



## INSTANT FITNESS ADVENTURES

### STUDENT 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.
- **Personal & Social Responsibility:** I will build trust by demonstrating respect for self and others.

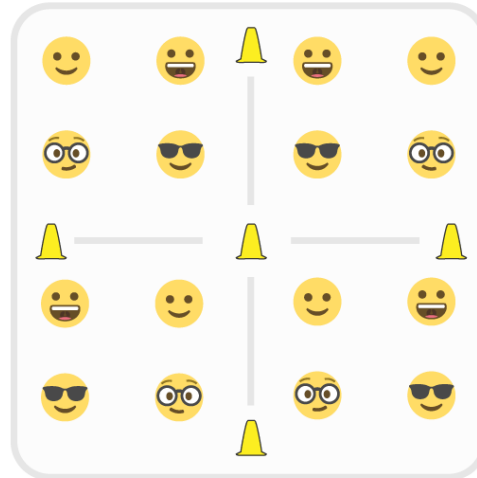
### EQUIPMENT & SET-UP

#### Equipment:

- Set of Instant Adventure Cards
- 1 bean bag per student
- 8 six-sided dice and 8 hoops
- 48 spot markers
- Class rules poster

#### Set-Up:

- Divide the activity area into 4 quadrants. Place an Instant Challenge Card in each quadrant.
- Set up each quadrant based on instructions on the challenge card.
- Create 8 teams and number teams 1-8. 2 teams start in each quadrant.



### ACTIVITY PROCEDURES

1. Today we are going to work on completing 4 team challenges.
2. Each quadrant of the activity space will be a new team challenge where you will compete against another team.
3. On the start signal, the two teams in each area will complete the challenge on the Instant Challenge Card. Once you have completed the challenge, the even numbered teams (2,4,6,8) will rotate clockwise and the odd numbered teams (1,3,5,7) will rotate counterclockwise. That way you get to challenge a new team each time you rotate.
4. Teams will continue to rotate until they have completed all 4 challenges.
5. On the stop signal freeze and be ready for the next set of directions.

### GRADE LEVEL PROGRESSION

**Level 1:** Play as described above.

**Level 2:** Adjust each challenge card based on the abilities of your students.

### ACADEMIC LANGUAGE

Challenge, Community, Cooperation, Effort, Health-related Fitness, Self-control

### PRIORITY OUTCOMES

#### Personal Challenge:

Participate in physical activities that bring confidence and challenge.

### DISCUSSION QUESTIONS

- 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

### STUDENT 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.
- **Personal & Social Responsibility:** I will cooperate with my team using positive language.

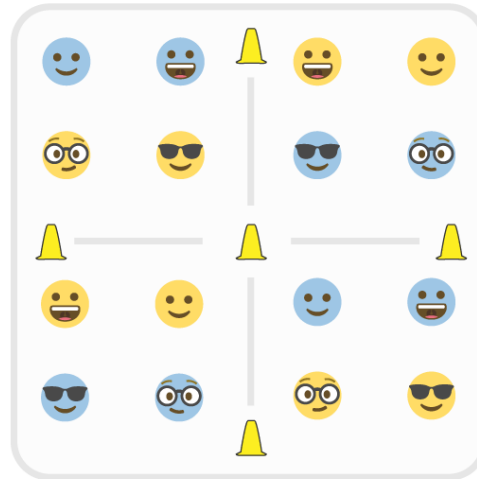
### EQUIPMENT & SET-UP

#### Equipment:

- Cones to divide space into 4 quadrants
- Giants, Wizards, Elves Chart
- Yoga Cards

#### Set-Up:

- Divide the activity area into 4 quadrants. Place an Instant Challenge Card in each quadrant.
- Set up each quadrant based on instructions on the challenge card.
- Create 8 even teams and number teams 1-8. 2 teams start in each quadrant.



### ACTIVITY PROCEDURES

1. Today we are going to try to win as many victories as possible in a team battle of Giants, Wizards, and Elves.
2. Each quadrant of the activity space will allow your team to compete against a new team.
3. On the start signal, the two teams in each area will compete in a battle of Giants, Wizards, Elves. Each team will huddle on opposite ends of your area. As a team, determine what character you will show to the other team: giants, wizards, or elves. Teams will then line up back-to-back. Count "1,2,3" and then turn around and show the character that your team chose. The winning team gets to select a yoga card and both teams will hold the pose for 15 seconds.
4. Once you have completed the battle, the even numbered teams (2,4,6,8) will rotate clockwise and the odd numbered teams (1,3,5,7) will rotate counterclockwise. That way you get to challenge a new team each time you rotate.
5. Teams will continue to rotate until they have been to all four quadrants or until you hear the stop signal. On the stop signal freeze and be ready for the next set of directions.

### GRADE LEVEL PROGRESSION

**Level 1:** Allow students the option to create their own body shape to depict giants, wizards, and elves.

**Level 2:** Provide developmentally appropriate alternatives for each yoga pose.

### ACADEMIC LANGUAGE

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

### PRIORITY OUTCOMES

#### Personal Challenge:

Participate in physical activities that bring confidence and challenge.

### DISCUSSION QUESTIONS

- 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

### STUDENT 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.
- **Personal & Social Responsibility:** I will demonstrate respect for equipment throughout the activity.

### EQUIPMENT & SET-UP

#### Equipment:

- 1 cone per student
- 24 Bean Bags
- 4 Hula Hoops
- Cones to divide space into 4 quadrants

#### Set-Up:

- Divide the activity area into 4 quadrants. Place 1 hoop and 6 bean bags at each corner station.
- Create 4 even teams (1 team at each corner). Each student begins with one cone.



### ACTIVITY PROCEDURES

1. Today we are going to successfully flip cones on their base in order to collect as many bean bags (treasure) as possible. The students in your corner with you are your teammates for this activity.
2. On the start signal, students will earn 1 cone flip attempt for every 3 jumping jacks performed. You can perform any number of consecutive jumping jacks you choose (in multiples of 3). For example, do 3 jumping jacks to earn 1 flip attempt. Do 9 jumping jacks to earn 3 flip attempts.
3. 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 when you hear the stop signal wins!
4. On the stop signal freeze and be ready for the next set of directions.

### GRADE LEVEL PROGRESSION

**Level 1:** Provide students with different sized cones or other equipment options for flipping.

**Level 2:** Allow students to work with a partner and share the tasks associated with this activity.

### ACADEMIC LANGUAGE

Aerobic Capacity, Base, Respect, Responsible Behavior

### PRIORITY OUTCOMES

#### Physical Activity Knowledge:

Identifies physical activity benefits as a way to improve health and personal fitness.

### DISCUSSION QUESTIONS

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



## UP OR DOWN

### STUDENT 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.
- **Personal & Social Responsibility:** I will demonstrate respect for myself by giving my best effort.

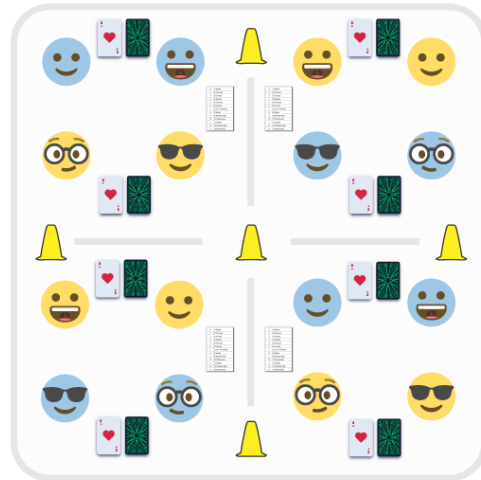
### EQUIPMENT & SET-UP

#### Equipment:

- 1 deck of cards per team
- 1 Up or Down Exercise Chart per team
- Cones to divide space into 4 quadrants

#### Set-Up:

- Divide the activity area into 4 quadrants.
- Create 8 even teams (2 teams at each quadrant).
- Each team begins with a deck of cards with the top card facing up, and an exercise chart.
- Students on each team form a line so that all can see the cards.



### ACTIVITY PROCEDURES

1. Today we are going to try and be the first team to make it through the entire deck of cards.
2. On the start signal, the first player for each team looks at the card facing up and determines if the next card flipped will be higher or lower (they will call out “higher” or “lower”). Then flip to 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 they are incorrect, use the Up or Down Exercise Chart to see what exercise the entire team must complete before the next player takes a turn.
3. The first team to make it through their entire deck of cards wins!
4. On the stop signal freeze and be ready for the next set of directions.

### GRADE LEVEL PROGRESSION

**Level 1:** Select different exercises or allow students to select exercises that match their abilities.

**Level 2:** Allow a team to share the required exercises repetitions among teammates.

### ACADEMIC LANGUAGE

Control, Fair Play, Form, Muscular Fitness, Respect

### PRIORITY OUTCOMES

#### Physical Activity Knowledge:

Identifies physical activity benefits as a way to improve health and personal fitness.

### DISCUSSION QUESTIONS

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



## BUILD YOUR PLATE

### STUDENT TARGETS

- **Skill:** I will use the skill cues for an underhand toss.
- **Cognitive:** I will discuss the five food groups.
- **Physical Activity:** I will increase my heart rate during the activity.
- **Personal & Social Responsibility:** I will demonstrate respect for others with positive language.

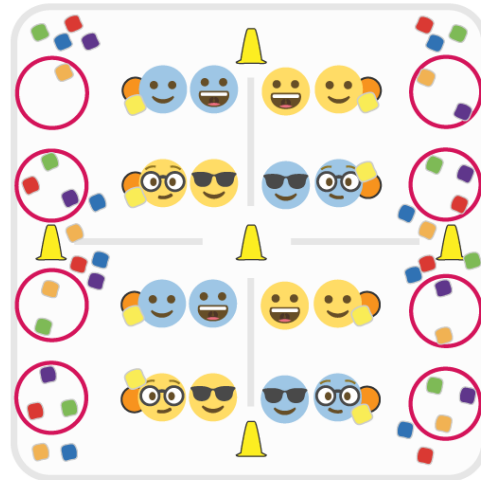
### EQUIPMENT & SET-UP

#### Equipment:

- 1 hoop, 1 spot marker, 6 bean bags (rainbow colors) per team
- Cones to divide space into 4 quadrants

#### Set-Up:

- Divide the activity area into 4 quadrants.
- Create 8 even teams (2 teams at each quadrant).
- Each team sets up their court with a spot marker and hula hoop 8-10 feet apart. Place a yellow bean bag on the spot, and the remaining 5 next to the hoop.
- Each team will line up behind their spot marker.



### ACTIVITY PROCEDURES

1. Today we are going to try and be the first team to build a balanced plate by moving bean bags into the team's hoop.
2. The bean bags represent the food groups, and the goal is to get 5 bean bags into your hoop to represent the 5 food groups.
3. On the start signal, the first player for each team tosses the yellow bean bag into the hoop. If the bean bag lands in the hoop your team can take 2 moves. If the bean bag lands on the edge of the hoop your team can take 1 move.
4. Take a move by placing 1 bean bag into your hoop. Or your team can choose to remove 1 of your opponent's bean bags and place it outside of their hoop. The first team to have 5 bean bags in their hoop wins!
5. On the stop signal freeze and be ready for the next set of directions.

### GRADE LEVEL PROGRESSION

**Level 1:** Play as described above.

**Level 2:** Select alternative tossables and/or vary the distance and the size of the target.

### ACADEMIC LANGUAGE

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

### PRIORITY OUTCOMES

#### Nutrition:

Identifies the 5 basic food groups and a variety of foods from each food group.

### DISCUSSION QUESTIONS

- 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?



## CLOSING FITNESS ADVENTURES

### STUDENT 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.
- **Personal & Social Responsibility:** I will demonstrate behaviors that build a positive community.

### EQUIPMENT & SET-UP

#### Equipment:

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

#### Set-Up:

- Set up space according to instructions on the Closing Adventure Cards.
- Organize students according to instructions on the Closing Adventure Cards.

Follow the ORGANIZE instructions on each Closing Fitness Adventure Card



### ACTIVITY PROCEDURES

1. Today we are going to work to complete each closing fitness adventure.
2. There are 4 Closing Fitness Adventures we are going to complete as a class. We will complete 1 adventure each day.
3. We will allow time for you to process each activity and have class discussion at the end of each day.

### GRADE LEVEL PROGRESSION

**Level 1:** Play as described on the Closing Fitness Adventures Cards.

**Level 2:** Adjust equipment, set up, or rules of each challenge based on the needs of your students.

### ACADEMIC LANGUAGE

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

### PRIORITY OUTCOMES

#### Nutrition:

Identifies the 5 basic food groups and a variety of foods from each food group.

### DISCUSSION QUESTIONS

- See closing team challenge cards for discussion questions specific to each challenge.