BALANCE TAG

STUDENT TARGETS

- **Skill:** I will keep my body still while balancing on different body parts for 5-10 seconds.
- **Cognitive:** I will identify the cues for holding a balance for 5-10 seconds.
- **Fitness:** I will continue moving during the tag game to ensure an increase in my heart rate.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by showing good sportsmanship if tagged.

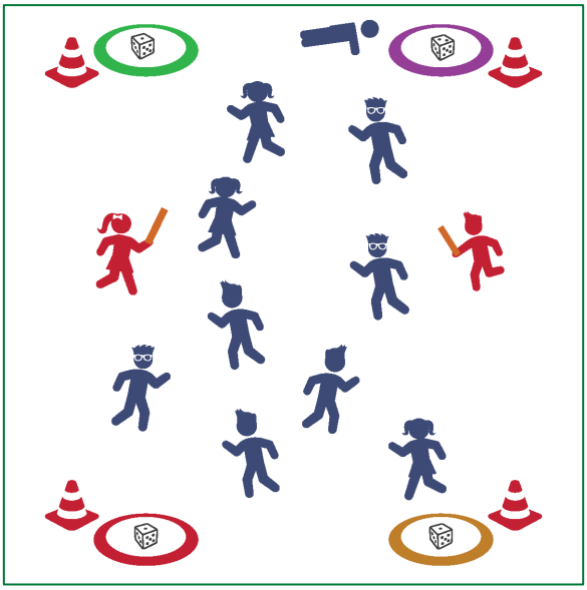
TEACHING CUES

- Tight muscles when balancing
- Move safely and quickly
- ***TEACHERS: Review Safety Checklist***

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones for boundaries (minimum of 4)
- 4 Hoops
- 4 Dice
- 2-3 Noodles for taggers



Set-Up:

1. Place cones around the perimeter of the tag area and place a hoop with a die inside on each of the four corners.
2. Identify 2-3 taggers and have them hold a noodle outside of the cones (you could also use a foam ball for the taggers if needed). All other students spread out inside the coned area.

Activity Procedures:

1. Today's activity is called Balance Tag. This is a tag game that will help us also practice balancing. The taggers will use noodles for tagging.
2. When I say "GO!" begin moving by walking or jogging inside the boundary cones. The taggers will complete 5 jumping jacks outside the cones before they begin.
3. If you are tagged, you will go to one of the 4 hoops at the corners and roll the die. The number you roll is how many body parts you will balance on for 5-10 seconds. For example, if you roll a 4 then you will need to choose 4 different body parts to balance on for 5-10 seconds. After completing the balance, you will return to the game.
4. We will switch out the taggers every few minutes, and I will identify a new locomotor skill each time we identify new taggers.

Grade Level Progression:

K-1: Play the game without the hoops/dice at the corners and roll for the entire class before beginning.
2-3: Play the game as described above.
4-5: In addition to the number of body parts identified by rolling the die, students can create balances that are also either symmetrical or asymmetrical. This can be chosen by the taggers or the teacher before each new round of the game.

BALANCE TAG

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the locomotor skill being used.
- Utilize visual demonstrations of a variety of balances by students or have pictures of balances on the different number of body parts.

ACADEMIC LANGUAGE

Balance, Control, Symmetrical, Asymmetrical, General Space

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Maintains momentary stillness on different bases of support.
(1) Recognizes that challenges can lead to success.
(2) Performs locomotor skills using a mature pattern and in rhythm.
(3) Works independently and safely in physical activity settings.
(4) Identifies the components of health-related and skill-related fitness.
(5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF QUESTIONS

(K) What are some things that helped you when trying to hold still and balance for 5-10 seconds?
(1) It can sometimes be challenging to hold still when trying to balance. What were some things that you thought were challenging, and how did you overcome those challenges to complete the balance?
(2) When you were trying to avoid being tagged, was there a specific locomotor movement that you thought helped you get away from the tagger more easily?
(3) What strategies did you use to stay safe while moving in general space during the tag game?
(4) What are some of the health-related (e.g., cardiorespiratory) and skill-related (e.g., agility) fitness components that we worked on today?
(5) What are some ways you can show respect for your classmates during a tag game? (e.g., honesty and sportsmanship when tagged)

BALANCING ACT

STUDENT TARGETS

- **Skill:** I will keep my muscles tight while trying a variety of different balances.
- **Cognitive:** I will identify how to have a strong base of support when performing different types of balances.
- **Fitness:** I will work to improve my muscular strength and endurance during all the balancing activities and tasks.
- **Personal & Social Responsibility:** I will work cooperatively and safely during class activities.

TEACHING CUES

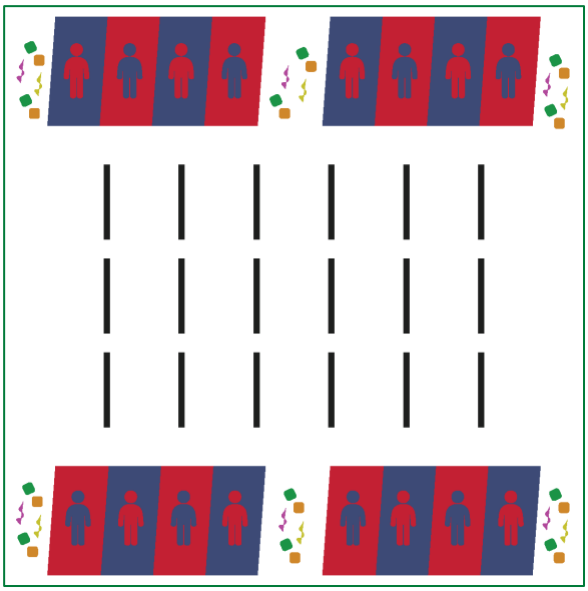
- Tight muscles
- Control
- Respect Self-Space

- ***TEACHERS: Review Safety Checklist***

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Balancing Act Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for balance tasks (e.g., bean bags, scarves)
- Balance beams, floor tape, chalk lines, etc.



Set-Up:

1. Place mats 2-3 feet apart in teaching space, with scarves and bean bags spread around the perimeter of the space. Set up beams or lines for balancing in the center of the area.
2. Create groups of 2 to 3 students, each group at a mat. If using gymnastics mats each section of the mat can be a student's self-space.

Activity Procedures:

1. This activity is called Balancing Act. We will be working both independently and with a partner or group to make a variety of shapes and body positions. We will start as a large group and then you will work with a partner(s) on your mat on some additional balancing challenges. I will begin by giving you a shape, and you will be creative and show me how your body can make that shape.
2. Teachers: Use the *Balancing Act Activity Card* to move through the different individual and partner/group balancing challenges.
3. Now we will try some balancing challenges while moving across or standing on a line or balance beam. Using a line (or beam) around our space, try the following: 1) walk across the line, 2) balance on one foot on the line, 3) jump or hop across the line, 4) stand on tip toes with one foot in front of the other and perform a pivot turn to face the other direction (180-degree turn).

Grade Level Progression:

K-1: Complete only the following from the *Balancing Act Activity Card*: 1) letters and shapes, 2) wide and narrow, 3) with partner/group and 4) with equipment.
2-3: Complete activity as described above.
4-5: In addition to activity above, have two different groups of students join their mats together and spell out a letter/word or a double/triple digit number with the larger group (letter/word or number can be teacher assigned or determined by students).

BALANCING ACT

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of shapes being performed.
- Utilize visual demonstrations by students or have pictures of balances being presented as examples.
- Allow students to modify or adapt the equipment being incorporated, or to perform the balances without equipment.

ACADEMIC LANGUAGE

Symmetrical, Asymmetrical, Inverted, Upright, Center of Gravity, Base of Support, Curved, Straight, Wide, Narrow

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Maintains momentary stillness on different bases of support.
(1) Discusses the reasons for participating in physical activity with friends.
(2) Recognizes the role of rules and etiquette in teacher-designed physical activities.
(3) Describes the positive social interactions that come when engaged with others in physical activity.
(4) Exhibits responsible behavior in independent group situations.
(5) Identifies activities that require and/or improve the components of fitness.

DEBRIEF QUESTIONS

(K) What are some things that helped you keep control when trying the different balances?
(1) What are some things that made doing the balance challenges with your friends more fun?
(2) What were some of our rules today that helped keep us safe?
(3) What were some of the differences between trying the balance challenges on your own and trying them with a partner/group?
(4) What are some examples of your behaviors, or your friends' behaviors, that showed responsibility today?
(5) What health-related components of fitness did we work to improve on today? (e.g., muscular strength/endurance, flexibility)

THE EQUALIZER

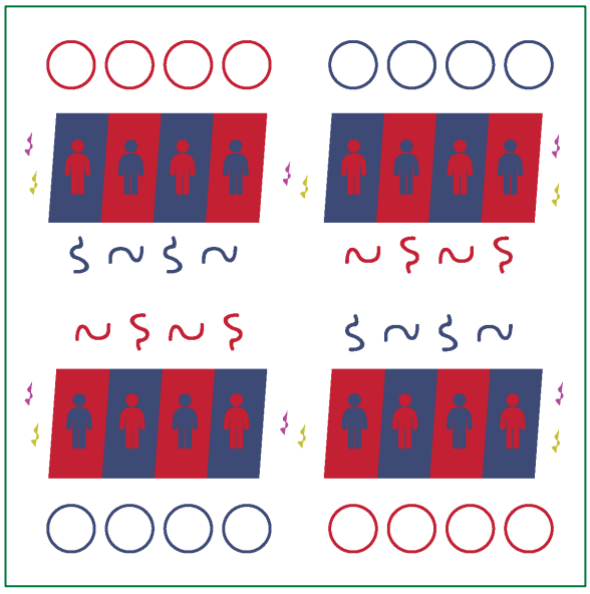
STUDENT TARGETS

- **Skill:** I will demonstrate a variety of counterbalance and counter tension activities both on my own and with a partner/group.
- **Cognitive:** I will be able to identify my center of gravity and base of support for each balancing position.
- **Fitness:** I will work to improve the health-related components of fitness included in each activity.
- **Personal & Social Responsibility:** I will follow all safety rules and act responsibly when working with a partner or group.

TEACHING CUES

- Push against for counterbalance
- Pull away for counter tension
- ***TEACHERS: Review Safety Checklist***

ACTIVITY SET-UP & PROCEDURE



Equipment:

- The Equalizer Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for balance tasks (e.g., hoops, jump ropes, scarves)

Set-Up:

1. Spread out mats 2-3 feet apart in teaching space, with hoops, jump ropes, and scarves spread around the perimeter of the space.
2. Have students spread out on the mats, ideally with 2-3 students per mat. If using gymnastics mats each section of the mat can be a student's self-space.

Activity Procedures:

1. This activity is called The Equalizer. We will be working both independently and with a partner or group to complete some counterbalance and counter tension challenges. We will start with individual positions and then you will work with the partner(s) on your mat on some additional group challenges. I will begin by giving you a type of shape, and you will be creative and show me an example of that shape.
2. Teachers: Use *The Equalizer Activity Card* to move through the different individual and partner/group dice challenges (the first four rows on the card).
3. Now we will try some partner challenges that use different types of equipment. We will try counterbalance and counter tension positions using hoops, scarves, or jump ropes. Your group can choose which equipment you would like to use and how you integrate it into your balance. Teachers: Use *The Equalizer Activity Card* to move through the "With Equipment" challenges.

Grade Level Progression:

K-1: Complete counterbalance activities only (not counter tension).
2-3: Complete activity as described above.
4-5: In addition to activity above, students will work together with their partner or group to transition from holding a counterbalance and flow into a counter tension position while maintaining contact with their partner and control of the movements at all times.

THE EQUALIZER

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of shapes being performed.
- Utilize visual demonstrations by students or have pictures of balances being presented as examples.
- Allow students to modify or adapt the equipment being incorporated, or to perform the balances without equipment.

ACADEMIC LANGUAGE

Counterbalance, Counter Tension, Body Awareness, Muscle Tension, Muscular Strength & Endurance

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Acknowledges that some physical activities are challenging/difficult.
(1) Describes positive feelings that result from physical activity participation.
(2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.
(3) Works cooperatively with others.
(4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.
(5) Critiques the etiquette involved in rules of various game activities.

DEBRIEF QUESTIONS

(K) What were some of the counterbalance tasks that you felt were the most difficult today? Were you able to still find a way to complete the task?
(1) What was your favorite part of completing the counterbalance challenges today?
(2) Why do you think we stayed on the mats when attempting the partner counterbalance and counter tension tasks?
(3) If you and your partner wanted different types of equipment for the partner challenges today, how did you end up deciding which equipment you would use?
(4) Who can share a positive interaction you had with someone you worked with as a partner today? How does working with a partner compare to working with a larger group?
(5) Why is it important to be respectful of your peers when making decisions while working as a group or team?

LEAPS AND BOUNDS

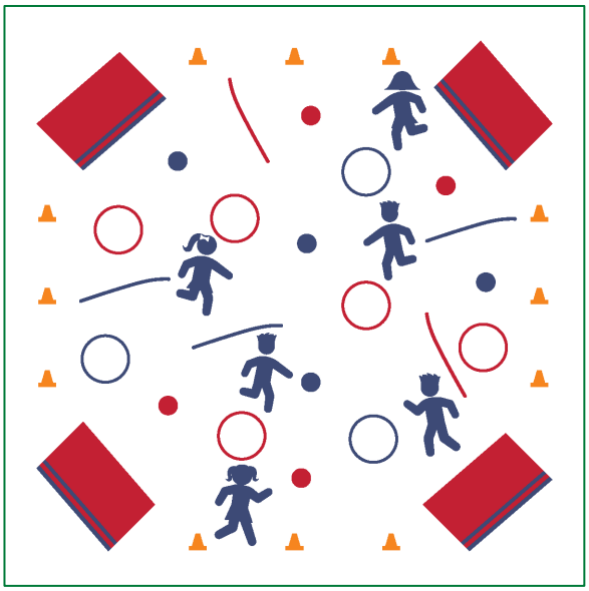
STUDENT TARGETS

- **Skill:** I will use a variety of locomotor movements to travel with balance at various speeds.
- **Cognitive:** I will identify how to safely jump and land in both horizontal and vertical planes.
- **Fitness:** I will discuss that your heart is a muscle that beats faster and grows stronger with physical activity.
- **Personal & Social Responsibility:** I will identify physical activities that are enjoyable.

TEACHING CUES

- Soft landings
- Maintain balance
- Aware of surroundings

- ***TEACHERS: Review Safety Checklist***



ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones for boundaries (minimum of 4)
- Variety of hoops, spot markers, floor tape, jump ropes, etc.
- Gymnastics mats (folded up) or similar equipment items for students to jump on/off

Set-Up:

1. Place cones around the perimeter of teaching area and have other equipment safely outside perimeter until needed.
2. Students should spread out in general space inside the cones.

Activity Procedures:

1. Today's activity is called Leaps and Bounds. We are going to travel and move our bodies from one place to another. Let's start by reviewing different locomotor movements. When I say "GO!" move safely in general space using the locomotor movement called (walk, jog, skip, gallop, hop, jump, leap).
2. *Teachers: spread out hoops, spot markers, jump ropes, and tape lines on the floor within the cones*. I have now added a variety of objects into our space that you will need to avoid while you are traveling. When I say "GO!" move using the locomotor movement called, but without touching any objects. You can go around, over, etc. as you move through the space.
3. Locomotor movements are used a lot in gymnastics. For example, galloping is called a chasse' in gymnastics. Leaping is something performed on both floor and beam. Jumps are used in almost all gymnastics events. Let's practice jumping and leaping. Start with leaping (take off of one foot and land on the other) over the objects in our space. Start with a leap off of your right foot and on to your left!
4. Next, lets practice jumping & landing. With a soft landing on bent knees, you can choose to jump onto and off of a spot marker on the ground (lower level surface) or one of the mats that are folded up along the outside of our space (higher level surface).

Grade Level Progression:

K-1: Complete movements to travel like a variety of different animals; Use only spot markers for jumping.
2-3: Complete activity as listed above.
4-5: Complete jumping and landing skills utilizing both a vertical (higher) and horizonal (longer/lower) plane, as well as jumping tasks that require attempts at 180 and/or 360 degree turn while in the air.

LEAPS AND BOUNDS

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the locomotor skill being used.
- Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC LANGUAGE

Pathways, Relationships, Coordination, Levels, Galloping/Chasse', Leaping

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Performs locomotor skills with balance.
(1) Travels with balance using a variety of locomotor skills in dynamic environment.
(2) Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
(3) Performs locomotor skills with balance at various speeds.
(4) Combines traveling with balance and weight transfers.
(5) Compares the health benefits of available physical activity options.

DEBRIEF QUESTIONS

(K) What are some things that helped you keep your balance while performing the locomotor movements?
(1) Can you name the different locomotor skills we tried today?
(2) During which locomotor movements did you have to move faster? During which ones did you have to use more force?
(3) How did you keep control and stay balanced when you were moving faster?
(4) What was a locomotor movement we tried, that is also used in gymnastics, that requires you to transfer your weight from one foot to the other (e.g., leap, skip)?
(5) If you were interested in improving the muscular strength in your legs so you could jump higher, what are some things you could do during physical education class and/or at home to help achieve that goal?

ROCKING AND ROLLING

STUDENT TARGETS

- **Skill:** I will perform rolling actions in a variety of body positions.
- **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged.
- **Fitness:** I will work to improve my muscular strength & endurance for rolling actions to be performed safely and with correct technique.
- **Personal & Social Responsibility:** I will willingly try new activities and skills.

TEACHING CUES

- Start each station when music starts
- Clean station area and rotate when music stops
- ***TEACHERS: Review Safety Checklist***

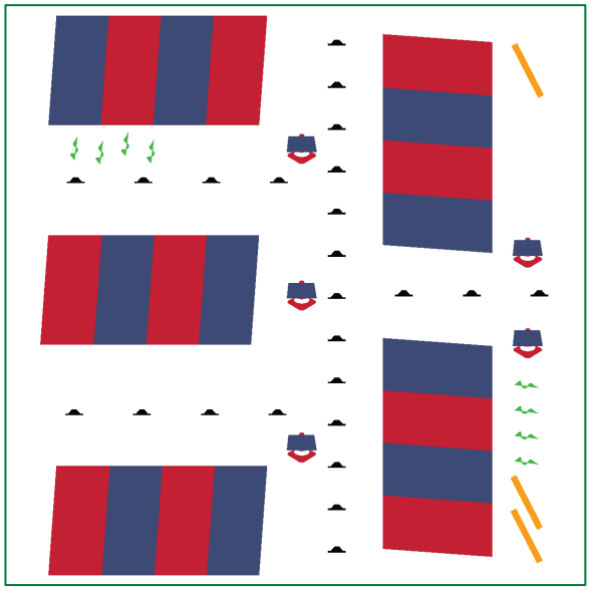
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones to identify boundaries for each of the 5 stations.
- Rocking and Rolling Station Activity Cards (5)
- Gymnastics Cards
- Music and music player for stop/start signal.
- See station cards for equipment needs at each station.

Set-Up:

1. Using low profile cones, set up a grid with 5 stations. Use 2-3 gymnastics mats per station. Spread mats apart 3-4 feet. Note: some stations require additional equipment.
2. Place a cone and task tent in each grid with the station card for that station in one side of the task tent, and any applicable gymnastics cards for that station in the other side.
3. Group students evenly with 1 group per station.



Activity Procedures:

1. Today we are going to practice different types of rolling actions. We are going to focus on rolling in a straight shape and in a curled shape. Once we review the different body positions and safety considerations, we will split up into 5 stations to complete some challenges. *Teacher: talk through and/or demonstrate each station*.
2. When the music starts, begin working to complete the challenges at your station. When it stops, you will have 30 seconds to clean up any equipment used and rotate to the next station. Wait until the music begins again before you start the activities at the new station.

Grade Level Progression:

K-1: Complete station challenges as a large group with teacher reading instructions to class.
2-3: Complete activity as described above.
4-5: Have note cards and pencils at each station for each group to add one student-created challenge for that station before they rotate.

ROCKING AND ROLLING

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the activities at each station if necessary.
- Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC LANGUAGE

Rolling Action, Rotation, Curved, Straight, Flexibility

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Shares equipment and space with others.
(1) Transfers weight from one body part to another in self-space.
(2) Combines balances and transfers in purposeful movement sequences.
(3) Discusses the challenge that comes from learning new physical activities.
(4) Rates the enjoyment of participating in challenging physical activities.
(5) Expresses the enjoyment and challenge of participating in a favorite physical activity.

DEBRIEF QUESTIONS

(K) Why is it important for you to work together with your classmates to share the equipment and the space?
(1) What are some of the things we need to focus on when transferring weight from one body part to another?
(2) Can someone share the body positions and skills you chose to put together in your sequence at station 5? What helped the sequence flow as you moved from one position to the next?
(3) What was a challenge you experienced when trying some of the rolling action tasks today?
(4) How would you rate your comfort level of trying something you had never tried before versus something you have tried many times before?
(5) Who can share their favorite challenge from today? And what you enjoyed the most about it?

STEP IT UP

STUDENT TARGETS

- **Skill:** I will transfer weight from one body part to another safely.
- **Cognitive:** I will discuss the different ways I can transfer weight from one body part to another.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the positive social interactions that occur when I am active with classmates.

TEACHING CUES

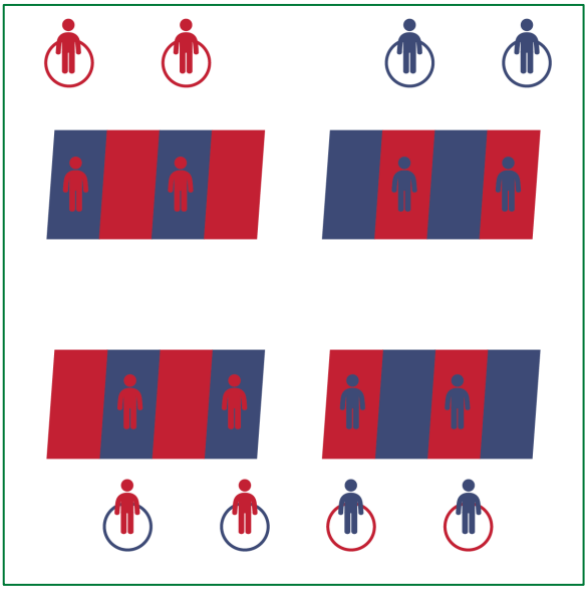
- Use strong muscles
- Find your base of support

- ***TEACHERS: Review Safety Checklist***

ACTIVITY SET-UP & PROCEDURE

Equipment:
- Step It Up Activity Card
- Gymnastics mats or yoga mats
- Hula Hoops

Set-Up:
1. Spread out mats 2-3 feet apart in teaching space.
2. Place a hoop or spot marker next to the mat (not at either end of the mat but on the side) to designate where students should stand when waiting for their turn on the mat. *See Safety Checklist for additional information.*
3. Students spread out on mats. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:
1. This activity is called Step It Up. We will be working on different ways to transfer weight from one body part to another, by identifying our base of support and then using strong muscles to support ourselves.
2. I will begin by giving you some examples of ways to transfer weight from a variety of different body parts. Remember to stand in the hoop when waiting for a turn on the mat to stay safe and not get kicked by accident.
3. *Teachers: Use the Step It Up Activity Card to move through the different challenges. Remember to give students ample practice time for each challenge before moving to the next one on the card.*

Grade Level Progression:
K-1: Focus on weight transfers that stay at a low level (e.g., rock and roll) versus more high-level weight transfers from feet to hands (e.g., handstands). Students can focus on traveling actions such as bear walks that transfer weight while staying at a low level.
2-3: Complete activity as described above.
4-5: If a wall is available in your teaching area, students can practice handstand holds by walking their feet up the wall to build muscle endurance by holding a handstand. (Note: be sure a mat or soft surface is under them for this activity).

STEP IT UP

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of weight transfers being performed.
- Utilize visual demonstrations by students or have pictures/videos of the weight transfers to present as examples.

ACADEMIC LANGUAGE

Weight Transfer, Base of Support, Personal Space, General Space, Muscular Strength, Safety

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(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) Describes physical activities for participation outside of physical education class.
(3) Combines balances and weight transfers with movement concepts.
(4) Combines traveling with balances and weight transfers.
(5) Identify activities that require and/or improve the components of fitness.

DEBRIEF QUESTIONS

(K) Why do you think we focus so much on safety during our gymnastics activities?
(1) Who can give me an example of a safety rule we used today and why it helps keep us safe?
(2) Can someone give me an example of a physical activity outside of school that you currently participate in, or one that you would like to try?
(3) What were some of the weight transfers that we tried today that transferred weight from our feet onto our hands?
(4) What was an example of a balance that flowed well into a weight transfer that you tried today?
(5) When we transferred weight onto our hands, we needed to use strong muscles in our arms. What are some of the muscles in our arms that helped us safely transfer weight onto our hands?

MIX AND MATCH

STUDENT TARGETS

- **Skill:** I will combine traveling, balances, and weight transfers to create gymnastics sequences and combinations.
- **Cognitive:** I will discuss the ways to create sequences and combinations that flow and use creativity.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the benefits of trying new physical activities.

TEACHING CUES

- Be creative
- Smooth flow between positions and skills

- ***TEACHERS: Review Safety Checklist***

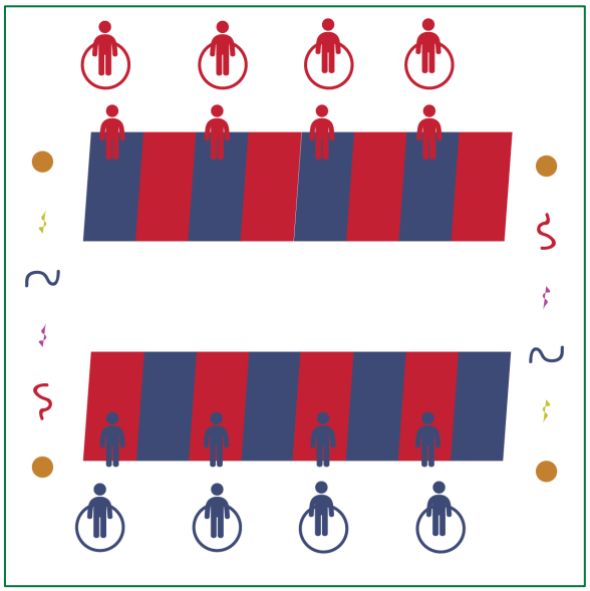
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Mix and Match Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for sequences and combinations (e.g., Ropes, scarves, foam balls)

Set-Up:

1. Combine mats in sets of 2 with Velcro connections. Spread mats 2-3 feet apart, with equipment around the perimeter of the space. If mats do not combine, place them 2-3 feet apart.
2. Place hoops or spots on the sides of each mat to designate where students stand while waiting. *See Safety Checklist for additional information.*
3. Students spread out on mats with 4-6 students per set of mats. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:

1. This activity is called Mix and Match. We will work on different ways to combine traveling, balances, and weight transfers to create sequences and combinations. Let's review each skill that you can integrate into your routine. (Review balancing, traveling, rolling and weight transfers.)
2. Teachers: Use the *Mix and Match Activity Card* to move students through the different sequences and combinations. Students get to choose the skills put into each sequence or combination. For example, if the sequence includes a rolling action, students could choose a safety roll, log roll, forward roll, etc. Remember to give students ample time to practice before moving on.

Grade Level Progression:

K-1: Keep to no more than 3-skill individual sequences. For example: Balance + Roll + Balance; or Balance + Weight Transfer + Balance are appropriate options for K-1.
2-3: Complete activity as described above.
4-5: In addition to activity above, students from two different groups join together to create combinations in larger groups.

MIX AND MATCH

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of weight transfers being performed.
- Utilize visual demonstrations by students or have pictures/videos of the weight transfers to present as examples.
- Allow students to eliminate the integration of equipment into their sequence or combination, or to modify the type of equipment being included.

ACADEMIC LANGUAGE

Sequence, Combination, Flow, Direction, Speed

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:
(K) Shares equipment and space with others.
(**1**) Works independently and with others in a variety of class environments.
(2) Works independently and safely in physical education.
(3) Combines balances and weight transfers with movement concepts.
(4) Combines traveling with balances and weight transfers.
(5) Combines actions and traveling with movement concepts to create movement sequences.

DEBRIEF QUESTIONS

(K) What were some of the safety rules you had to use to safely share your mats today?
(1) Why is it important for you to be a good partner when we need to work together to share space and equipment?
(2) What was a safety rule we used today that helped keep you safe?
(3) What were your favorite ways to combine balances and weight transfers today?
(4) What was an example of a balance that flowed well into a weight transfer?
(5) I saw some awesome creativity today in your combinations. What was your favorite part of creating the combination with your group today?