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.

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.

TEACHING CUES

- Tight muscles when balancing
- Move safely and quickly

- ***TEACHERS: Review Safety Checklist***
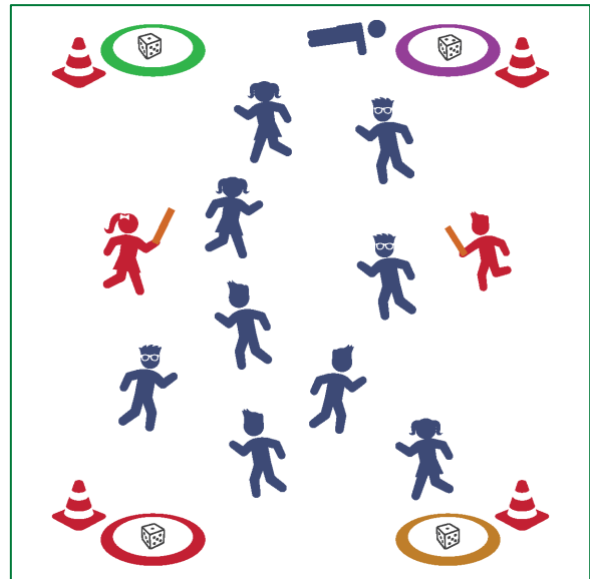
Activity Procedures:
1. Today's activity is called Balance Tag. This is a tag game that will help us also practice balancing. The taggers will use noodles for tagging.
2. When I say "GO!" begin moving by walking or jogging inside the boundary cones. The taggers will complete 5 jumping jacks outside the 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)