



TEAM

**FITNESS
ADVENTURE**

US Games

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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 safe and successful in physical education class?
2. How can I demonstrate respectful behavior in physical education?
3. What are the components of health-related fitness?



Priority Outcomes
Demonstrates Responsible Behaviors



Personal Responsibility & Safety

- (3) Works independently and safely in physical activity settings.
- (4) Exhibits responsible behavior in independent group situations.
- (5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

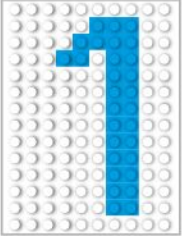
Working with Others

- (3) Works cooperatively with others.
- (4) Accepts “players” of all skill levels into the physical activity.
- (5) Accepts, recognizes, and actively involves others with both higher/lower skill abilities into physical activities and projects.

Etiquette

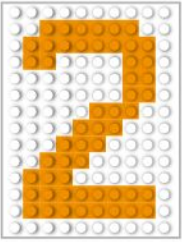
- (3) Recognizes the role of rules and etiquette in physical activity with peers.
- (4) Exhibits etiquette and adherence to rules in a variety of physical activities.
- (5) Critiques the etiquette involved in rules of various game activities.

The following block plan is a suggested progression of activities to be introduced over 4 classes. Modify this document based on your class schedule requirements. Review activities as needed.



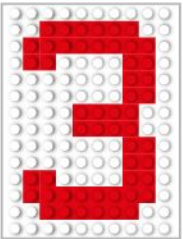
Day 1:

1. Shoot 11 (Instant Adventure); Academic Language Focus: Challenge
2. Team Giants, Wizards, Elves (Flexibility); Academic Language Focus: Flexibility
3. Express Yourself (Closing Adventure); Academic Language Focus: Emotion



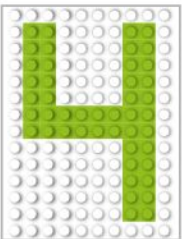
Day 2:

1. Group Catch (Instant Adventure); Academic Language Focus: Team
2. Cone Flip Treasure Grab (Aerobic Capacity); Academic Language Focus: Aerobic Capacity
3. Beat the Clock (Closing Adventure); Academic Language Focus: Self-Respect



Day 3:

1. First to 30 (Instant Adventure); Academic Language Focus: Effort
2. Up or Down (Muscular Fitness); Academic Language Focus: Muscular Fitness
3. Blind Alphabet (Closing Adventure); Academic Language Focus: Cooperation



Day 4:

1. Ready, Set...HUT! (Instant Adventure); Academic Language Focus: Self-Control
2. Build Your Plate (Body Composition); Academic Language Focus: Body Composition
3. Fill the Bucket (Closing Adventure); Academic Language Focus: Support

LEARNING TARGETS:

- **Skill:** I will demonstrate cooperative behaviors without reminders.
- **Cognitive:** I will discuss class rules and respectful behaviors.
- **Physical Activity:** I will move safely with balance and control.
- **SEL:** I will build trust by demonstrating respect for self and others.

TARGET VOCABULARY:

- Challenge, Community, Cooperation, Effort, Health-Related Fitness, Self-Control, Team

EQUIPMENT NEEDED:

- Set of Instant Adventure Cards, 1 bean bag per student, 8 six-sided dice, 8 hoops, 48 spot markers, Class Rules Poster

ORGANIZE:

- **Space:** Divide activity area into 4 quadrants. Place an Instant Challenge Card in each quadrant. Set up each quadrant according to instructions on the challenge cards.
- **Students:** Create 8 teams. 2 teams compete in each corner.

PROCEDURES:

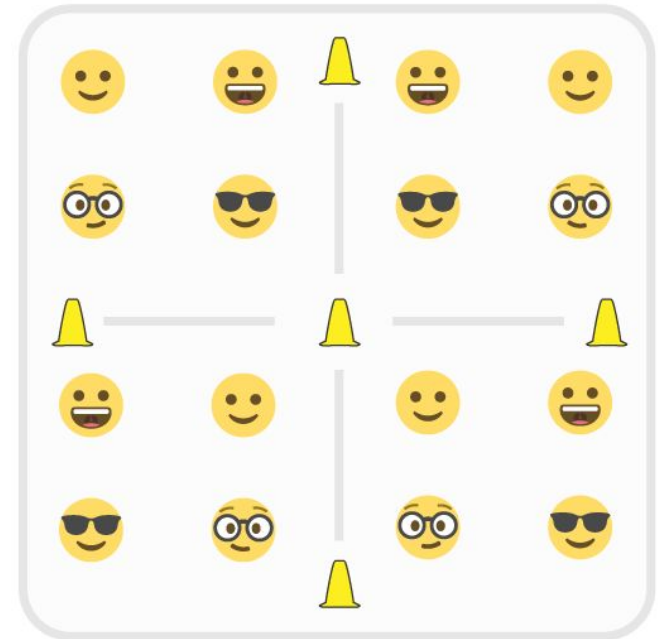
- **The Object:** To complete each team challenge.
- **The Process:** There are 4 Instant Team Adventures. Teachers can choose to have all students doing the same challenge in all 4 quadrants. Or, each quadrant could host a unique challenge with students rotating after the challenge is complete. If rotating, number groups 1-8. Odd teams rotate clockwise, even teams counterclockwise.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Adjust each challenge card based on the abilities of your students.

DISCUSSION STARTERS:

- How can you demonstrate respect for self, others, and equipment during physical education class?
- How did you demonstrate respect during each of the instant team challenges?



Team Giants, Wizards, Elves

LEARNING TARGETS:

- **Skill:** I will perform each exercise with control and a focus on form.
- **Cognitive:** I will discuss the relationship between yoga and flexibility.
- **Physical Activity:** I will move my body at different levels.
- **SEL:** I will cooperate with my team using positive language.

TARGET VOCABULARY:

- Compromise, Cooperate, Flexibility, Form, Positive Language, Yoga

EQUIPMENT NEEDED:

- Giants, Wizards, Elves Chart, Yoga Cards

ORGANIZE:

- **Space:** Divide the activity area into 4 quadrants.
- **Students:** Create 8 even teams. 2 teams compete in each quadrant. Number teams 1-8. After each round, odd numbered teams rotate clockwise so that all teams face new opponents.

PROCEDURES:

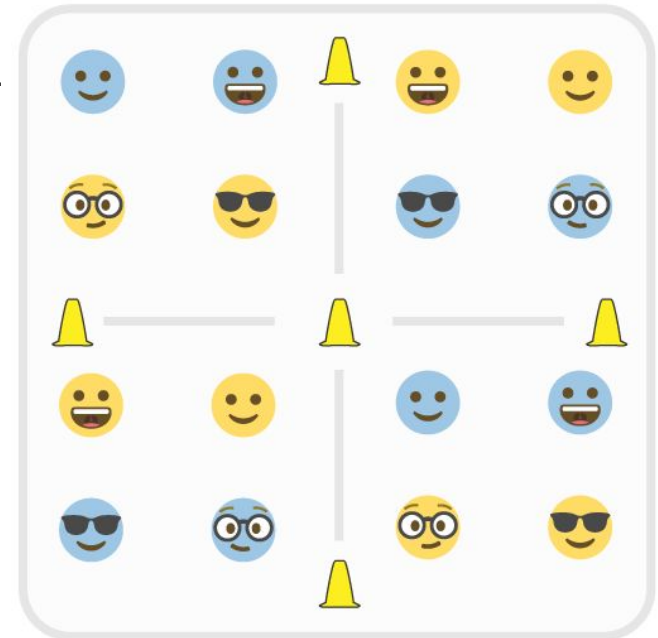
- **The Object:** Win as many victories as possible in a team battle of Giants, Wizards, and Elves.
- **The Process:** Huddle with your team at opposite ends of your area. As a team, determine what character you will show to the other team: giants, wizards, or elves. Teams line up in the center with their backs facing. Count "1, 2, 3," then turn around and show your character. The winning team gets to select a yoga card. Both teams hold the pose for a 15 count. The team with the most victories wins the overall battle.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Allow students the option to create their own body shape to depict giants, wizards, and elves.
- Provide students will developmentally appropriate alternatives for each yoga pose.

DISCUSSION STARTERS:

- What did cooperation look like for your team as you played Giants, Wizards, and Elves?
- How did your team's ability to compromise affect your ability to make a decision?



Cone Flip Treasure Grab

LEARNING TARGETS:

- **Skill:** I will flip a cone in the air attempting to have it land on its base.
- **Cognitive:** I will discuss aerobic capacity with my classmates.
- **Physical Activity:** I will perform aerobic exercises.
- **SEL:** I will demonstrate respect for equipment throughout the activity.

TARGET VOCABULARY:

- Aerobic Capacity, Base, Respect, Responsible Behavior

EQUIPMENT NEEDED:

- 1 cone per student, 24 bean bags, 4 hula hoops

ORGANIZE:

- **Space:** Create 4 corner stations – each with 1 hoop and 6 bean bags.
- **Students:** Create 4 even teams (1 per corner). Each student with 1 cone.

PROCEDURES:

- **The Object:** To successfully flip cones on their base and collect as many bean bags (treasure) as possible.
- **The Process:** On the start signal, all student begin. Students earn 1 flip attempt for every 3 jumping jacks performed. You can perform any number of consecutive jumping jacks (in multiples of 3). For example, do 3 reps to earn 1 flip attempt. Do 9 consecutive reps to earn 3 flip attempts. The cone **MUST** flip 1 or more full rotations to be considered a fair flip. If it lands upright on its base, quickly move to collect 1 piece of treasure (bean bag) from another team. The team with the most treasure after each round wins!

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Provide students with different sized cones or other equipment options for flipping.
- Allow students to work with a partner and share the tasks associated with this activity.

DISCUSSION STARTERS:

- What is aerobic capacity?
- Why is aerobic capacity important for you to live an active lifestyle?



Up or Down

LEARNING TARGETS:

- **Skill:** I will perform each exercise with control and a focus on form.
- **Cognitive:** I will discuss muscular fitness with my classmates.
- **Physical Activity:** I will perform muscular fitness exercises.
- **SEL:** I will demonstrate respect for myself by giving my best effort.

TARGET VOCABULARY:

- Control, Fair Play, Form, Muscular Fitness, Respect

EQUIPMENT NEEDED:

- 1 deck of cards per team, 1 Up or Down Exercise Chart per team

ORGANIZE:

- **Space:** Divide space into 4 quadrants. 2 teams per quadrant. Each team with a deck of cards and exercise chart. Top card facing up.
- **Students:** Students form a line so that all can see the cards.

PROCEDURES:

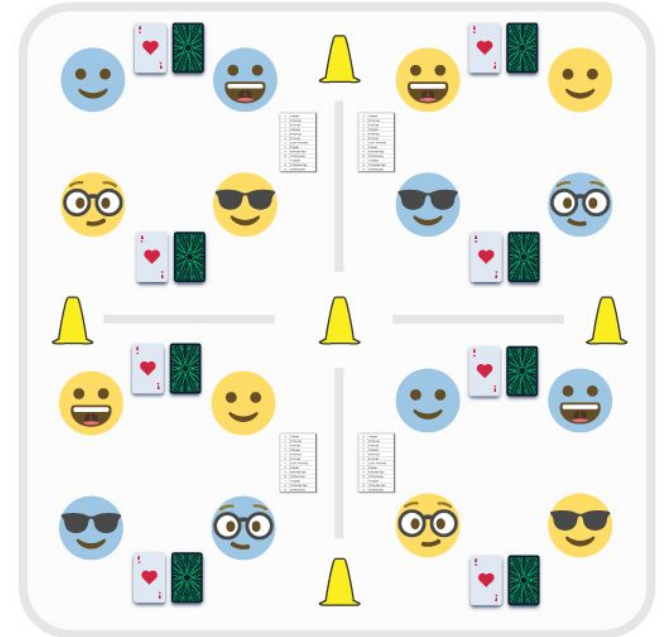
- **The Object:** To be the first team to make it through the entire deck of cards.
- **The Process:** The first player looks at the card facing up and determines if the next card flipped will be higher or lower (call out “higher” or “lower”). Flip the next card. If the player is correct (e.g. called higher and the card flipped was higher), then the next player from the team repeats the process. If incorrect, use the exercise chart to see what exercise the entire team must complete before the next player takes a turn.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Select different exercises or allow students to select exercises that match their abilities.
- Allow a team to share the required repetitions for each exercise among teammates.

DISCUSSION STARTERS:

- What do you know about muscular fitness? What is muscular strength? What is muscular endurance?
- Can you name muscular fitness exercises?



Build Your Plate

LEARNING TARGETS:

- **Skill:** I will use the skills cues for an underhand toss.
- **Cognitive:** I will discuss the 5 food groups.
- **Physical Activity:** I will increase my heart rate during activity.
- **SEL:** I will demonstrate respect for others with positive language.

TARGET VOCABULARY:

- Body Composition, Food Groups, Nutrition, Positive Language, Respect

EQUIPMENT NEEDED:

- 1 hoop, 1 spot, 6 beanbags (rainbow colors) per team

ORGANIZE:

- **Space:** Divide activity area into 4 quadrants, 2 teams per quadrant. Create 1 court per team with a spot & hoop 8-10 paces apart. Place yellow bean bag on the spot, the remaining 5 next to the hoop.
- **Students:** Each team lines up behind their spot.

PROCEDURES:

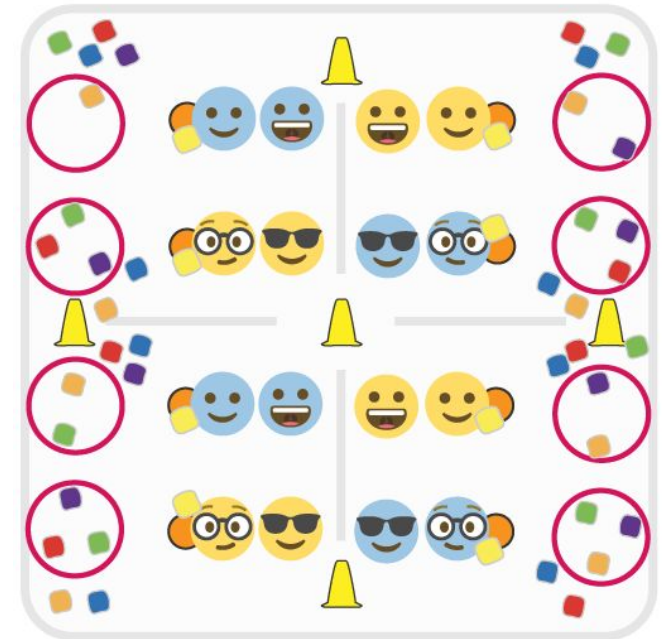
- **The Object:** To be the first team to build a “balanced plate” by moving bean bags into the team’s hoop.
- **The Process:** 5 bean bags represent the 5 food groups. On “Go” the first player on each team tosses the yellow bean bag to the hoop. If the bean bag lands in the center of the hoop, take 2 moves. If the bean bag touches the edge of the hoop, take 1 move. Take a move by placing 1 bean bag into your hoop. Or, remove 1 of your opponent’s bean bags and place it back outside of their hoop.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Select alternative tossables and/or vary the distance and size of the target.
- Provide verbal and visual cues to support instruction and understanding.

DISCUSSION STARTERS:

- What are the five food groups? Give at least 1 example of a food from each group.
- What do you know about each food group?



LEARNING TARGETS:

- **Skill:** I will demonstrate cooperative behaviors without reminders.
- **Cognitive:** I will discuss class rules and respectful behaviors.
- **Physical Activity:** I will demonstrate respect for equipment.
- **SEL:** I will demonstrate behaviors that build a positive community.

TARGET VOCABULARY:

- Cooperation, Emotion, Respect, Rules, Self-Respect, Self-Control, Support

EQUIPMENT NEEDED:

- Set of Closing Fitness Adventure Cards, Class Rules Poster, Emotion Color Chart, 2 bean bags, 6 hoops, 2 spot markers, Stopwatch

ORGANIZE:

- **Space:** Set up the space according to instructions on the Closing Adventure Cards.
- **Students:** Organize students according to the Closing Adventure Cards.

PROCEDURES:

- **The Object:** To complete each Closing Fitness Adventure.
- **The Process:** There are 4 Closing Fitness Adventures. Complete 1 closing adventure per day. Allow time for student processing and class discussion.

DEVELOPMENTAL MODIFICATIONS FOR DIFFERENTIATION:

- Adjust equipment, set-up, or rules of each challenge based on the needs of your students.

DISCUSSION STARTERS:

- See closing team challenge cards.

Follow the ORGANIZE instructions on each Closing Fitness Adventure Card





INSTANT
FITNESS
ADVENTURE

SHOOT 11

EQUIPMENT NEEDED:

- None

ORGANIZE:

- **Space:** Divide activity area into 4 quadrants.
- **Students:** Divide space into 4 quadrants. Create 8 teams; 2 teams compete in each quadrant. Each team forms a small circle.

PROCEDURES:

- **The Object:** Have the total number of fingers shown from all team members add up to 11.
- **The Process:** Team members place 1 hand behind their back. The team chants "1,2,3, show!" Everyone takes their hands from behind their backs and shows any number of fingers (1–5). Add up the fingers from each student to get the group total.
- If the sum adds up to 11 exactly, you have successfully completed this challenge. If the sum does not total 11, perform the task listed below and then repeat the process above.
- Students cannot throw the same number with consecutive throws.
- Exercises:
 - Day 1: 10 Jumping Jacks
 - Day 2: 10 Plank Shoulder Taps
 - Day 3: Downward Dog Pose for 10 Count
 - Day 4: Name 1 Fruit (No Repeats!)

INSTANT

FITNESS
ADVENTURE

GROUP CATCH

EQUIPMENT NEEDED:

- 1 bean bag per student

ORGANIZE:

- **Space:** Divide space into 4 quadrants. Create 8 teams; 2 teams compete in each quadrant.
- **Students:** Each team forms a circle.

PROCEDURES:

- **The Object:** To score point by having each member of the team catch a bean bag tossed from another teammate.
- **The Process:** Each member of the team holds a bean bag. On “Go” everyone tosses their bean bag to one of their teammates, while simultaneously preparing to catch a bean bag tossed to them. You cannot toss and catch with the same person.
- If all bean bags are successfully caught before hitting the ground, you score a point.
- When your team scores a point, perform an exercise below before attempting to score again.
- Exercises:
 - Day 1: 5 Squat Jumps
 - Day 2: 3 Burpees
 - Day 3: Hold Child Pose for 10 Count
 - Day 4: Name 1 Vegetable (No Repeats!)

INSTANT

FITNESS
ADVENTURE

FIRST TO 30

EQUIPMENT NEEDED:

- 8 six-sided dice

ORGANIZE:

- **Space:** Divide space into 4 quadrants. Create 8 teams; 2 teams compete in each quadrant.
- **Students:** Each team forms a circle. Select 1 individual to hold the 6-sided die

PROCEDURES:

- **The Object:** As a team, have a sequence of rolls add to 30.
- **The Process:** The player holding the die rolls it and performs that number of reps of the exercise listed below. Pass the die quickly to the right, then the next player takes a turn. The count continues as the team adds each roll to the previous roll total.
- When your team's count goes over 30, then start again.
- Exercises:
 - Day 1: Jumping Jacks
 - Day 2: Plank Shoulder Taps
 - Day 3: Squat Jumps
 - Day 4: Jumping Jacks (while naming fruits and vegetables)

INSTANT

FITNESS
ADVENTURE

READ, SET... HUT!

EQUIPMENT NEEDED:

- 6 hoops, 2 spots, and 1 Food Group Trivia per team

ORGANIZE:

- **Space:** Divide space into 4 quadrants with 2 teams. Place the 2 spots 8-10 paces away. Stack the 6 hoops over of of the spots.
- **Students:** Each team lines up next to the empty spot.

PROCEDURES:

- **The Object:** To build a hula hut and transfer it to the empty spot.
- **The Process:** On “Go” team members move from the starting spot to the opposite spot using the designated movement. Once all members of your team reach the set of hula hoops, work together to build a hula hut. Finally, you must lift and carry your hut and place it on the opposite spot. If your hula hut falls apart during the transfer, return to the spot, rebuild, and try again.
- **Movements:**
 - Day 1: 5 Jumping Jacks, then Gallop
 - Day 2: Bear Walk
 - Day 3: Inchworm (Plank to Pike to Plank to Pike...)
 - Day 4: Answer 4 questions from the MyPlate Trivia Time card, then Skip

CLOSING

FITNESS
ADVENTURE

EXPRESS YOURSELF

EQUIPMENT NEEDED:

- Emotion Color Chart or Paint Swatches from a hardware store

ORGANIZE:

- **Space:** Spread out the color shade charts (or paint swatch samples)
- **Students:** Students find a discussion partner (or provide questions on an exit slip for students to provide a written answer)

PROCEDURES:

- **The Object:** Recognize how your emotions
- **The Process:** Ask students questions and ask them to select a color that represents their answers as feelings or emotions.
 1. How do you feel about your summer? Why does the color you picked represent your answer?
 2. How are you feeling about this school year? Why does the color you picked represent your answer?
 3. How do you feel about your physical education experience last school year? Why does the color you picked represent your answer?
 4. How do you feel about physical education this school year? Why does the color you picked represent your answer?

CLOSING

FITNESS
ADVENTURE

BEAT THE CLOCK

EQUIPMENT NEEDED:

- Stopwatch, 2 Spots

ORGANIZE:

- **Space:** Students stand in a circle. Place the 1 spot at the 6 o'clock position and 1 spot at the 12 o'clock position inside the circle.
- **Students:** Students stand facing the inside of the circle with their hands on their hips, elbow out to their sides.

PROCEDURES:

- **The Object:** For the clock to move as quick as possible.
- **The Process:** Using a stopwatch, record how long it takes one student to walk as fast as possible around the outside of the circle. Now it's time for for the group to "beat the clock."
- On "Go" the entire team moves in a clockwise circle until the student that started on the 12-o'clock spot touches the 6-o'clock spot. Next, the entire circle must stop and reverse directions until the same student touches the 12-o'clock spot.

RULE REVIEW:

- **Respect Self:** Discuss how this activity supports self-awareness and self-management. Use the [Respect Self DOK question sets](#) to guide the discussion.

CLOSING

FITNESS
ADVENTURE

BLIND ALPHABET

EQUIPMENT NEEDED:

- None

ORGANIZE:

- **Space:** Students form a circle.
- **Students:** Students sit or stand with eyes closed.

PROCEDURES:

- **The Object:** To make it through the entire alphabet.
- **The Process:** As a team you will attempt to make it through the entire alphabet. This is a game to test your listening, communication, and strategy. The game begins when one student says the letter “A” aloud, and then continues with other students calling out the proceeding letters. If two students call out the same letter, restart at the beginning.
- There cannot be any predetermined signals, coordination, or planning. Good luck!

RULE REVIEW:

- **Respect Others:** Discuss how this activity supports self-management, social awareness, and relationships. Use the [Respect Others DOK question sets](#) to guide the discussion.

CLOSING

FITNESS
ADVENTURE

FILL THE BUCKET

EQUIPMENT NEEDED:

- 6 hoops, 2 bean bags, 1 ball

ORGANIZE:

- **Space:** Place 3 hoops in a single line on one side of the activity area (2 paces apart). Place the other 3 hoops in a line directly across from the others about 5 paces away.
- **Students:** Create 3 teams. Each team is assigned to 2 opposite hoops. Half of the team stands in a line behind 1 hoop, the other half facing them in line behind the other hoop. The first person in 2 teams has a bean bag. The first person in the 3rd line has a ball.

PROCEDURES:

- **The Object:** Land your bean bag or ball into the middle of the hoop (it must stay in the hoop).
- **The Process:** On the start signal, the player with the object tries to toss it into the opposite hoop, then moves to the back of the line. The first player in the opposite line retrieves the object, then takes a turn. Points are scored each time the object lands (and stays) in the hoop.
- **Closure:** Use these questions to debrief this activity:
 - Was this activity fair? What can we do when things don't seem to be fair?
 - Did anyone from your team help the object stay in the hoop when standing across from the tosser? The directions did not state that the object had to land and stay in the hoop on it's own. Often in PE (and in life) we need the help of others to be successful!

RULE REVIEW:

- **Respect Things That We Use:** Discuss how this activity supports responsible decision making. Use the [Respect the Things We Use DOK question sets](#) to guide the discussion.

GIANTS, WIZARDS, ELVES

Character Identification Chart



GIANT

Loves apples.

Really tall.

Grumpy but fun.



WIZARD

Loves pears.

Sort of tall.

Old but fast.



ELF

Loves grapes.

Not tall at all.

Tiny but strong.

Stand at a high level (as tall as you can) with arms reaching over head.

Stand at a medium level with arms reaching out (“spraying magic”).

Stand at a low level with hands on the side of your face making big elf ears.

US Games

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Giants beat Elves



Wizards beat Giants



Elves beat Wizards



UP OR DOWN EXERCISE CHART

ACE	1 Burpee
2	2 Push-ups
3	3 Curl-ups
4	4 Burpees
5	5 Push-ups
6	6 Curl-ups
7	Lucky 7: FREE PASS
8	8 Squats
9	9 Shoulder Taps
10	10 Plank Jacks
JACK	11 Squats
QUEEN	12 Shoulder Taps
KING	13 Plank Jacks



Beginning



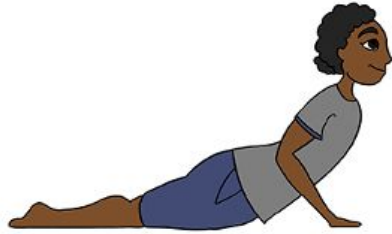
Cat



Chair



Child



Cobra



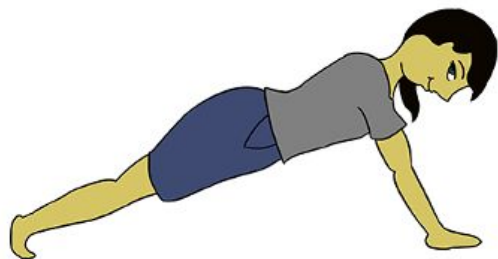
Cow



Down Dog



Log



Plank



Tall Mountain



Tree 1



Tree 2

CLOSING

**FITNESS
ADVENTURE**

EMOTION COLOR CARD

Rapture	Fiesta	Harmony	Lime Twist	Carribbean Cool	Charmed
Picante	Sweet n Sour	Vivid	Split Pea	Jack Frost	Stormy
Showtime	Cowboy Boots	Camouflage	Leprechaun	Deep Sea	Light Shadow

Aerobic Capacity

/Noun/

The body's ability to take in, transport, and use oxygen during vigorous physical activity.

Arrow enjoyed fitness running as a way to improve his aerobic capacity.

Body Composition

/Noun/

Measurement of the percentage of fat, muscle, water, and bone found in the human body.

Physical activity and nutrition both play a part in a person's body composition.

Challenge

/Noun/

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

Darby overcame the fitness challenge with the help of her classmates.

Community

/Noun/

A group of people connected as a result of shared attitudes, interests, resources, characteristics, and/or goals.

Murphy enjoys being a part of his classroom community because they all respect each person's unique voice and greatness.

Compromise

/Noun/

A resolution that settles a disagreement and is reached by each side giving something up to the benefit of the other.

Sloan and Trinity reach a compromise during their disagreement which help them continue playing the game.

Control

/Verb/

To manage or regulate the movement or actions of something.

Spencer was so excited to be in physical education class that he had to work to control his behavior.

Cooperation

/Noun/

The process of working together for a common goal or outcome.

Jackie understood how important team cooperation would be as the group began the fitness adventure challenge.

Effort

/Noun/

The amount of determination or exertion used to accomplish a goal.

Dell gave their best effort during the fitness adventure because they enjoyed being physically active with friends.

Emotion

/Noun/

A feeling that is created from a setting, relationship, or experience.

Anger is an emotion that helps us understand what is most important to us.

Fair Play

/Noun/

A way of competing in which all players respect rules and traditions.

Egypt always demonstrated fair play as a way of respecting the other team's players.

Flexibility

/Noun/

The ability to bend and move the joints through the full range of motion.

Ellis began a yoga routine as a way to maintain good flexibility.

Food Groups

/Noun/

Categories of foods that share something in common as they relate to nutrition. The 5 basic food groups are Fruits, Vegetables, Grains, Protein Foods, Dairy.

A balanced meal includes foods from each of the 5 food groups.

Form

/Noun/

The way that the body moves in order to perform a task or skill.

The class moved with balance as they learned the form for different locomotor skills.

Health-Related Fitness

/Noun/

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

Living a physically active lifestyle helps you maintain good health-related fitness.

Muscular Fitness

/Noun/

The combined status of muscular strength and muscular endurance.

Enjoying a variety of physical activity options helps you develop your overall muscular fitness.

Nutrition

/Noun/

The process of providing or obtaining the food necessary for health and growth.

Nutrition is an important part of a healthy lifestyle.

Positive Language

/Noun/

A method of verbal communication that uses an optimistic tone and focuses on what is good or can be improved in a given situation, task, or environment.

Ellison used positive language when talking with this teachers and classmates.

Respect

/Verb/

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

Lyric understood that positive behavior was a way to show respect to his teachers and classmates.

Responsible Behavior

/Noun/

The decision to do what is right in a given situation.

Darryl demonstrated responsible behavior at recess and was able to enjoy playing on the playground with friends.

Rules

/Noun/

A set of understood laws or commands that keep a space or activity under control.

There are 3 rule in physical education.
Respect Self. Respect Others.
Respect the things we use.

Self-Control

/Noun/

The ability to manage personal actions and the response to emotions.

Even though Jordan was angry, they were able to demonstrate self-control in order to solve the problem with their classmates.

Self-Respect

/Noun/

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

Indigo demonstrated self-respect by working hard to be physically active and eat nutritious meals.

Support

/Verb/

To give help, assistance, and encouragement to someone or something.

Angel was there to support Ash when he was nervous about joining a new club at school.

Team

/Noun/

Two or more people who work together to achieve a common goal.

Our class worked as a team to clean up all of the equipment.

Yoga

/Noun/

An eastern exercise discipline that includes breath control, mental focus/meditation, and the adoption of specific body postures intended to improve physical, mental, and spiritual health.

Yoga is a great way to maintain flexibility and mental health.

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!**

Teach someone at home an exercise that will help improve their health-related fitness!

When working on health-related fitness think about: Aerobic Capacity, Muscular Fitness, Flexibility, and body composition.

Grab a deck of cards and play Up or Down with a friend or family member!

Use the exercise chart we used in class, or create your own fun physical activity chart.



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 and mind stay healthy and strong.

Get 2 six-sided dice and play First to 30 with a friend or family member!

Race to 30 against someone at home. Choose an exercise or activity that will help improve your health-related fitness.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

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. I can define the components of health-related fitness.

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. I can define the components of health-related fitness.

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. I can talk about what health-related fitness is.

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. I don't really know what health-related fitness is.

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 team or 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.