



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.

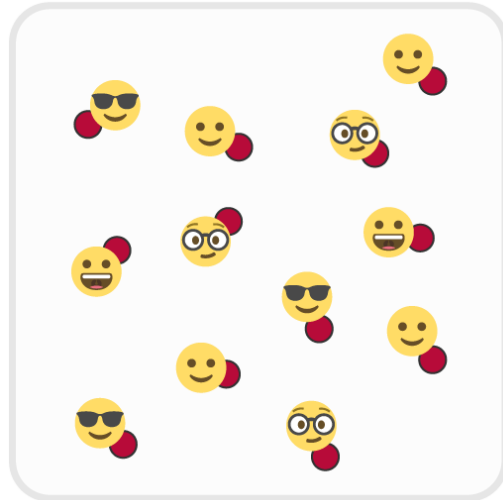
EQUIPMENT & SET-UP

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.

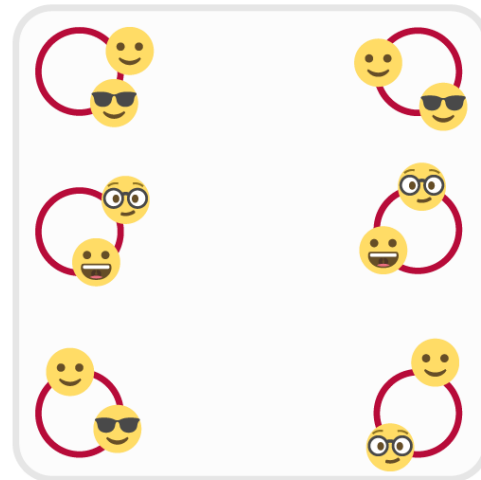
EQUIPMENT & SET-UP

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.

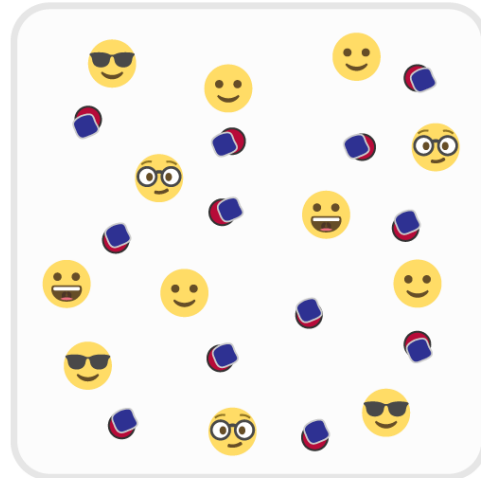
EQUIPMENT & SET-UP

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.

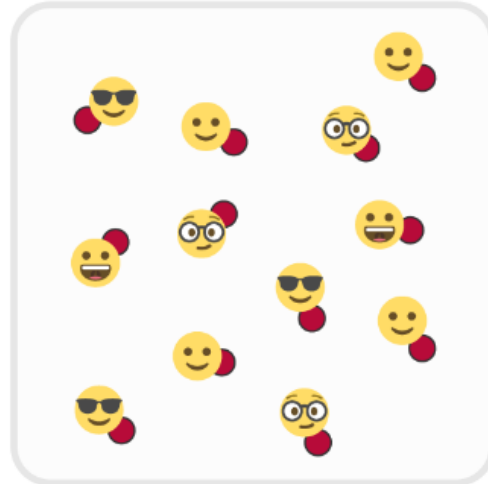
EQUIPMENT & SET-UP

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.

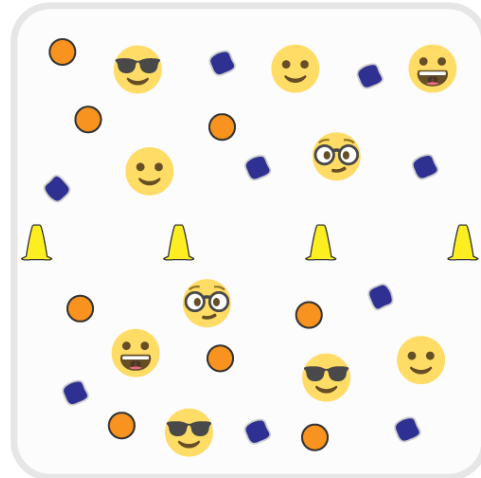
EQUIPMENT & SET-UP

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.

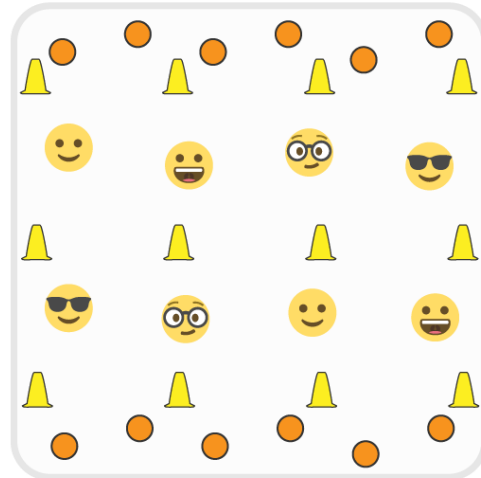
EQUIPMENT & SET-UP

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.

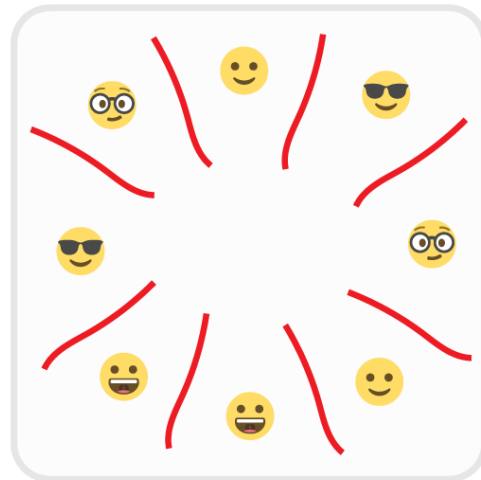
EQUIPMENT & SET-UP

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.

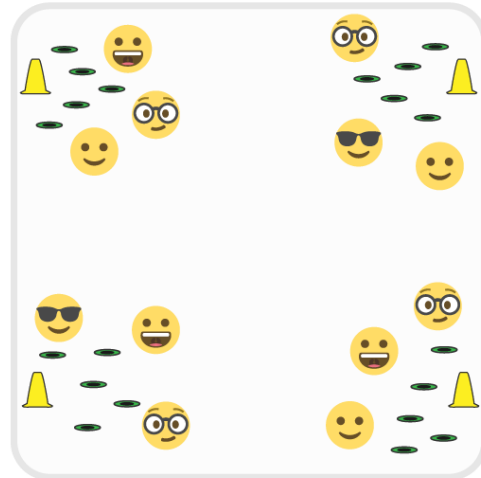
EQUIPMENT & SET-UP

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.

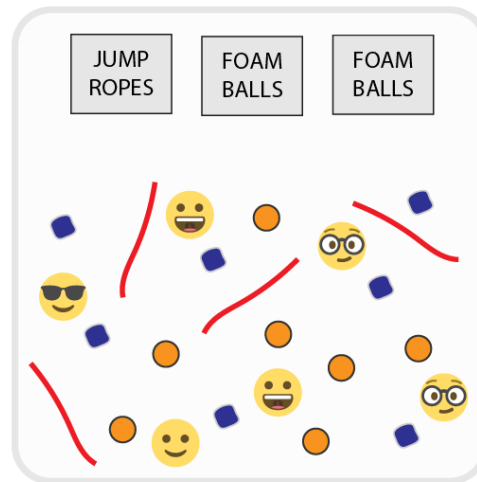
EQUIPMENT & SET-UP

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?