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US Games

At the end of this instructional module, students will be able to answer the following essential questions.

1. What are the rules and routines that I need to know to be successful in physical education class?
2. How can I demonstrate respectful behavior in physical education class?
3. How can I move my body safely in physical education class?



Priority Outcomes

Demonstrates Responsible Behaviors



Personal Responsibility & Safety

- (K) Follows directions for safe participation and proper use of equipment with minimal reminders.
- (1) Follows directions for safe participation and proper use of equipment without reminders.
- (2) Works independently and safely in physical education.

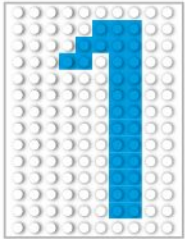
Working with Others

- (K) Shares equipment and space with others.
- (1) Works independently with others in a variety of class environments.
- (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.

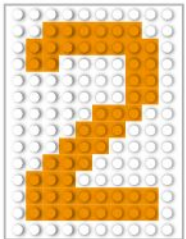
Etiquette

- (K) Recognizes the established protocol for class activities.
- (1) Exhibits the established protocols for class activities without reminders.
- (2) Recognizes the role of rules and etiquette in teacher-designed physical activities.

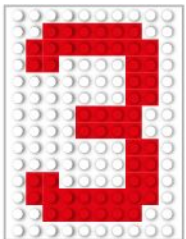
The following block plan is a suggested progression of activities to be introduced over a 4-day timeframe. Modify this document based on your class schedule requirements. It's okay to review activities as needed.

**Day 1:**

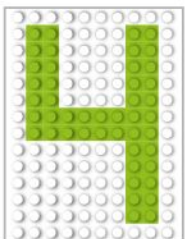
1. Traffic Time in the Garage (Respect Self); Academic Language Focus: Respect
2. Hula Hoop Hideouts (Respect Others); Academic Language Focus: Share
3. The Fragile Moving Company (Respect Equipment); Academic Language Focus: Control

**Day 2:**

1. Bubble Jumpers (Respect Self); Academic Language Focus: Self-Respect
2. Share-A-Lot (Respect Others); Academic Language Focus: Share
3. Touchdown Traders (Respect Equipment); Academic Language Focus: Positive

**Day 3:**

1. Jump Rope Hurdle Hustle (Respect Self); Academic Language Focus: Improve
2. Corner-To-Corner (Respect Others); Academic Language Focus: Locomotor Skills
3. The Calm Cleaner (Respect Equipment); Academic Language Focus: Practice

**Day 4:**

1. Review Activity of Choice (Respect Self); Academic Language Focus: Teacher Choice
2. Review Activity of Choice (Respect Others); Academic Language Focus: Teacher Choice
3. Review Activity of Choice (Respect Equipment); Academic Language Focus: Choice



TRAFFIC TIME IN THE GARAGE

STUDENT TARGETS

- **Skill:** I will move with balance and control.
- **Cognitive:** I will start and stop with the music as my signal.
- **Physical Activity:** I will be active using different locomotor skills.
- **Personal & Social Responsibility:** I will demonstrate respect through positive behaviors & words.

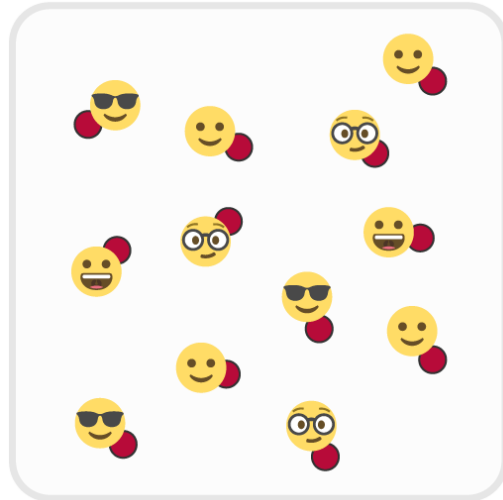
EQUIPMENT & SET-UP

Equipment:

- 1 spot marker per student
- Music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter spot markers throughout the activity space.
- Each student begins standing on a spot marker.



ACTIVITY PROCEDURES

1. Today we are going to practice moving safely in the activity area.
2. All of the spot markers you see are parking spots, and the activity space is our garage.
3. When the music is on, “drive” around the garage without moving over the parking spots. When the music stops, find any empty parking spot and park on top of the spot.
4. Move on and off spots safely and with respect for yourself and others.
5. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Focus on walking through the space and not moving quickly.

Level 2: Change up the locomotor movement each time the music stops and you begin a new round.

ACADEMIC LANGUAGE

Respect, Balance, Control, Start/Stop Signal, Locomotor Skills

PRIORITY OUTCOMES

Movement Concepts:

Safely moves demonstrating a variety of relationships with people and objects.

DISCUSSION QUESTIONS

- What does respect look like in physical education class?
- How did you demonstrate respect for self in this activity?
- How did you demonstrate respect for others in this activity?

HULA HOOP HIDEOUTS

STUDENT TARGETS

- **Skill:** I will move mindfully with consideration for others.
- **Cognitive:** I will start and stop with the music as my signal.
- **Physical Activity:** I will be active using different locomotor skills.
- **Personal & Social Responsibility:** I will demonstrate respect by sharing equipment with classmates.

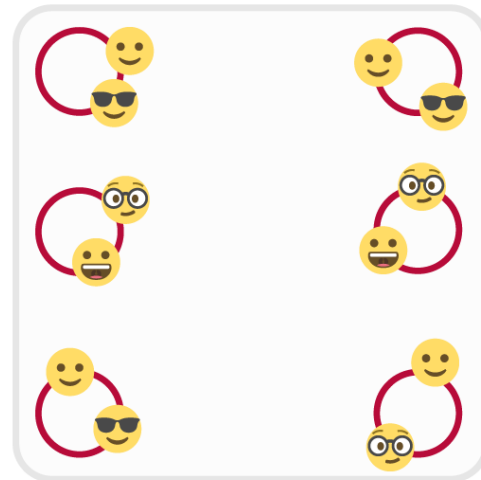
EQUIPMENT & SET-UP

Equipment:

- 12 hula hoops
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter hula hoops throughout the activity space.
- Each student begins standing with one foot inside a hoop.



ACTIVITY PROCEDURES

1. Today we are going to practice moving safely in the activity area.
2. All of the hula hoops you see are forest hideouts, and the activity space is our forest.
3. When the music is on, move through the forest saying hello to your friends. When the music stops, you need to hide from Big Foot by standing with one foot safely inside of any hula hoop. Remember that you will be sharing your hoop with some of your friends.
4. Move through the forest when the music is on saying hello to as many of your classmates as possible!
5. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Allow students to place a different body part inside of the hoop, such as a hand.

Level 2: Play the game with one student as Big Foot (a tagger). When the music stops, students must get to a hoop before being tagged.

ACADEMIC LANGUAGE

Respect, Share, Safe, Start/Stop Signal, Locomotor Skills

PRIORITY OUTCOMES

Movement Concepts:

Safely moves demonstrating a variety of relationships with people and objects.

DISCUSSION QUESTIONS

- What is sharing? How does sharing help us have fun with our friends and classmates?
- How is sharing related to respect for other? Can you give other examples of sharing that demonstrate respect for others?

THE FRAGILE MOVING COMPANY

STUDENT TARGETS

- **Skill:** I will move mindfully with consideration for others.
- **Cognitive:** I will start and stop with the music as my signal.
- **Physical Activity:** I will be active using different locomotor skills.
- **Personal & Social Responsibility:** I will demonstrate respect for physical education equipment.

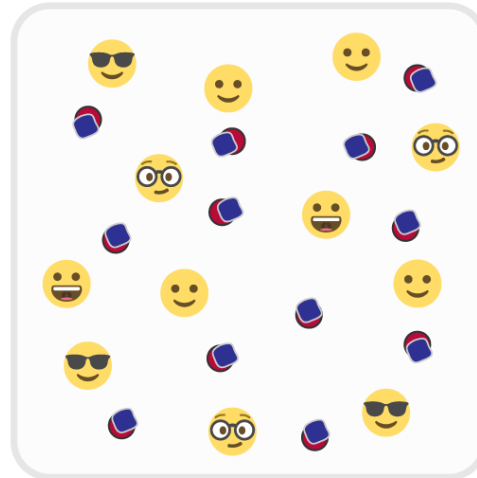
EQUIPMENT & SET-UP

Equipment:

- 1 bean bag per student
- 2 spot markers per student
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter spot markers throughout space with a bean bag on top.
- Students begin scattered in the activity space.



ACTIVITY PROCEDURES

1. Today we are going to work on moving as many fragile crystals as you can from one safe bubble to another.
2. All of the spot markers you see are safe bubbles, and the bean bags are fragile crystals.
3. When the music begins, move to a crystal and gently pick it up. Then carefully move it to another safe bubble. You want to move as many crystals as you can while the music plays.
4. When the music stops, you will use your fingers to hold up the total number of crystals that you were able to safely move!
5. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Have students work in pairs or small groups to cooperatively move each bean bag.

ACADEMIC LANGUAGE

Respect, Equipment, Safe, Balance, Control, Start/Stop Signal

PRIORITY OUTCOMES

Personal Responsibility & Safety:

Follows directions for safe participation and proper use of equipment without reminders.

DISCUSSION QUESTIONS

- What does it look like when someone is respecting the equipment that we use in physical education?
- Why is respecting our equipment important?



BUBBLE JUMPERS

STUDENT TARGETS

- **Skill:** I will jump and land safely on the bubbles.
- **Cognitive:** I will talk about good health with my classmates.
- **Physical Activity:** I will stay physically active for the entire activity.
- **Personal & Social Responsibility:** I will think about how good health is related to self-respect.

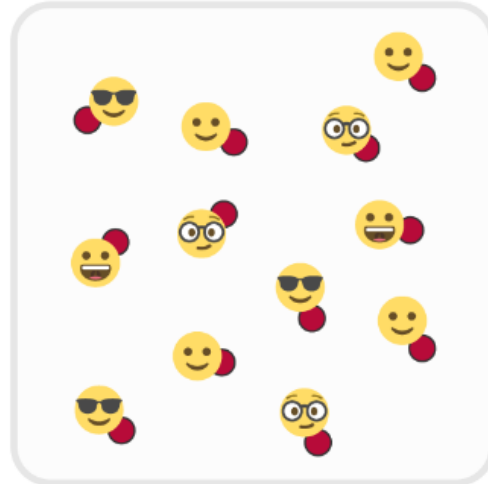
EQUIPMENT & SET-UP

Equipment:

- 1 spot marker per student
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter spot markers throughout space.
- Students begin scattered in the activity space.



ACTIVITY PROCEDURES

1. Today we are going to work on jumping and landing on as many bubbles as you can.
2. All of the spot markers you see are bubbles!
3. When the music begins, move to a bubble and jump and land on the bubble with 2 feet. When you land, say "POP"! Then, quickly and safely move to the next bubble and repeat. You want to pop as many bubbles as you can while the music plays.
4. When the music stops, you will use your fingers to hold up the total number of bubbles that you were able to pop.
5. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Allow students to "pop" the bubbles using a variety of movements they can do safely.

Level 2: Have students work on dribbling with feet or hands to "pop" the bubbles. Students "pop" the bubbles by dribbling over a spot marker.

ACADEMIC LANGUAGE

Good Health, Jump, Physical Activity, Self-respect

PRIORITY OUTCOMES

Personal Health:

Recognizes physical activity is important for good health.

DISCUSSION QUESTIONS

- What is good health? What does it look like to have good health? What does it feel like?
- What do you know about helping your body stay healthy?
- How is regular physical activity related to good health? How is that related to self-respect?

SHARE-A-LOT

STUDENT TARGETS

- **Skill:** I will safely demonstrate a variety of ways to move my body.
- **Cognitive:** I will talk about sharing in physical education class.
- **Physical Activity:** I will share as many objects as I can.
- **Personal & Social Responsibility:** I will use positive words to talk with teachers and classmates.

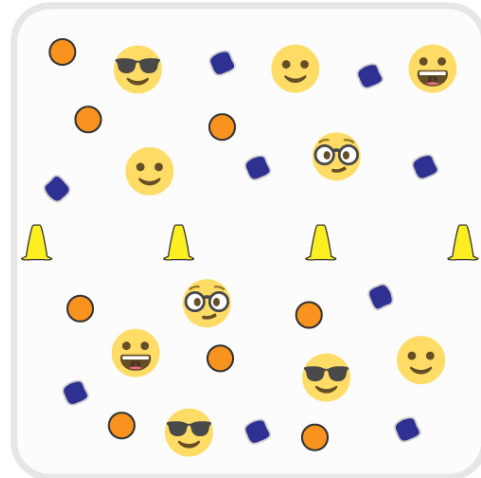
EQUIPMENT & SET-UP

Equipment:

- 6 cones
- 1 foam ball or bean bag per student
- Music and music player

Set-Up:

- Use cones to create a center line down the middle of the activity space.
- Scatter the foam balls/bean bags evenly on each side of the cones.
- Create two even teams, with one team on each side of the cones.



ACTIVITY PROCEDURES

1. Today we are going to work on sharing as many objects as you can with the other team.
2. When the music begins, pick up a foam ball or bean bag and carry it to the other side of the cones. Set it down in an open space and say "I Love to Share!" Then return to your side and collect a new object and share again. You want to share as many objects as you can while the music plays.
3. When the music stops, listen as I call out different locomotor skills for you to use as you move. We will begin at a walking pace.
4. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- Level 1:** Use spot markers or hula hoops to designate where the equipment should be placed on each side of the cones.
- Level 2:** Have students work cooperatively with a partner on their team to transfer the foam ball or bean bag to the other side of the cones. They can work with any student on their team for each transfer.

ACADEMIC LANGUAGE

Locomotor Skills, Positive, Respect, Share, Start/Stop Signal

PRIORITY OUTCOMES

Social Interaction:

Discusses the reasons for participating in physical activity with friends.

DISCUSSION QUESTIONS

- What would you put on a list about sharing equipment? What are all the things we know about sharing during physical education class?
- What are some respectful and positive words that we can use to ask someone to share with us?

TOUCHDOWN TRADERS

STUDENT TARGETS

- **Skill:** I will safely demonstrate a variety of ways to move my body.
- **Cognitive:** I will talk about sharing in physical education class.
- **Physical Activity:** I will share as many objects as I can.
- **Personal & Social Responsibility:** I will use positive words to talk with teachers and classmates.

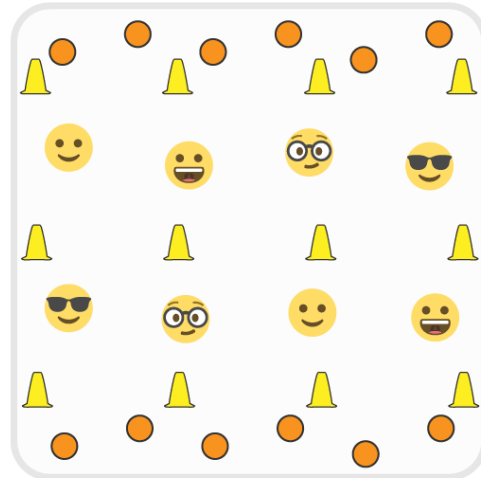
EQUIPMENT & SET-UP

Equipment:

- 12 cones
- 1 foam ball per student
- Music and music player

Set-Up:

- Use cones to create a centerline down the middle of the activity space, and two end zones on opposite ends of the space.
- Scatter the foam balls evenly in each end zone.
- Create two even teams, with one team on each side of the centerline of cones.



ACTIVITY PROCEDURES

1. Today we are going to score as many touchdowns as you can by running a ball into the opposite team's end zone.
2. When the music begins, pick up a foam ball and move safely through the activity area into the opposite team's end zone. When you score a touchdown, place the ball carefully on the floor of the end zone and then return to your team's end zone to collect a new ball and repeat. You want to score as many touchdowns as you can while the music plays.
3. When the music stops, listen as I call out different locomotor skills for you to use as you move. We will begin at a walking pace. On the stop signal freeze and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Use cones and/or directional arrows to help students understand where to move.

Level 2: Skilled classes may be ready to work in pairs and pass the foam ball from partner to partner toward the end zone.

ACADEMIC LANGUAGE

Locomotor Skills, Positive, Respect, Share, Start/Stop Signal

PRIORITY OUTCOMES

Social Interaction:

Discusses the reasons for participating in physical activity with friends.

DISCUSSION QUESTIONS

- What would you put on a list about sharing equipment? How does it make you feel when your friends share with you during physical education class?
- What are some respectful and positive words that we can use to ask someone to share with us?

JUMP ROPE HURDLE HUSTLE

STUDENT TARGETS

- **Skill:** I will safely move over each jump rope.
- **Cognitive:** I will move in clockwise and counterclockwise directions.
- **Physical Activity:** I will stay physically active while the music plays.
- **Personal & Social Responsibility:** I will demonstrate self-respect by practicing and improving my movement skills.

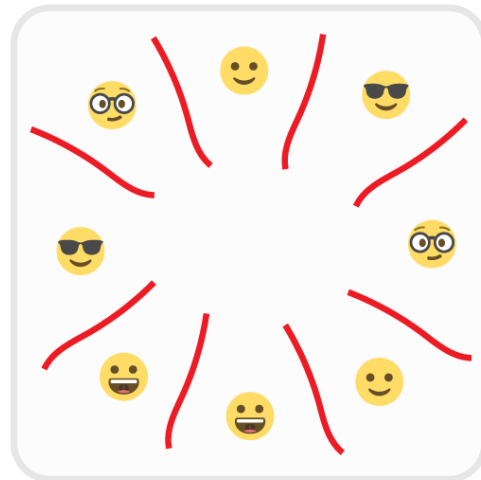
EQUIPMENT & SET-UP

Equipment:

- 1 jump rope per student (can use spot markers or low cones if needed)
- Music and music player

Set-Up:

- Lay jump ropes on the floor with each rope shaped like a line. Create a circle of ropes (like the face of a clock) with enough space for students to move safely in between the ropes.
- Each student begins standing next to a rope (1 per student).



ACTIVITY PROCEDURES

1. Today we are going to work on leaping while moving clockwise and counterclockwise around the area.
2. When the music starts, begin walking clockwise around the activity area. As you get to a rope, step over it and continue.
3. When the music stops, listen as I call out different locomotor skills for you to use as you move over the ropes. Next we will move in a counterclockwise direction and leap over the ropes, beginning at a slow jogging pace.
4. On the stop signal freeze and be ready for the next locomotor movement we will use.

GRADE LEVEL PROGRESSION

Level 1: Use cones and/or directional arrows to help students understand which direction to move in.

Level 2: Use a variety of different locomotor skills to move over the ropes.

ACADEMIC LANGUAGE

Locomotor Skills, Practice, Improve, Self-respect

PRIORITY OUTCOMES

Locomotor Skills:

Travels with balance using a variety of locomotor skills in dynamic environments.

DISCUSSION QUESTIONS

- What does practice mean? What do you know about practice?
- What is self-respect? How is improving your skill related to self-respect?

CORNER TO CORNER

STUDENT TARGETS

- **Skill:** I will safely move from corner to corner.
- **Cognitive:** I will help my class create a list of respectful words.
- **Physical Activity:** I will stay physically active while the music plays.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates while I flip cones.

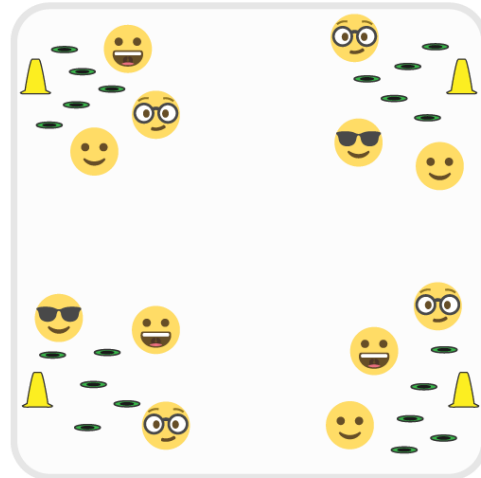
EQUIPMENT & SET-UP

Equipment:

- 4 large cones
- 1 low-profile cone per student
- Music and music player

Set-Up:

- Create a large activity area with large cones in each corner.
- Evenly divide the low-profile cones in the 4 corners around the large cones.
- Each student begins standing by a low-profile cone.



ACTIVITY PROCEDURES

1. Today we are going to work on being respectful to our classmates while we move from corner to corner.
2. When the music starts, begin walking clockwise to the next corner. When you get to a corner, find a low-profile cone and flip it over. If it is already flipped over, flip it back up. Be respectful to your classmates who are also working to flip cones.
3. When the music stops, listen as I call out different locomotor skills for you to use as you move to a different corner.
4. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Use cones and/or directional arrows to help students understand which direction to move in.

Level 2: Use a variety of different speeds and levels while moving from corner to corner.

ACADEMIC LANGUAGE

Locomotor Skills, Clockwise, Counterclockwise, Respect

PRIORITY OUTCOMES

Working with Others:

Shares equipment and space with others.

DISCUSSION QUESTIONS

- How can you show respect to others during this game of Corner to Corner?
- What words would you put on a list of respectful things to say to a classmate?

THE CALM CLEANER

STUDENT TARGETS

- **Skill:** I will safely move from corner to corner.
- **Cognitive:** I will help my class create a list of respectful words.
- **Physical Activity:** I will stay physically active while the music plays.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates as we clean up our physical education equipment.

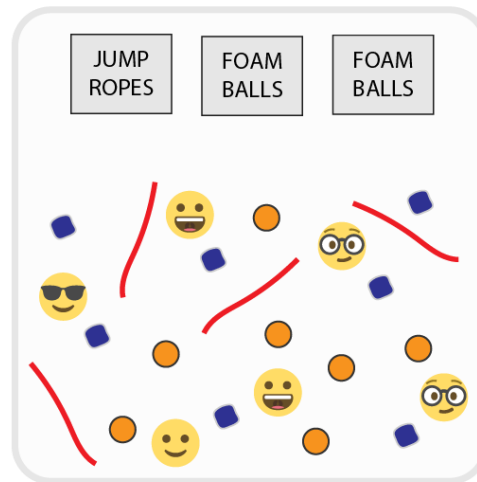
EQUIPMENT & SET-UP

Equipment:

- A lot of bean bags, low-profile cones, foam balls, and jump ropes
- Equipment station signs
- Music and music player

Set-Up:

- Scatter the equipment randomly around the activity area.
- Create an equipment station for all of the types of equipment used.
- Each student begins standing by a piece of equipment.



ACTIVITY PROCEDURES

1. Today we are going to work on calmly cleaning up the equipment by placing it in the correct equipment station.
2. When the music starts, move throughout the activity area without touching any of the equipment.
3. When the music stops, calmly and safely collect 1 piece of equipment and return it to the correct equipment station. When the music starts again, begin moving through the activity area. We will repeat this picking up one piece of equipment to return to the correct equipment station each time the music stops.
4. On the stop signal freeze and be ready for the next set of directions.

GRADE LEVEL PROGRESSION

Level 1: Allow students to work in pairs. Match students who will support one another.

Level 2: Use a variety of different locomotor skills, speeds, and levels while moving through the activity space.

ACADEMIC LANGUAGE

Locomotor Skills, Rules, Etiquette, Self-respect

PRIORITY OUTCOMES

Etiquette:

Recognizes the role of rules and etiquette in teacher-designed physical activities.

DISCUSSION QUESTIONS

- What are different ways that we can help take care of the physical education equipment?
- Are there other times and places that you could practice being helpful and help someone clean up?

Balance

/Noun/

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

Arya jumped and then landed on two feet in order to keep her balance and not fall down.

Clockwise

/Adverb/

Movement in the same direction as the way the hands of a clock move around.

Together, the group moved clockwise around the outside of the activity area.

Control

/Verb/

To manage or regulate the movement or actions of something.

Kira was able to control the scarf by throwing it carefully into the air.

Counter-Clockwise

/Adverb/

Movement in the direction opposite to the way that the hands of a clock move around.

The class moved the parachute counter-clockwise by walking around to their right.

Equipment

/Noun/

The set of tools, accessories, and objects used in a sport or activity.

Baz was proud to help their teacher put all their equipment away at the end of every physical education class.

Good Health

/Noun/

A state of being free from illness or injury.
Overall well-being.

Physical activity and healthy eating are both important to a person's good health.

Improve

/Verb/

To make or become better.

Evander improved his skills by listening to teacher feedback and practicing every day.

Jump

/Verb/

To push off of a surface and into the air using the power in your legs and feet.

Kamal jumped into the air when he stretched up to catch the ball.

Locomotor Skills

/Noun/

The basic ways to move your body through space.

Galloping and skipping are my favorite locomotor skills.

Physical Activity

/Noun/

Any physical movement that uses the body's energy.

Taking a walk with my family is a great physical activity and helps us stay healthy.

Positive

/Adjective/

Having constructive or optimistic characteristics.

My positive attitude is a choice that I make every day.

Practice

/Verb/

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

Victor knows it is important to practice to get better at a skill.

Respect

/Verb/

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I respect my classmates because they come to class and work hard to improve.

Safe

/Adjective/

Protected against physical, social,
and emotional harm.

The students felt safe during field day activities
because their classmates were following all
rules and using positive language.

Self-Respect

/Noun/

A feeling that one is behaving with honor, dignity, and honesty.

Nia's self-respect increased when she realized that she was mentally stronger than she thought.

Share

/Verb/

To use, experience, or enjoy with others.

We need to share the beanbags with other teams so that everyone has equipment to play with.

Start/Stop Signal

/Noun/

A sound, command, word, or symbol that communicates the beginning and end of an activity or event.

Our teacher uses music as our class start/stop signal.

Score a perfect four! Read about what you need to do and then make it happen.

4

Every time I come to physical education class, I treat my teacher and my classmates with respect. I follow all directions and help everyone stay safe. I move with control and balance and I respect all physical education equipment.

3

When I come to physical education class, I treat my teacher and my classmates with respect. I follow all directions with only 1 or 2 reminders, and help everyone stay safe. I move with control and I respect all physical education equipment.

2

When I come to physical education class, I work to treat others with respect. I still need reminders that help me follow directions, but I'm getting better each class. I move safely but sometimes lose control. I respect physical education equipment.

1

When I come to physical education class, I need reminders on how to show respect to myself and others. I need a lot of reminders that help me follow directions. Sometimes I forget to respect physical education equipment.

WEEK OF DATE:

STUDENT NAME:

Choose from the activities listed on this menu. Be active at home for at least 30 minutes each day and then mark the day complete at the bottom of the page. **Most importantly, be safe and have fun!**

Practice your locomotor skills while someone watches how awesome you can move!

Here's a list of locomotor skills to choose from:
Walk, Run, Leap, Jump, Hop, Side-Slide, Gallop, Skip
Need help? [Click here for some downloadable help.](#)

Practice jumping over a line on the floor while you cheer for yourself!

Learning how to jump over a line takes practice.
Use kind words when you're talking to yourself.
Something like, "I'm practicing and getting better!"



Walk and talk! Walk outside if you can, or walk inside your home from room-to-room.

Find someone you care about and tell them about the cool things you did in physical education class and how staying physically active helps your body stay healthy and strong.

Super clean dance party time! Put on some music and help an adult clean up your home.

Everything is more fun with dancing music! Put on some high-energy tunes and start dancing like a cleaning machine. Your body will love being physically active while you're super helpful!

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

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.



Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Use large, brightly colored organizational markers to help students stay safely in personal space. • Use different colored cones or spots to identify a home base for each student. • Use spot markers to create movement or travel routes. 	<ul style="list-style-type: none"> • Change rules to reflect equity of skill acquisition, mobility, and fitness level. • Vary movement expectations to increase equity. For example, allow different locomotor movements or the use of assistive equipment. • Adapt body positioning to student needs. For example, modify the game to play sitting. 	<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). • Create 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. • Speak slowly & clearly with a well-defined beginning & end. • Give 1-step vs multiple-step directions. • Provide multiple forms of prompts 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.