

Instant Fitness Adventures

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:

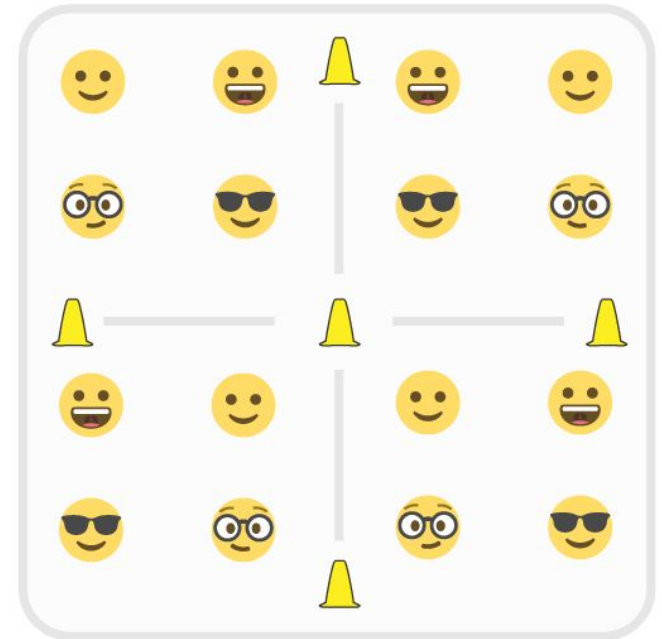
- **The Object:** To complete each team challenge.
- **The Process:** There are 4 Instant Team Adventures. Teachers can choose to have all students doing the same challenge in all 4 quadrants. Or, each quadrant could host a unique challenge with students rotating after the challenge is complete. If rotating,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

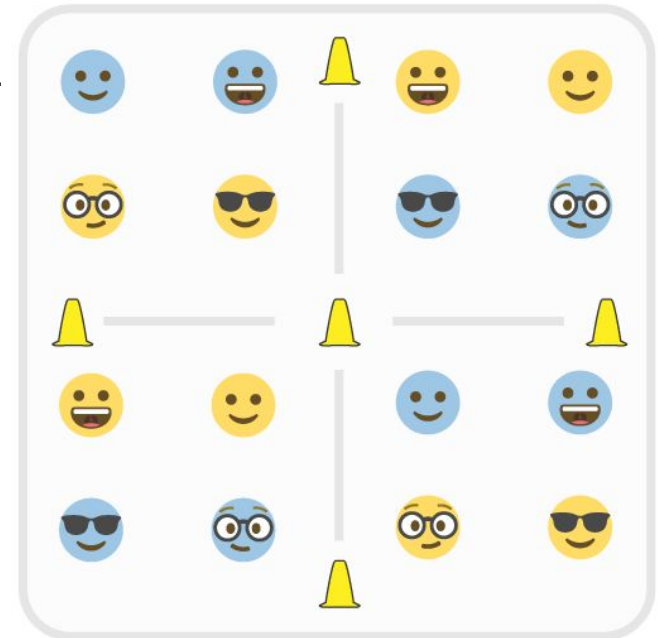
- **The Object:** Win as many victories as possible in a team battle of Giants, Wizards, and Elves.
- **The Process:** Huddle with your team at opposite ends of your area. As a team, determine what character you will show to the other team: giants, wizards, or elves. Teams line up in the center with 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:

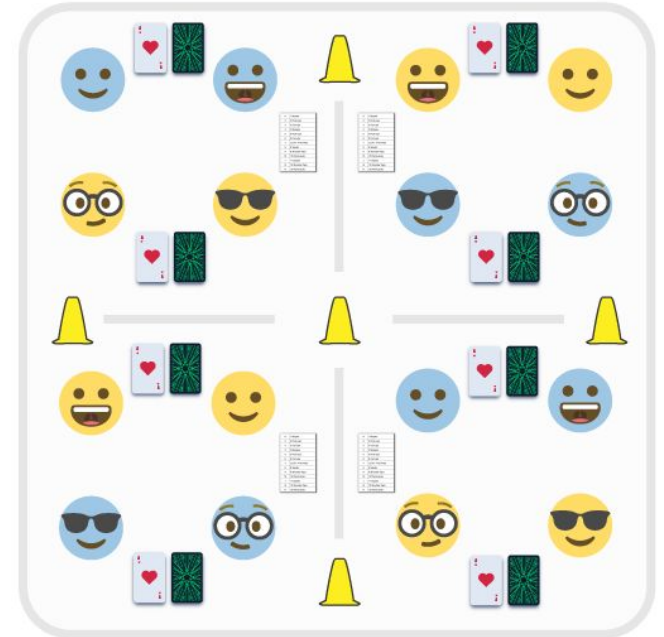
- **The Object:** To be the first team to make it through the entire deck of cards.
- **The Process:** The first player looks at the card facing up and determines if the next card flipped will be higher or lower (call out “higher” or “lower”). Flip the next card. If the player is correct (e.g. called 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:

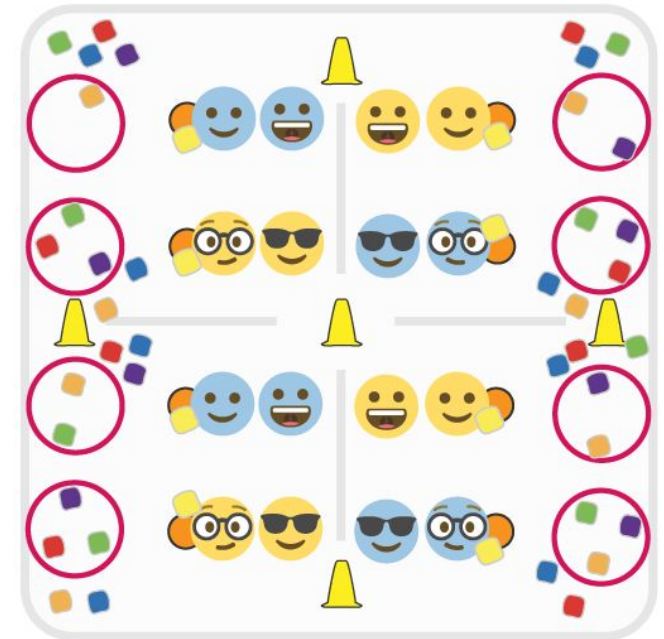
- **The Object:** To be the first team to build a “balanced plate” by moving bean bags into the team’s hoop.
- **The Process:** 5 bean bags represent the 5 food groups. On “Go” the first player on each team tosses the yellow bean bag to the hoop. If the bean bag lands in the center of the hoop, take 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

