**SPELL IT OUT**

|  |
| --- |
| **STUDENT TARGETS** |
| * **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
* **Cognitive:** I will identify the types of heat-related illness and the necessary safety precautions.
* **Fitness:** I will stay actively engaged throughout this activity.
* **Personal & Social Responsibility:** I will stay focused on safe and appropriate participation while working cooperatively with my classmates.
 |
| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** Clipboard, Spell It Out Worksheet, and pencil for each group
* Spell it Out Movement Key on display in activity space
* Variety of equipment needed to complete tasks on Movement Key

**Set-Up:*** Divide students into groups of 2-3
* Place equipment needed to complete tasks on Movement Key around perimeter of space
* Place copies of Movement Key in several places in activity space, or be prepared to display with a projector
* Groups begin spread out in activity space with a clipboard and pencil to complete the Spell It Out Worksheet
 |
| **ACTIVITY PROCEDURES** |
| 1. This activity is called Spell It Out! The object is to complete the worksheet with your group and the corresponding movements associated with each of your answers.
2. On the start signal, each group will answer all of the questions on the Spell It Out Worksheet. Once it is completely filled out, your entire group will begin to complete the exercises/activities from the Spell It Out Movement Key that correspond with your answers. For example, if the answer given is running your team will do 10 lunges on each leg for the letter “R”, identify three aerobic exercises for the letter “U” and so on. The entire group should complete each challenge before moving on to the next answer given by your group on the Worksheet.
3. *Teachers: You will need to teach/review the terminology and topics on the Spell It Out worksheet prior to this activity.*
 |
| **GRADE LEVEL PROGRESSION** |
| * **Grade 6:** Play the activity as described above.
* **Grade 7-8:** Have each group of students partner up with another group and complete a peer assessment of each other’s Spell It Out Worksheet.
 |
| **TEACHING CUES** |
| * **Cue 1:** Keep it safe during each of the exercises and movements.
* **Cue 2:** Use positive and supportive language with your classmates.
* **Cue 3:** Have fun!
 |

**SPELL IT OUT** (continued…)

|  |
| --- |
| **UNIVERSAL DESIGN ADAPTATIONS** |
| * **UDL 1:** Allow students to work with a partner if needed.
* **UDL 2:** Provide multiple forms of prompts and cues - kinesthetic, visual, and auditory.
* **UDL 3:** Utilize questions at a variety of reading levels if needed.
* **UDL 4:** Allow students to dictate responses to questions versus writing on the worksheet. Could dictate to a partner or to the teacher.
 |
| **ACADEMIC LANGUAGE** |
| Heat-related Illness, Cardiorespiratory Endurance, FITT Principle |
| **PRIORITY OUTCOMES** |
| **Personal Challenge**:* **(6)** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.
* **(7)** Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge.
* **(8)** Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.
 |
| **DEBRIEF QUESTIONS** |
| * **DOK 1:** How can you recognize an activity or exercise that works to improve cardiorespiratory endurance?
* **DOK 2:** Why do you think it is important to include cardiorespiratory endurance in your exercise and fitness plans?
 |
|  |