **focus** on quickly jumping and rolling the die in order to beat the Jacks Flash challenge.*

Jacks Flash: [\[YouTube\]](#)
Challenge: Remove 6 pieces of paper by rolling all numbers on a die in 1 min.

On the start signal, roll a die and do that number of jumping jacks. Remove the paper with that number. Roll again and repeat. If you roll the same number, complete jumping jacks but do not remove a piece of paper (that number has already been removed).

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)

Just for Fun (and health)

WEEK 3 of 4

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*To prepare for field day, we **practiced** our standing long jump in PE class.*

1-Minute Long Jump Challenge: [\[YouTube\]](#)

Let's practice for Field Day and the Long Jump Relay Event!

When the music starts, begin practicing a standing long jump in open space. Take off and land on 2 feet. Avoid classmates and obstacles. Stop when the music stops.

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)



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Brain & Body Warm-Ups

WEEK 4 of 4

Bravery: The ability to do your best, even when you're nervous or afraid.

*Kariann demonstrated **bravery** while she worked with her doctors and nurses to battle cancer.*

Bravery Challenge: [\[YouTube\]](#)
Challenge: Perform 1 minute of a agility exercise to help you think on your feet and adapt to new situations.

Watch the St. Jude Heroes Jr. video and listen to Kariann's story about demonstrating bravery. Then, choose your favorite Hero exercise to perform to the 1-minute timer (Push-Ups, Power Squats, Crab Walk, Jumping Jacks, Frog Jumps, Fast Feet, Run/Walk, Balance, Hero Planks).

Purposeful Practice

WEEK 4 of 4

Focus: To give full attention to a task or goal.

*Kariann was able to **focus** on quickly sliding and then collecting the bean bag.*

Bowling for Cups: [\[YouTube\]](#)
Challenge: Knock down 6 plastic cups in 1 minute.

Arrange cups in a line. On the music, slide the bean bag (or ball) to knock down one of the cups. Race to collect your bean bag and any cup that's knocked over. Return to starting position and repeat. Your goal is to knock over all 6 cups in 1 minute.

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)

Just for Fun (and health)

WEEK 4 of 4

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*To prepare for field day, we **practiced** our leg passes in PE class.*

1-Minute Leg Pass Challenge:
[\[YouTube\]](#)
Let's practice for Field Day and the Leg Pass Relay Event!

When the music starts, begin practicing leg passes by passing the invisible ball from your feet to your hands and then back from your hands to your feet. Keep passing back and forth until the music stops.

1-Minute Challenge Music:
[Apple Music](#) or [Spotify](#)

MINUTE TO WIN

Teacher Talk

[Minute to Win Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first lesson in our Minute to Win physical education module. We're going to practice a series of activities to help us get ready for this year's OPEN National Field Day! Our Brain & Body Warm-Ups are field day events that feature the St. Jude Heroes Jr. Challenges. St. Jude Children's Research Hospital is a place where kids with cancer can go to get important treatments and medicines.

These kids are real heroes because they're fighting cancer with strength, agility, willpower, kindness, and bravery. We're going to learn about one St. Jude Hero each week while we work on our physical and mental fitness. Today we'll practice the Strength Challenge. On field day we can perform this same challenge and mark it off on our score card.

Purposeful Practice

During our Purposeful Practice time, we will practice a Minute to Win Field Day Event. In each challenge we'll have 1 minute to do our very best. The music track will tell us when to start and when to stop.

Today's challenge is called Book End. We'll score points by standing up while balancing a book on our heads. Every time we successfully move from a seated to a standing position without the book falling, we score a point! Then, we'll sit and try again. We'll score as many points as we can in one minute! We'll earn a bronze medal if we score 1 to 3 points, silver with 4 to 5 points, and gold with 6 or more points.

The secret to this challenge is controlling the speed that we use stand up. We want to have just the right speed so we can keep our balance. Get your book ready. Let's practice!

Just for Fun (and health)

On field day we'll work in teams to complete relay races created by an organization call Rising New York Road Runners. New York Road Runners hosts the New York City Marathon, one of the most famous races in the world.

Today we'll prepare for the Crab Walk Relay. Let's watch a short video of this event.

In order to get our muscles ready for the Crab Walk Relay we'll challenge ourselves to crab walk safely in open space for 1 full minute. The music track will tell us when to start and when to stop. Get in crab walk position. Let's practice!

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STRENGTH CHALLENGE

Watch this activity demo on  YouTube 

The Goal:

Perform 1 minute of a strength exercise to become physically and mentally strong. Being strong means you can be positive during hard times, and stand up for others when they need it the most

What You Need:

St. Jude Heroes Jr. video ([link here](#)), a safe place to move and be active

How To Play:

- Watch the [St. Jude Heroes Jr. video](#) and hear Mason's story.
- Choose 1 of 3 strength exercises (Push-Ups, Power Squats, or Crab Walk).
- Perform your exercise while you follow along to the 1-minute timer in the video.
- When finished, Mark the St. Jude Strength Challenge complete on your scorecard.

St. Jude
Heroes Jr.



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AGILITY CHALLENGE

Watch this activity demo on  YouTube 

The Goal:

Perform 1 minute of an agility exercise to help you learn how to think on your feet, be able to adapt to new situations, and be flexible with change.

What You Need:

St. Jude Heroes Jr. video ([link here](#)), a safe place to move and be active

How To Play:

- Watch the [St. Jude Heroes Jr. video](#) and hear Gayatri's story.
- Choose 1 of 3 agility exercises (Jumping Jacks, Frog Jumps, or Fast Feet).
- Perform your exercise while you follow along to the 1-minute timer in the video.
- When you're finished, Mark the St. Jude Agility Challenge complete on your scorecard.



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WILLPOWER CHALLENGE

Watch this activity demo on  YouTube 

The Goal:

Perform 1 minute of a willpower exercise to help you focus on what you want and then work hard to make it happen.

What You Need:

St. Jude Heroes Jr. video ([link here](#)), a safe place to move and be active

How To Play:

- Watch the [St. Jude Heroes Jr. video](#) and hear Mack's story.
- Choose 1 of 3 will power exercises (Run/Walk, Balance, or Hero Planks).
- Perform your exercise while you follow along to the 1-minute timer in the video.
- When you're finished, Mark the St. Jude Willpower Challenge complete on your scorecard.



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KINDNESS CHALLENGE

Watch this activity demo on  YouTube 

The Goal:

Perform 1 minute of a kindness exercise to remind you to help others, show respect, and live generously.

What You Need:

St. Jude Heroes Jr. video ([link here](#)), a safe place to move and be active

How To Play:

- Watch the [St. Jude Heroes Jr. video](#) and hear Jordyn's story.
- Choose 1 of 3 kindness exercises (Paired Sit-Ups, Relay, or Leapfrog).
- Perform your exercise while you follow along to the 1-minute timer in the video.
- When you're finished, mark the St. Jude Kindness Challenge complete on your scorecard.



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BRAVERY CHALLENGE

Watch this activity demo on  YouTube 

The Goal:

Perform 1 minute of a bravery exercise to remind you to always do your best, even when you're nervous or afraid.

What You Need:

St. Jude Heroes Jr. video ([link here](#)), a safe place to move and be active

How To Play:

- Watch the [St. Jude Heroes Jr. video](#) and hear Kariann's story.
- Choose your favorite exercise from any St. Jude Heroes Challenge. The options are: Push-Ups, Power Squats, Crab Walk, Jumping Jacks, Frog Jumps, Fast Feet, Run/Walk, Balance, Hero Planks, Paired Sit-Ups, Relay, or Leapfrog.
- Perform your exercise while following along to the 1-minute timer in the video.
- When finished, mark the St. Jude Bravery Challenge complete on your scorecard.



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GoBeGreat

The GoBeGreat Foundation celebrates difference-makers and overcomers, those who serve with kindness and selflessness while sharing their gifts, talents and opportunities with others.

It encourages perseverance, leadership and community.

[Learn more at WeAreGoBeGreat.com](http://WeAreGoBeGreat.com)



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Book End

Watch this activity demo on  YouTube 

The Goal:

Score points by standing up while balancing a book on your head.

What You Need:

Timer / [Interval Music](#), Book (or Flying Disc)

How To Play:

- On the start signal, balance a book on top of your head and try to stand up.
- If you successfully move from a seated to a standing position without the book falling off your head, you score a point. Sit back down and try again.
- If the book falls off your head, return to a seated position and try again.
- Score as many points as you can in one minute!
- Bronze = 1-3 points, Silver = 4-5 points, Gold = 6 points

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Zero Gravity

Watch this activity demo on  YouTube 

The Goal:

Keep three balloons in the air for 1 minute.

What You Need:

Timer / [Interval Music](#), 3 Balloons

How To Play:

- Stand in personal space holding three balloons.
- On the start signal, toss the balloons into the air.
- Tap or volley the balloons to prevent them from touching the ground.
- To succeed, you must keep all 3 balloons in the air for 1 minute.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Jacks Flash

Watch this activity demo on  YouTube 

The Goal:

To remove all 6 pieces of paper by rolling every number on a 6-sided die in 1 minute.

What You Need:

Timer / [Interval Music](#), 6-sided die, 6 pieces of paper (numbered 1-6)

How To Play:

- On the start signal, roll a 6-sided die and do that number of jumping jacks.
- Next, remove the piece of paper with the number that you rolled and repeat.
- If you roll the same number, you must complete the jumping jacks before rolling again, but you do not have to do anything with the piece of paper because it has already been removed.
- To succeed in this challenge, you must roll all numbers 1-6 before your 1-minute timer has expired.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Grand Slam

Watch this activity demo on  YouTube 

The Goal:

Score as many points as you can in 1 minute.

What You Need:

Timer / [Interval Music](#), Book (or Target), Paper Ball, Marker (or Pen)

How To Play:

- Stand a book on its end on top of your desk or table.
- Stand 2 paces away holding a marker (cap on!) in your dominant hand and a paper ball in the opposite hand.
- On “GO!” toss the paper ball into the air and hit/strike it with the marker.
- If the paper ball hits the book/target, you just hit a “grand slam” and score 4 points! Quickly retrieve the paper ball and continue the action until the one minute timer signals the end.
- Levels: Bronze = 12-18 points, Silver = 18-24 points, Gold = 24+ points

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Bowling for Cups

Watch this activity demo on  YouTube 

The Goal:

Knock down 6 plastic cups in 1 minute.

What You Need:

Timer / [Interval Music](#), 6 plastic cups, bean bag (or sock ball)

How To Play:

- Arrange cups in a line with each cup spaced approximately one foot apart. Stand 5-15 paces away.
- On the start signal, slide the bean bag (or sock ball) on the ground attempting to knock down one of the cups.
- Race to collect your bean bag and any cup that is knocked over.
- Return to your starting position and repeat.
- Your goal is to knock over all 6 cups in 1 minute.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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LOCOMOTOR RELAY



Watch this activity demo on  YouTube 

The Goal:

To travel around the relay loop as fast as you can using different locomotor skills.

What You Need:

Cones to set up a relay loop with an exchange area and a start/stop line.

How To Play:

- Teams of 2 with 2-4 teams racing at one time.
- There are 3 rounds of relays. Round 1: Skip, Round 2: Jump, Round 3: Gallop.
- On the start signal, partner 1 will travel around the loop using the correct locomotor skill. When partner 1 enters the exchange area they will yell. "GO!"
- Partner 2 will then begin to travel around the loop.
- Each team is done when partner 2 travels the loop and crosses the finish line.



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LONG JUMP RELAY



Watch this activity demo on  YouTube 

The Goal:

Move from the start to finish using 2-foot jumps. Teammates take turns jumping.

What You Need:

Cones to create start and finish lines.

How To Play:

- Create teams of 2-4 jumpers. All jumpers start behind the starting line.
- On the start signal, the first jumper performs a 2-foot jump as far as they can.
- As soon as they land, the next play runs up to the landing spot and performs a 2-foot jump to continue the team forward.
- Then, the next player moves up and jumps to continue forward. This continues with all jumpers taking turns until one teammate crosses the finish line.



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CRAB WALK RELAY



Watch this activity demo on  YouTube 

The Goal:

Move from the start to finish by crab-walking with teammates.

What You Need:

Cones to create start and finish lines.

How To Play:

- Create teams of 2-4 crab-walkers. Walkers form a line with everyone in crab-walk position, in head-to-toe formation from front to back.
- On the start signal, the first crab-walker (closest to start line) moves down the line to the front (toward the finish line).
- As soon as they reach the front, the next crab-walker can begin moving to the front of the line.
- This continues until one crab-walker crosses the finish line.



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OVER/UNDER RELAY



Watch this activity demo on  YouTube 

The Goal:

Move from the start to finish by passing an invisible ball over and under with teammates, and then running to the front of the line.

What You Need:

Cones to create start and finish lines.

How To Play:

- Create teams of 3-4 racers. Racers form a line with everyone 6-feet apart, feet shoulder-width apart, facing the starting line (back to the finish line).
- On the start signal, Racer 1 passes the invisible ball over head to Racer 2 (OVER). As soon as the ball is passed, Racer 1 runs to the front (toward the finish line).
- Racer 2 now passes the invisible ball to Racer 3 by hiking it between their legs (UNDER). After the pass, Racer 2 quickly runs to the front of the line.
- Racer 3 continues with an OVERhead pass and the pattern continues until one racer crosses the finish line.



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V-SIT RELAY

Watch this activity demo on  YouTube 



The Goal:

Move from the start to finish by passing an invisible ball over and under with teammates, and then running to the front of the line.

What You Need:

Cones to create start and finish lines.

How To Play:

- Create teams of 3-4 racers. Racers form a line with everyone 6-feet apart, sitting side-by-side with feet 3"-6" above the ground.
- On the start signal, Racer 1 passes the invisible ball from one side of their body to the other, reaching out to Racer 2. As soon as the ball is passed, Racer 1 gets up and runs to the front (toward the finish line) and then sits in V-Sit position.
- Racer 2 now passes the invisible ball to Racer 3 with the same motion. After the pass, Racer 2 quickly runs to the front of the line and then sits in V-Sit position.
- Racer 3 continues and the pattern continues until one racer crosses the finish line.



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LEG PASS RELAY



Watch this activity demo on  YouTube 

The Goal:

Move from the start to finish by passing an invisible ball from feet, to hands, to teammate's feet.

What You Need:

Cones to create start and finish lines.

How To Play:

- Create teams of 3-4 racers. Racers form a line with everyone lying on their backs, legs and arms stretches out straight.
- On the start signal, Racer 1 moves invisible ball from between their feet, up to their hands, and then reaching back to Racer 2's feet. As soon as the ball is passed, Racer 1 runs to the front (toward the finish line) and then lies back down.
- Racer 2 now passes the invisible ball to Racer 3 with the same motion. After the pass, Racer 2 quickly runs to the front of the line and then lies back down.
- Racer 3 continues and the pattern continues until one racer crosses the finish line.



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Physical Education Vocab

Important words for us to understand and use.

Bravery: The ability to do your best, even when you're nervous or afraid.

*Kariann demonstrated **bravery** while she worked with her doctors and nurses to battle cancer.*

Challenge: Something that presents difficulty and requires effort to master or achieve.

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Focus: To give full attention to a task or goal.

*Gayatri was able to **focus** on the balloons so she could keep them floating in the air for 1 minute.*

Practice: To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

*To prepare for field day, we **practiced** our standing long jump in PE class.*



MINUTE TO WIN

Physical Education Vocab

Strong: To stay positive during hard times and to stand up for others.

*Mason was **strong** during his cancer treatment and kept a positive attitude while his body fought the disease.*

Willpower: The ability to focus on what you want and then work to make it happen.

*Mack demonstrated **willpower** in order to inspire his family and friends while he battled cancer.*



MINUTE TO WIN

Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What does safe movement look like?
- 2) How can we control our speed and keep our balance while we move?

Question Set 2

- 1) What is force?
- 2) How does the force of a tap effect a balloon?

Question Set 3

- 1) Can you demonstrate a jump with a 2-foot takeoff and a 2-foot landing?
- 2) How much force should we use when trying to jump as far as we can?

Question Set 4

- 1) What is practice?
- 2) How can we continue to practice for field day?

Social & Emotional Health

Question Set 1

- 1) What does it mean to be physically strong?
- 2) What does it mean to be mentally strong?

Question Set 2

- 1) What is agility?
- 2) What does agility look like?

Question Set 3

- 1) What is willpower?
- 2) What does willpower look like?

Question Set 4

- 1) What is bravery?
- 2) Can you think of an example of when you or someone you know demonstrated bravery?



MINUTE TO WIN

How did it go?

Wk 1 of 4

Give a thumb to give your answer.

- As a class, did we work safely?
- Did you control your movements and keep your balance?



- As a class, did we communicate in positive ways?
- During the week, did you communicate with others using positive language?



MINUTE TO WIN

How did it go?

Wk 2 of 4

Give a thumb to give your answer.

- As a class, did we focus on practicing skills?
- Did you focus on control and purposeful movement?



- As a class, did we show consideration for one another?
- Did you demonstrate consideration for others?



MINUTE TO WIN

How did it go?

Wk 3 of 4

Give a thumb to give your answer.

- As a class, did jump and land safely?
- Did you focus on jumping with force?



- As a class, did we use positive words to communicate?
- Did you encourage your classmates to work hard?



MINUTE TO WIN

How did it go?

Wk 4 of 4

Give a thumb to give your answer.

- As a class, did behave in a way that helped others enjoy physical activity?
- Did you enjoy being physically active?



- As a class, did we help each other practice for field day?
- Did you focus on preparing for field day?



MINUTE TO WIN

Activity Log

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?



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MINUTE TO WIN

Activity Log

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?



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MINUTE TO WIN

Activity Log

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 the physical activities that you did this week. Which activity did you enjoy the most?



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MINUTE TO WIN

Activity Log

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 learn new skills. Make a list of your reasons for learning a new skill.



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MINUTE TO WIN

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 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 a variety of different equipment (size, material, weight, colors, etc.). Allow students to explore and choose from the options. • 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 directions and expectations to reflect equity of skill acquisition, mobility, and fitness level. • Vary movement expectations to increase equity. For example, allow different volleying alternatives. • Adapt body positioning to student needs. For example, modify the activity to move while sitting, lying, or prone. 	<ul style="list-style-type: none"> • Visually mark/define space in the 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.

