

OPEN[®]

Online Physical Education Network



HOPSCOTCH

The world's greatest sidewalk game.

GRADES 3-5

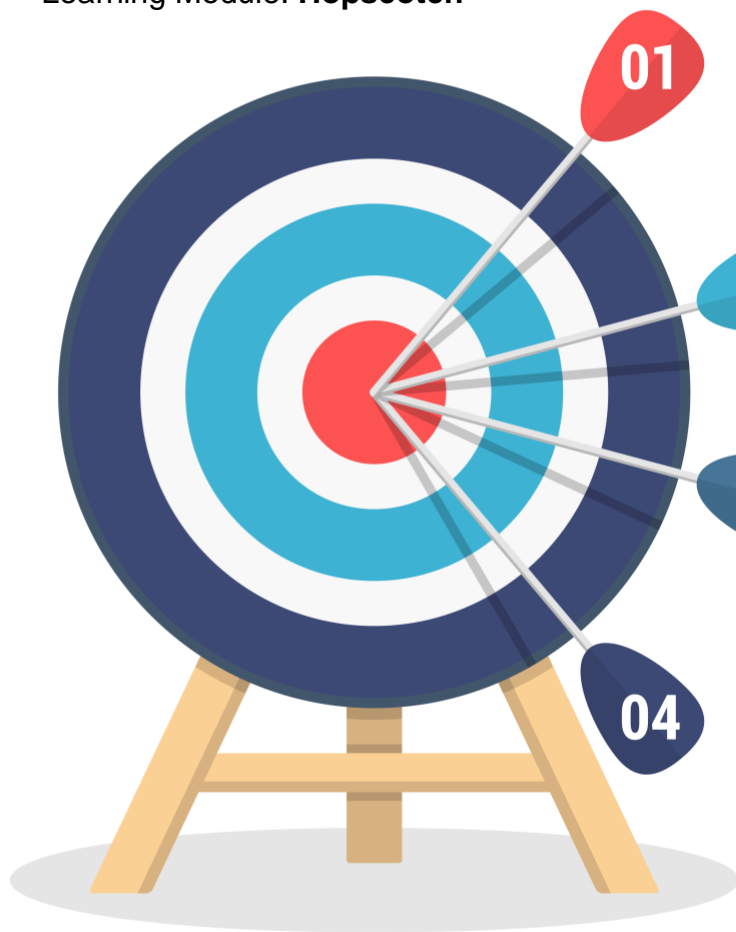
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VARSlTY // BRANDS





Learning Module: **Hopscotch**



Healthy Body

I will participate in Hopscotch games to keep my body healthy.

Healthy Mind

I will talk about reasons that I enjoy being physically active.

Enjoyment & Challenge

I will use positive words to encourage myself and others.

Building Skills

I will perform movement activities with balance and control.

Why are we learning this?

Hopscotch is a playground game that has been played for hundreds of years. This module is designed to teach young students this classic game as a way to be active with friends and family outside of physical education class.

In this module you will:

- Practice jumping, hopping, galloping, and skipping.
- Learn the rules for Hopscotch.
- Enjoy being physically active with others.

HOPSCOTCH

Checklist for Learning

Students and families:

During the next 4 weeks, we will be learning and playing Hopscotch. This activity is excellent for developing motor skills while having fun! Hopscotch is one of the oldest sidewalk games in our culture, but many people don't know the official rules. The team at OPEN has put together a [YouTube video](#) and [printable page](#) to help explain exactly how to play.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *Hopscotch* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: [OPENPhysEd.org](https://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 Hopscotch

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.
	Play Hopscotch outside of class with a friend or family member.
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.
	Play Hopscotch outside of class with a friend or family member.

[Watch the Hopscotch YouTube video.](#)

SOCCER NATION

Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I hop and jump with balance.
- I will help my classmates enjoy playing hopscotch by following the rules and using positive language.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing during the lesson cool-down.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: Social Interaction

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

(3) Describes the positive social interactions that come when engaged with others in physical activity.

(4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.

(5) Describes the social benefits of participating in physical activity.

MOVEMENT SKILLS & CONCEPTS: Locomotor Skills

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

(3) Performs locomotor skills with balance at various speeds.

(4) Uses various locomotor skills in a variety of small-sided games and practice tasks.

(5) Combines traveling with manipulative skills in a variety of small-sided games and practice tasks.

Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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

SOCCER NATION

Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I hop, jump, and hold my balance on both 1 and 2 feet.
- I will help my classmates enjoy playing hopscotch by following the rules and using positive language.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing during the lesson cool-down.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: Social Interaction

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

(3) Describes the positive social interactions that come when engaged with others in physical activity.

(4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.

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Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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

SOCCER NATION

Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I hop and jump with balance while naming fruits and vegetables.
- I will help my classmates enjoy playing hopscotch by following the rules and using positive language.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing during the lesson cool-down.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: Social Interaction

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

(3) Describes the positive social interactions that come when engaged with others in physical activity.

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Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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

SOCCER NATION

Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (3-5)

PHYSICAL EDUCATION OBJECTIVES:

- I perform movement skills safely and with balance.
- I will choose to participate in hopscotch games that I enjoy.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will practice mindful breathing during the lesson cool-down.

WELLNESS OBJECTIVES:

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

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

VALUES PHYSICAL ACTIVITY: Social Interaction

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

(3) Describes the positive social interactions that come when engaged with others in physical activity.

(4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.

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Social and Emotional Learning Priority Outcomes:

RELATIONSHIP SKILLS: EMPOWERMENT

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

HOPSCOTCH

The world's greatest sidewalk game.



OFFICIAL RULES: TRADITIONAL HOPSCOTCH

What you need: Chalk to draw a Hopscotch course; 1 marker per player (beanbag, stone, pinecone, etc.); 1 or more players.

The object of Hopscotch is to toss and then retrieve your marker (beanbag, stone, etc.) from each hopscotch square, in order from 1 to 10. The first player to toss and retrieve from Square 10 wins the game.

The youngest player tosses and retrieves first.

Throw your marker into Square 1. If it lands on a line or outside the square the turn is lost, and the next player tosses their mark.

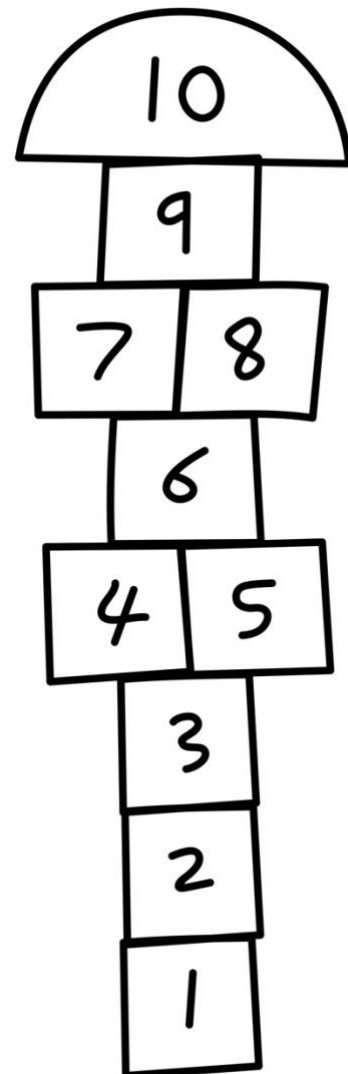
To retrieve the maker, hop or jump into every empty square, skipping the square where your marker has landed. In this case, hop on 1 foot into Square 2 (the first empty square), and then hop and jump through the course. At Squares 4-5 and 7-8, jump and land with both feet straddled in the 2 squares (i.e., one foot in 4 and the other in 5).

At Square 10, jump and land in the square with both feet, then jump and make a 180-degree turn so you're facing back down the course.

Hop and jump back through the course stopping and balancing in the square just before your maker. Then, bend over to pick up your marker while balancing in the square. In our example, hop into Square 2 and stay balanced on 1 foot while you bend over and pick up your marker in Square 1. Next, hop through the rest of the course to the end.

A jumping foul is made if you fall, jump outside/on the lines, miss a square, or drop your marker at any time. If a foul is made the turn is lost and the same number must be repeated on the next turn.

The player to successfully complete Square 10 first wins.





HOPSCOTCH

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Brain & Body Warm-Ups

WEEK 1 of 4

Clockwise: Movement that goes in the same direction as the hands of a clock.

*The students all moved **clockwise** around the hopscotch course to avoid bumping each other.*

Around the Blocks Tabata:

[\[YouTube\]](#)

When the music plays, SPEED WALK clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue SPEED WALKING.

Purposeful Practice

WEEK 1 of 4

Leader: A person who guides or influences others.

*Sammi was a **leader** in her class and set a good example for her classmates to follow.*

Traditional Hopscotch: [\[YouTube\]](#)

Draw a Hopscotch Course. Each player needs a marker (beanbag). [\[For Full Hopscotch Rules Click Here.\]](#)

Toss and retrieve your marker from each square, in order 1-10. The first player to retrieve from Square 10 wins. Hop in single squares on 1 foot. Jump in double squares landing on 2 feet (1 per square). Take turns after each square is complete. Modify for young beginners by eliminating line or jumping fouls.

Just for Fun (and health)

WEEK 1 of 4

Mindful: Being aware of your surroundings and what is happening in the present time and place.

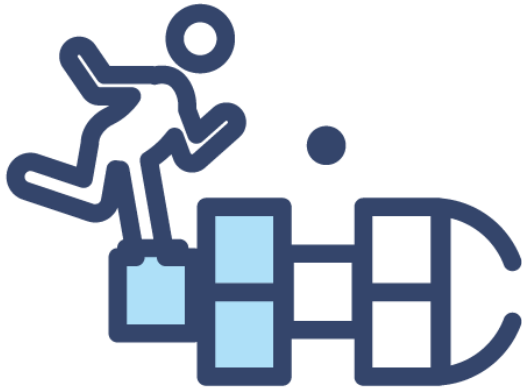
*Akinyi stayed **mindful** as she walked by paying close attention to the sights and sounds of the playground.*

Balance and Breathe Mindfulness

Walk: [\[YouTube\]](#)

We're going to wrap up today by walking on the lines of the hopscotch course. Find a space on the lines that is safely distanced from other students.

On the start signal, try to balance on the line as you walk with 1 foot in front of the other (heel to toe). As you walk, focus on slowly breathing in and out. Be mindful of your breathing and your movement.



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Brain & Body Warm-Ups

WEEK 2 of 4

Balance: An even distribution of weight that allows someone or something to stay upright and steady.

*Sandra was able to keep her **balance** as she hopped and jumped safely through the hopscotch course.*

Around the Blocks Tabata:

[\[YouTube\]](#)

When the music plays, GALLOP clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue GALLOPING.

Purposeful Practice

WEEK 2 of 4

Challenge: Something that is difficult and tests your skill and knowledge.

*Franklin loved the **challenge** of keeping his balance while moving through the hopscotch course.*

Traditional Hopscotch: [\[YouTube\]](#)

Draw a Hopscotch Course. Each player needs a marker (beanbag). [\[For Full Hopscotch Rules Click Here.\]](#)

Toss and retrieve your marker from each square, in order 1-10. The first player to retrieve from Square 10 wins. Hop in single squares on 1 foot. Jump in double squares landing on 2 feet (1 per square). Take turn after each square is complete. Modify for young beginners by eliminating line or jumping fouls.

Just for Fun (and health)

WEEK 2 of 4

Breathe To move air into and out of the lungs.

*Kent reminded himself to **breathe** deeply and focus on positive words and actions.*

Balance and Breathe Mindfulness

Walk: [\[YouTube\]](#)

We're going to wrap up today by walking on the lines of the hopscotch course. Find a space on the lines that is safely distanced from other students.

On the start signal, try to balance on the line as you walk with 1 foot in front of the other (heel to toe). As you walk, focus on slowly breathing in and out. Be mindful of your breathing and your movement.

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Brain & Body Warm-Ups

WEEK 3 of 4

Counter-Clockwise: Movement that goes in the opposite direction as the hands of a clock.

*On the change signal, the students switched from moving clockwise around the hopscotch course to moving **counter-clockwise**.*

Around the Blocks Tabata:

[\[YouTube\]](#)

When the music plays, SIDE SLIDE clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue SIDE SLIDING.

Purposeful Practice

WEEK 3 of 4

Nutrition: The way that the body uses food for energy and healthy development.

Good nutrition is an important part of a healthy lifestyle.

Traditional Hopscotch with a Fruit & Veggie Challenge: [\[YouTube\]](#)

Play hopscotch using traditional rules. [\[Click Here for the Full Set of Rules\]](#)

Add a challenge. When you land on an even number square say the name of a fruit, and when you land on an odd number square say the name of a vegetable. It's okay to say the name of a fruit or veggie more than once if you're stuck. BUT you cannot say the same food twice in a row. For example, you can't say "carrot, apple, carrot."

Just for Fun (and health)

WEEK 3 of 4

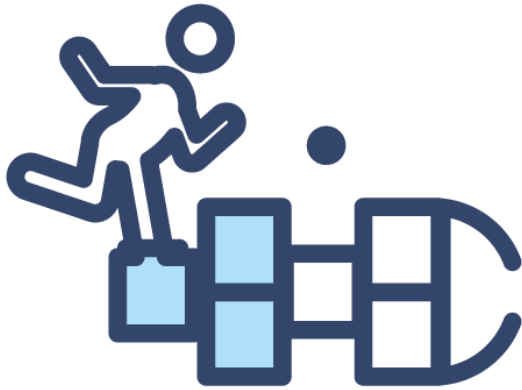
Healthy Lifestyle: A way of life that focuses on daily physical activity and healthful nutrition.

*Being active with friends can be an important part of a **healthy lifestyle**.*

Balance and Breathe Mindfulness Walk: [\[YouTube\]](#)

We're going to wrap up today by walking on the lines of the hopscotch course. Find a space on the lines that is safely distanced from other students.

On the start signal, try to balance on the line as you walk with 1 foot in front of the other (heel to toe). As you walk, focus on slowly breathing in and out. Be mindful of your breathing and your movement.



HOPSCOTCH

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Brain & Body Warm-Ups

WEEK 4 of 4

Physical Activity: Any movement that uses the body's energy.

*Hopscotch is a fun **physical activity** that you can play with friends.*

Around the Blocks Tabata:

[\[YouTube\]](#)

When the music plays, SKIP clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue SKIPPING.

Purposeful Practice

WEEK 4 of 4

Choice: The act of deciding when faced with two or more options.

*Eliana made the **choice** to be physically active with her friends instead of watching YouTube all day.*

Student Choice of Hopscotch Game:

Today you can choose which hopscotch game you want to play!
Choose from:

- Traditional Rules [\[YouTube\]](#)
- Fruit & Veggie [\[YouTube\]](#)

Just for Fun (and health)

WEEK 4 of 4

Practice: To repeat an action or activity with the purpose of improving a skill.

*Hopscotch is a good way to **practice** moving with balance and agility.*

Balance and Breathe Mindfulness

Walk: [\[YouTube\]](#)

We're going to wrap up today by walking on the lines of the hopscotch course. Find a space on the lines that is safely distanced from other students.

On the start signal, try to balance on the line as you walk with 1 foot in front of the other (heel to toe). As you walk, focus on slowly breathing in and out. Be mindful of your breathing and your movement.

HOPSCOTCH

Teacher Talk

[Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first day of our Hopscotch module. We're going to learn the rules of Hopscotch and play a game with our classmates. But first, let's warm up our bodies with a game called Around the Blocks Tabata!

The music will play for 20 seconds. While it plays, we'll speed walk around all the blocks of our Hopscotch Court. We'll move clockwise, or in the same direction as the hands of a clock. When the music stops, we'll slow down our pace to a slow walk. When the music starts again, we'll speed walk.

Purposeful Practice

Now it's time to learn the traditional rules of Hopscotch. The object of Hopscotch is to toss and retrieve your marker from each hopscotch square. Your first toss will be in square 1, then square 2, and so on, until you finally reach square 10. The first player to toss and retrieve from Square 10 wins the game. Take turns with your classmates after each toss and retrieve.

To retrieve the marker, hop or jump into every empty square, skipping the square where your marker has landed. In this case, hop on 1 foot into Square 2 (the first empty square), and then hop and jump through the course. At Squares 4-5 and 7-8, jump and land with both feet straddled in the 2 squares (i.e., one foot in 4 and the other in 5).

At Square 10, jump and land in the square with both feet, then jump and make a 180-degree turn so you're facing back down the course. Hop and jump back through the course stopping and balancing in the square just before your marker. Then, bend over to pick up your marker while balancing in the square. In our example, hop into Square 2 and stay balanced on 1 foot while you bend over and pick up your marker in Square 1. Next, hop through the rest of the course to the end.

A jumping foul is made if you fall, jump outside/on the lines, miss a square, or drop your marker at any time. If a foul is made the turn is lost and the same number must be repeated on the next turn.

Just for Fun (and health)

Wow – that was fun! Now it's time to refocus and get ready to go back into your classroom. Our Balance and Breathe Mindfulness Walk will help us.

Find a space on the lines that is safely distanced from other students.

On the start signal, try to balance on the line as you walk with 1 foot in front of the other (heel to toe). As you walk, focus on slowly breathing in and out. Be mindful of your breathing and your movement.

HOPSCOTCH

Activity Cards

BRAIN & BODY WARM-UP

Clockwise: Movement that goes in the same direction as the hands of a clock.

*The students all moved **clockwise** around the hopscotch course to avoid bumping each other.*

AROUND THE BLOCKS TABATA 1

[[YouTube](#)]

When the music plays, **SPEED WALK** clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue **SPEED WALKING**.

HOPSCOTCH

Activity Cards

BRAIN & BODY WARM-UP

Balance: An even distribution of weight that allows someone or something to stay upright and steady.

*Sandra was able to keep her **balance** as she hopped and jumped safely through the hopscotch course.*

AROUND THE BLOCKS TABATA 2

[\[YouTube\]](#)

When the music plays, GALLOP clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue GALLOPING.

HOPSCOTCH

Activity Cards

BRAIN & BODY WARM-UP

Counter-Clockwise: Movement that goes in the opposite direction as the hands of a clock.

*On the change signal, the students switched from moving clockwise around the hopscotch course to moving **counter-clockwise**.*

AROUND THE BLOCKS TABATA 3

[[YouTube](#)]

When the music plays, SIDE SLIDE counter-clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking counter-clockwise around the course.

When the music starts again, continue SIDE SLIDING.

HOPSCOTCH

Activity Cards

BRAIN & BODY WARM-UP

Physical Activity: Any movement that uses the body's energy.

*Hopscotch is a fun **physical activity** that you can play with friends.*

AROUND THE BLOCKS TABATA 4

[[YouTube](#)]

When the music plays, SKIP clockwise around the hopscotch course.

When the music stops, slow down to a walking pace and continue walking clockwise around the course.

When the music starts again, continue SKIPPING.

HOPSCOTCH

Activity Cards

PURPOSEFUL PRACTICE

Leader: A person who guides or influences others.

*Sammi was a **leader** in her class and set a good example for her classmates to follow.*

Traditional Hopscotch: [[YouTube](#)]

Draw a Hopscotch Course. Each player needs a marker (beanbag). [[For Full Hopscotch Rules Click Here.](#)]

Toss and retrieve your marker from each square, in order 1-10. The first player to retrieve from Square 10 wins. Hop in single squares on 1 foot. Jump in double squares landing on 2 feet (1 per square).

Take turns after each square is complete. Modify for young beginners by eliminating line or jumping fouls.

HOPSCOTCH

Activity Cards

PURPOSEFUL PRACTICE

Nutrition: The way that the body uses food for energy and healthy development.

*Good **nutrition** is an important part of a healthy lifestyle.*

Traditional Hopscotch with a Fruit & Veggie Challenge: [[YouTube](#)]

Play hopscotch using traditional rules.
[[Click Here for the Full Set of Rules](#)]

Add a challenge. When you land on an even number square say the name of a fruit, and when you land on an odd number square say the name of a vegetable. It's okay to say the name of a fruit or veggie more than once if you're stuck. BUT you cannot say the same food twice in a row. For example, you can't say "carrot, apple, carrot."

HOPSCOTCH

Activity Cards

JUST FOR FUN (AND HEALTH)

Healthy Lifestyle: A way of life that focuses on daily physical activity and healthful nutrition.

*Being active with friends can be an important part of a **healthy lifestyle**.*

Balance & Breathe Mindfulness Walk:

[\[YouTube\]](#)

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HOPSCOTCH

Physical Education Vocab

Important words for us to understand and use.

Balance: An even distribution of weight that allows someone or something to stay upright and steady.

*Saundra was able to keep her **balance** as she hopped and jumped safely through the hopscotch course.*

Breathe: To move air into and out of the lungs.

*Kent reminded himself to **breathe** deeply and focus on positive words and actions.*

Challenge: Something that is difficult and tests a person's skill and knowledge.

*Franklin loved the **challenge** of keeping his balance while moving through the hopscotch course.*

Choice: The act of deciding when faced with two or more options.

Eliana made the choice to be physically active with her friends instead of watching YouTube all day.

Clockwise: Movement that goes in the same direction as the hands of a clock.

The students all moved clockwise around the hopscotch course to avoid bumping each other.

HOPSCOTCH

Physical Education Vocab

Counter-Clockwise: Movement that goes in the opposite direction as the hands of a clock.

On the change-signal, the students switched from moving clockwise around the hopscotch course to moving counter-clockwise.

Healthy Lifestyle: A way of life that focuses on daily physical activity and healthful nutrition.

Playing and being active with friends can be an important part of a healthy lifestyle.

Leader: A person who guides or influences others.

*Sammi was a **leader** in her class and set a good example for her classmates to follow.*

Mindful: Being aware of your surroundings and what is happening in the present time and place.

*Akinyi stayed **mindful** as she walked by paying close attention to the sights and sounds of the playground.*

Nutrition: The way that the body uses food for energy and healthy development.

Good nutrition is an important part of a healthy lifestyle.

HOPSCOTCH

Physical Education Vocab

Physical Activity: Any movement that uses the body's energy.

*Hopscotch is a fun **physical activity** that you can play with friends.*

Practice: To repeat an action or activity with the purpose of improving a skill.

*Hopscotch is a good way to **practice** moving with balance and agility.*

HOPSCOTCH

Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What does it look like when you hop and jump with balance?
- 2) Why is balance important?

Question Set 2

- 1) How does hopping and jumping help our bodies stay healthy?
- 2) What other physical activities help our bodies stay healthy?

Question Set 3

- 1) What fruits and vegetables do you like to eat?
- 2) How do fruits and vegetables help us stay physically active?

Question Set 4

- 1) Can you play hopscotch at home?
- 2) What other active games do you like to play at home?

Social & Emotional Health

Question Set 1

- 1) What does it look like and sound like when friends are enjoying physical activity?
- 2) How can you help your friends enjoy activity?

Question Set 2

- 1) What is mindful breathing?
- 2) How does mindful breathing help us focus during the school day?

Question Set 3

- 1) What are examples of positive language?
- 2) How does positive language help us enjoy being active with others?

Question Set 4

- 1) What physical activities do you enjoy with your friends and family?
- 2) What physical activities would you like to try in the future?

HOPSCOTCH

How did it go?

Wk 1 of 4

Give a thumb to give your answer.

- As a class, did we follow directions?
- Did you move safely with balance?



- As a class, did we behave in ways that were helpful to others?
- Did you help your classmates enjoy playing Hopscotch?



HOPSCOTCH

How did it go?

Wk 2 of 4

Give a thumb to give your answer.

- As a class, did we find ways to be helpful to others?
- Did you enjoy being physically active with friends?



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



HOPSCOTCH

How did it go?

Wk 3 of 4

Give a thumb to give your answer.

- As a class, did we stay positive in challenging situations?
- Did you use positive language with classmates?



- As a class, did we help our classmates enjoy playing hopscotch?
- Did you use positive words in your self-talk?



HOPSCOTCH

How did it go?

Wk 4 of 4

Give a thumb to give your answer.

- As a class, did we learn how to play a full game of hopscotch with friends?



- Can you teach someone else how to play hopscotch?



-
- As a class, did we move safely?



- Did you jump, hop, and land with balance?



HOPSCOTCH

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?

HOPSCOTCH

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?

HOPSCOTCH

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?

HOPSCOTCH

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 be active with friends. Make a list of your reasons for staying active.

HOPSCOTCH

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 tossable markers (size, material, weight, colors, etc.). Allow students to explore and choose from the options. • Use large, brightly colored organizational markers and court lines. • Use different colored cones or spots to identify activity areas.. 	<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 ways to move from square to square. • Adapt body positioning to student needs. For example, modify the activity to move while sitting on in a chair. 	<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.