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PLUG & PLAY
**CLASSROOM
MANAGEMENT**

ALL GRADES (K-12)

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PLUG & PLAY **CLASSROOM MANAGEMENT**

GRADES (K-12)

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MODULE OVERVIEW

ABOUT THIS MODULE

This module is intended to assist teachers with classroom management and build excitement for your physical education program. It includes activities that are focused on helping reinforce concepts such as cooperation, teamwork, and leadership within physical education classes. The activities included are some of your OPEN favorites that we have updated with additional academic language and activity procedures to assist with welcoming students into your classes. These activities can be used in the beginning of the school year, or anytime you welcome students back after holidays or breaks.

The activities included reinforce responsible behaviors and how to successfully work with classmates. Students are given the opportunity to explore movement in a fun and engaging environment where everyone can feel welcomed and successful. This allows students to participate in social engagement and build connections with their classmates that can extend beyond physical education.

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ACADEMIC LANGUAGE:

Grades K-5	Grades 6-12
Communication	Communication
Etiquette	Etiquette
Cooperation	Cooperation
Challenge	Challenge
Leadership	Leadership
Movement	Movement
Teamwork	Tempo
Dribble	Teamwork
Goal	Offense
Respect	Defense
Physical Activity	Respect

PRIORITY OUTCOMES:

Etiquette:

- Recognizes the role of rules and etiquette in physical activity with peers.
- Applies rules and etiquette by acting as an official for modified physical activities/games or creating dance routines within a given set of parameters.

Personal Challenge:

- Participates in physical activities that bring confidence and challenge.
- Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

Working With Others:

- Uses communication skills and strategies that promote positive team/group dynamics.
- Works cooperatively with others.



MATERIALS LIST

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QTY	NAME OF ITEM	USG ITEM #
36	Spot Markers (3 Color My Class sets of 12)	1309973
18	Foam Balls (3 Color My Class sets of 6)	1179286
36	Hula Hoops (3 dozen)	1274646
12	Cones (2 Color My Class sets of 6)	1245875
3	360 Multi-Purpose Goal	1453533
6	Dice (1 set of 6)	1135589
24	Bean bags (2 dozen)	1064186
24	Soccer balls (4 Color My Class sets of 6)	94400

Instructional Resources and Assessments

The following materials can be downloaded and printed for free from this module's landing page on OPENPhysEd.org.

NAME OF RESOURCE
Activity Plans
Academic Language Cards
Universal Design Adaptations
Academic Language Quiz



TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will communicate with my classmates and honor the spirit of the game.

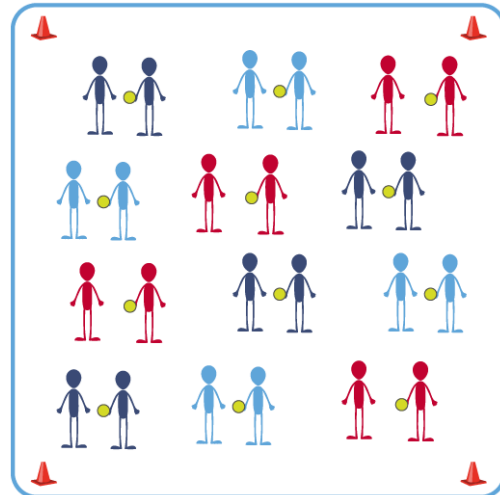
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball per pair of 2 students
- 4 cones for boundaries
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter pairs of students throughout activity area. Each pair with a ball.



ACTIVITY PROCEDURES

1. Today we're going to focus on using communication skills during the game of Toss 3. Many of our activities during physical education class require us to work with partners or groups. One of the ways we can work successfully with others is by being a good communicator.
2. The object of Toss 3 is to work with as many different classmates as you can while the music is playing. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball. Use your communication skills to let your classmates know when you are looking for a new partner.
3. For the next round, instead of tossing and catching, we will practice passing with our feet – soccer style! You will pass the ball to your partner with your feet, and they will trap it before passing it back to you. You will continue to communicate with your classmates as you move to find a new partner after 3 passes.
4. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Focus on reciting skill cues and using correct academic language.

Level 2: Increase the number of tosses to any odd number. Odd numbers maintain the change of possession as students change partners.

ACADEMIC LANGUAGE

Communication, Etiquette, Cooperation

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

DOK 1: How would you describe good communication during physical education class?

DOK 2: How do communication skills affect the physical activity experience for a set of partners or the members of a group?



PARTNER FLIP THE HOOP

STUDENT TARGETS

- **Skill:** I will use an underhand throw to get my bean bag inside the hula hoop.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will continue to try my best and use encouraging language when challenged.

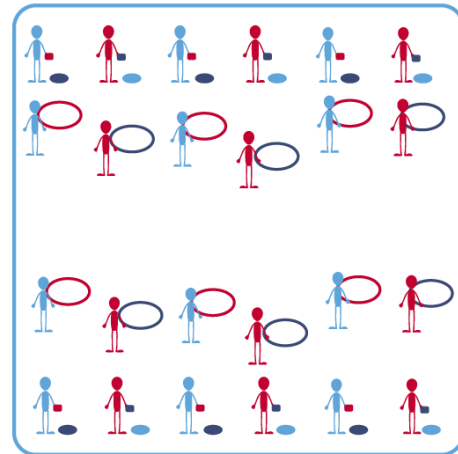
EQUIPMENT & SET-UP

Equipment:

- 1 hula hoop per pair of 2 students
- 1 bean bag per pair of 2 students
- 1 spot marker per pair of 2 students

Set-Up:

1. Along each sideline, create 2 parallel lines. The outside lines are spot markers, and the inside lines are hoops.
2. Put 1 bean bag on each spot marker.
3. Pair students in groups of 2, 1 pair begins at each spot marker.



ACTIVITY PROCEDURES

1. Today we're going to focus on using positive language when facing a challenge during the game of Partner Flip the Hoop. Sometimes we try things during physical education class that we may not be successful at the first few times we try, or that we find challenging. I want you to use positive language with both your partner and yourself as you push through any challenges during this activity.
2. The object of the game is for you and your partner to move your hoop to the center of the activity area. You'll do that by tossing the bean bag from the spot marker into the hoop. Every successful toss will get your hoop one flip closer to the center.
3. 1 partner begins as the Tossers, and the other is the Flipper. On the start signal, the Tossers tosses the bean bag into the hoop. The Flipper flips the hoop one length toward the center, picks up the bean bag, and changes places with the Tossers. Continue this way until you make it to the center.
4. If a toss lands outside of the hoop, the Flipper will pick up the bean bag without flipping the hoop before changing places with the Tossers.
5. The tosses will get more challenging as the hoop moves further away, so use positive self-talk and encouraging language with your partner until you make it all the way to the center.

GRADE LEVEL PROGRESSION

Level 1: Play the game without flipping the hoop, getting points for each toss that lands inside the hoop.

Level 2: Have students flip their hoop to the center, and then back to the starting point to complete the game.

ACADEMIC LANGUAGE

Communication, Challenge, Cooperation

PRIORITY OUTCOMES

Personal Challenge:

Participates in physical activities that bring confidence and challenge.

DEBRIEF QUESTIONS

DOK 1: What would you include on a list of positive words to use in physical education?

DOK 2: How does encouragement and positive language impact a person's confidence?



FOUR CORNER BOOGIE

STUDENT TARGETS

- **Skill:** I will demonstrate leadership while acting as a boogie captain.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will identify and discuss why leadership is important.

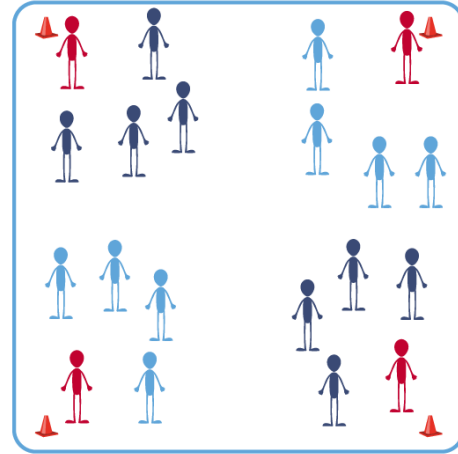
EQUIPMENT & SET-UP

Equipment:

- Music and music player
- 4 cones

Set-Up:

1. Create 4 quadrants in the activity area with the 4 cones.
2. Create 4 equal groups of students, with one group starting at each cone.
3. Allow 1 student from each group to volunteer to serve as the movement leader.



ACTIVITY PROCEDURES

1. Today we're going to focus on demonstrating leadership during an activity called Four Corner Boogie. Sometimes you get to be the leader during physical education class, and sometimes your classmates get to be the leaders. Whether you are working as the leader, or are following the leader, we all have to recognize our role during the activity and be respectful to our classmates.
2. The object of the game is for you to follow the movements of the leader at each cone while the music is playing. You'll do that by mirroring how they are moving. The movement leaders are responsible for creating safe, fun, and high energy movements that will increase everyone's heart rates while they are active at your cone.
3. When the music stops, everyone except the movement leaders will rotate clockwise to a different cone and begin to mirror the movements of a new leader. Once groups rotate to all 4 cones, we will select a new leader at each cone for the next round.
4. The movement leaders at each cone will get the opportunity to experience a leadership role that is fun and creative. While you are following the movement leaders at each cone, you also get to demonstrate leadership by being respectful and providing encouragement and direction to your classmates while you are moving.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Challenge students to create fitness focused movements at each cone.

ACADEMIC LANGUAGE

Leadership, Movement, Etiquette

PRIORITY OUTCOMES

Etiquette:

Recognizes the role of rules and etiquette in physical activity with peers.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a leader?

DOK 2: How did you or one of your classmates demonstrate leadership during this activity?



SOCCER TAG

STUDENT TARGETS

- **Skill:** I will dribble a soccer ball while rescuing teammates who have been tagged.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will be a helpful teammate by rescuing those who have been tagged.

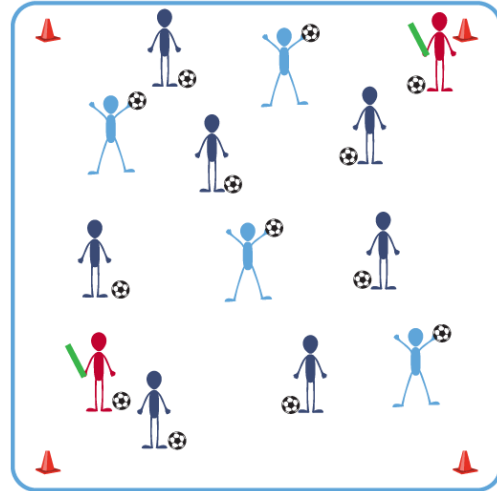
EQUIPMENT & SET-UP

Equipment:

- 1 soccer ball per student
- 4 cones for boundaries
- Pool noodles for taggers (or foam balls)

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter students throughout activity area. Each student with a soccer ball, except the taggers.
- Give 3 students a pool noodle (or foam ball) to indicate they are taggers.



ACTIVITY PROCEDURES

1. Today we're going to focus on teamwork and cooperation during the game of Soccer Tag. Many of our activities during physical education class require us to work with partners or in groups. We all need to be respectful and cooperative if we want our team to be successful during physical education class.
2. The object of Soccer Tag is to dribble in the activity area without getting tagged by a player with a noodle. If you do get tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You are "free" and back in the game when someone scores a goal by kicking their ball between your feet.
3. Being a good teammate means that sometimes you have to put the needs of others before yourself. Even while you are dribbling and trying to focus on avoiding the taggers, I want you to be on the lookout for teammates that need your help to be "freed" so they can come back into the game.
4. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Play at a walking pace, taggers do not have a soccer ball to dribble.

Level 2: Play at a jogging pace, taggers must dribble a soccer ball while moving to tag others.

ACADEMIC LANGUAGE

Teamwork, Cooperation, Dribble, Goal

PRIORITY OUTCOMES

Working with Others:

Works cooperatively with others.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a good teammate during physical education class?

DOK 2: How does having respectful and cooperative teammates impact the physical activity experience for others?



TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will communicate with my classmates and honor the spirit of the game.

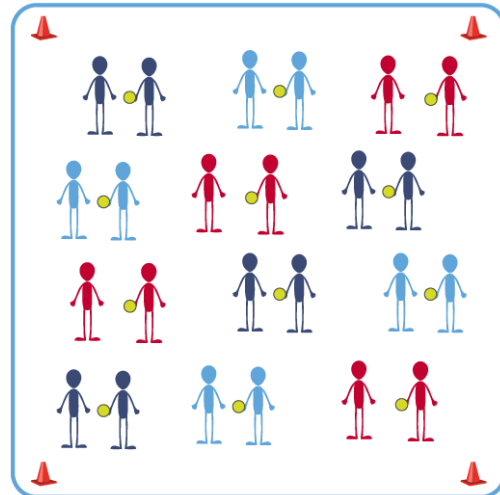
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball per pair of 2 students
- 4 cones for boundaries
- Music and music player

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter pairs of students throughout activity area. Each pair with a ball.



ACTIVITY PROCEDURES

1. Today we're going to focus on using communication skills during the game of Toss 3. Many of our activities during physical education class require us to work with partners or groups. One of the ways we can work successfully with others is by being a good communicator.
2. The object of Toss 3 is to work with as many different classmates as you can while the music is playing. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball. Use your communication skills to let your classmates know when you are looking for a new partner.
3. For the next round, instead of tossing and catching, we will practice passing with our feet – soccer style! You will pass the ball to your partner with your feet, and they will trap it before passing it back to you. You will continue to communicate with your classmates as you move to find a new partner after 3 passes.
4. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Focus on reciting skill cues and using correct academic language.

Level 2: Increase the number of tosses to any odd number. Odd numbers maintain the change of possession as students change partners.

ACADEMIC LANGUAGE

Communication, Etiquette, Cooperation

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

DOK 1: How would you describe good communication during physical education class?

DOK 2: How do communication skills affect the physical activity experience for a set of partners or the members of a group?



HOOP TOWER RELAY

STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to complete the relay and build the hoop tower.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will continue to try my best and use encouraging language when challenged.

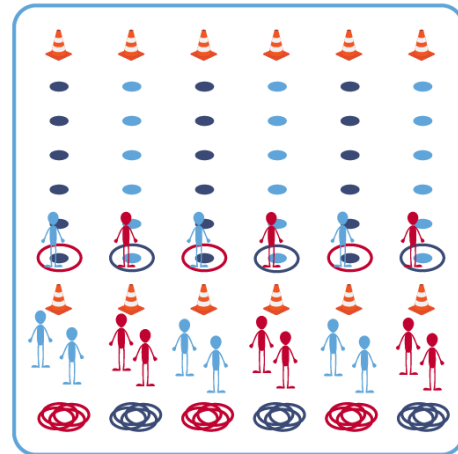
EQUIPMENT & SET-UP

Equipment:

- 12 cones to create start/finish for relay lines
- 36 spot markers (6 for each relay line)
- 36 hula hoops (6 for each relay line)
- Music as a start/stop signal (optional)

Set-Up:

1. Space 6 cones in a line on each side of the activity area (across from each other). The cones on one side should also have 6 hoops.
2. Evenly space out 6 spot markers between each set of cones.
3. Create 6 even groups of students, 1 group begins at each cone with the hula hoops.



ACTIVITY PROCEDURES

1. Today we're going to focus on using positive language when facing a challenge during the game of Hoop Tower Relay. Sometimes we try things during physical education class that we may not be successful at the first few times we try, or that we find challenging. I want you to use positive language with both your teammates and yourself as you face any challenges during this activity.
2. The object of the game is for each team to get all 6 hoops across the activity area and then create a Hoop Tower. On the start signal, one teammate moves to the first spot marker inside a hoop. Remaining teammates work together to lift the hoop up and over their teammate's head without it touching them. All teammates must be touching the hoop at all times (except for the teammate on the spot).
3. After the hoop is safely lifted, place it around the next spot marker. The teammate who started on the spot moves to the next spot as soon as the hoop is placed on the ground.
4. This pattern continues until the team makes it across all 6 spots and leaves the hoop at the cone.
5. Then, the team returns to the start and continues the process with a new teammate on the first spot. Repeat until all 6 hoops have been transported across the activity area.
6. Finally, teams work cooperatively to build a hoop tower using all 6 of the hula hoops.

GRADE LEVEL PROGRESSION

Level 1: Play the game without building the hoop tower at the end.

Level 2: Increase the space and number of spots between the start and finish cones.

ACADEMIC LANGUAGE

Communication, Challenge, Cooperation

PRIORITY OUTCOMES

Personal Challenge:

Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

DEBRIEF QUESTIONS

DOK 1: Was there anything your group found challenging during this activity?

DOK 2: How did your group overcome any challenges faced during this activity?



MOVE WITH WORDS

STUDENT TARGETS

- **Skill:** I will move with the beat and tempo of the music.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will discuss why leadership is important when working within a group.

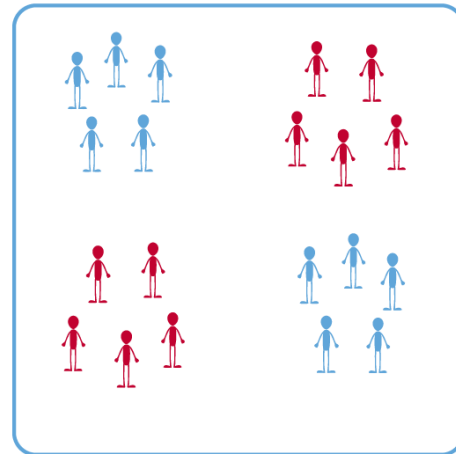
EQUIPMENT & SET-UP

Equipment:

- Music and music player (any song with a strong, steady beat)
- Movement Cards
- Brainstorming Page

Set-Up:

1. Divide students into groups of 4–5.
2. Scatter groups throughout the activity area.
3. Be sure that students have enough space to move safely.



ACTIVITY PROCEDURES

1. Today we're going to focus on demonstrating leadership during an activity called Move with Words. Sometimes you get to be the leader within your group, and sometimes your classmates get to be the leaders. Whether you are working as the leader, or are following the leader, we all have to recognize our role and be respectful to our classmates.
2. The object is for your group to combine 8-count movements into a routine. You will each be handed a movement card. You'll then be responsible for creating your own 8-count movement using that card.
Teachers: Introduce the music and count the 8-count out loud to help groups understand the beat.
3. Next, you'll join your group and work together to create a routine by combining each of your 8-count movements. You will be given time to practice together and then connect the movements to music. At the end of the activity, each group will present their choreography to the rest of the class. You will have the opportunity to see if you can identify the words from the group's movement cards.
4. You get to demonstrate leadership while working with your groupmates to combine your movements into a routine, and also by being a respectful and encouraging audience while other groups are presenting their choreography.

GRADE LEVEL PROGRESSION

Level 1: Play as described above, but without presenting each group's routine to the class.

Level 2: Challenge groups to teach their routine to the rest of the class.

ACADEMIC LANGUAGE

Leadership, Movement, Etiquette, Tempo

PRIORITY OUTCOMES

Etiquette:

Applies rules and etiquette by acting as an official for modified physical activities/games or creating dance routines within a given set of parameters.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a leader?

DOK 2: How did you or one of your groupmates demonstrate leadership during this activity?



SWITCH

STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching skills in order to pass and shoot accurately.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will demonstrate teamwork and cooperation during this activity.

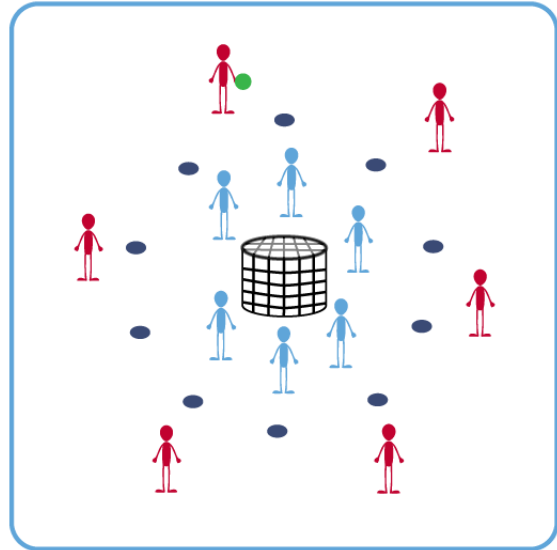
EQUIPMENT & SET-UP

Equipment:

- 1 goal (e.g., multi-goal, basket, cone with a die/foam ball on top) per 2 teams
- 1 ball per 2 teams
- 8-10 spot markers per 2 teams

Set-Up:

- Create a large activity space for each pair of 2 teams, with a goal in the center.
- Create a shooting circle with spot markers to create a defensive area inside of the spots, and an offensive area outside of the spots.
- Create teams of 6 students, with two teams at each goal. One team begins inside the spots on defense, and the other team begins with a ball outside of the spots on offense.



ACTIVITY PROCEDURES

1. Today we're going to focus on teamwork and cooperation during the game of Switch. Many of the activities during physical education class require us to work with partners or in groups. We all need to be respectful and cooperative if we want our team to be successful during games or activities.
2. The object of Switch is to score a goal after your team has completed a minimum of 3 passes. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, the offense becomes defense and defense becomes offense.
3. Defensive teams must stay inside the spots but may move throughout their area. Offensive teams must stay outside of the spots but may move throughout their area.
4. Being a good teammate means that sometimes you have to put the needs of your team before yourself. Even though you want to be the one to score the points, sometimes passing to an open player instead of taking the shot yourself gives your team a better chance to score and/or win.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Place a 6-sided die on top of a cone as the target. Teams receive points for a "score" based on the number facing up on the dice when it hits the ground.

ACADEMIC LANGUAGE

Teamwork, Cooperation, Respect, Offense, Defense

PRIORITY OUTCOMES

Etiquette:

Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a good teammate during physical education class?

DOK 2: How does having respectful and cooperative teammates impact the physical activity experience for others?

CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

My classmate was very fast, so it was a **challenge** to catch them before they got to the other side of the activity area.



COMMUNICATION

(noun)

The exchange of information from one person to another.

Gina's team scored a lot of points by focusing on teamwork and **communication**.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

The team demonstrated **cooperation** in order to score points as a team.



DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

The **defense** was spread out in open space in order to keep the offense from scoring.



DRIBBLE

(verb)

Maneuvering a ball under the control of a single player. Soccer requires foot dribbling.

Dribble the ball as fast as you can in order to beat defenders down the field.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

John followed class **etiquette** in physical education by taking turns with equipment and listening respectfully to the ideas of others.



GOAL

(noun)

A targeted space or object over which a ball must be sent in order to score.

Dylan loves to practice shooting at the **goal**.



LEADERSHIP

(noun)

The effective use of people skills to organize and motivate others to work cooperatively toward a common goal.

Lara's **leadership** helped motivate her team to focus during practice and perform well during the game.



MOVEMENT

(noun)

The act, process, or result of moving.

When you dance, one **movement** flows smoothly into the next **movement**.



OFFENSE

(noun)

The team or players in a game or sport who are attempting to score or move the ball forward.

The **offense** made three great passes before scoring the goal.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

Because Peter **respected** Zoe's personal space, he didn't get too close to her.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Destiny and Jayden knew that reaching the goal would take **teamwork**, so they worked hard to communicate and cooperate during all practices and games.



TEMPO

(noun)

Pace. The speed at which a passage of music is or should be played.

The class moved faster and faster as the **tempo** of the music increased.





UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area. The table below offers considerations to move us closer to the ideal of Universal Design for Learning.

Universal Design for Learning Considerations

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide equipment of different sizes and weights (e.g., foam ball) • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions 	<ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed 	<ul style="list-style-type: none"> • Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments 	<ul style="list-style-type: none"> • Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

1	Something that presents difficulty and requires effort to master or achieve	2	The effective use of people skills to organize and motivate others to work cooperatively toward a common goal.
	<ul style="list-style-type: none"> a. Defense b. Challenge c. Accuracy d. Cooperation 		<ul style="list-style-type: none"> a. Rules b. Laws c. Etiquette d. Leadership
3	To appreciate someone or something as a result of their abilities, qualities, or achievements.	4	The process of working together for a common goal or outcome.
	<ul style="list-style-type: none"> a. Connection b. Teamwork c. Respect d. Integrity 		<ul style="list-style-type: none"> a. Offense b. Etiquette c. Accuracy d. Cooperation
5	The exchange of information from one person to another.	6	The set of customary or acceptable behaviors among members of a group or in a specific setting.
	<ul style="list-style-type: none"> a. Teamwork b. Competition c. Communication d. Spirit of the Game 		<ul style="list-style-type: none"> a. Compete b. Etiquette c. Dribble d. Partner
7	The combined action and effort of a group of people working toward a goal or purpose.	8	The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.
	<ul style="list-style-type: none"> a. Challenge b. Leadership c. Teamwork d. Etiquette 		<ul style="list-style-type: none"> a. Offense b. Defense c. Captain d. Leader

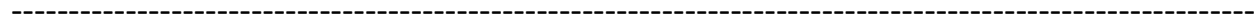


**COOPERATION AND TEAMWORK
EXIT SLIP**

1: How would you describe someone who is a good teammate during physical education class?

2: How does having respectful and cooperative teammates impact the physical activity experience for others?

3: Describe one thing you did today to be a good teammate.



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MOVE WITH WORDS BRAINSTORM PAGE

Today you will be creating a movement routine using the movement cards. Expectations of the routine:

- Each movement needs to be 8 counts.
- Every movement card needs to be used in the routine.
- Be creative and have fun!

Partner #1	Partner #2	Partner #3	Partner #4	Partner #5
Word	Word	Word	Word	Word

Place the words in order of how your group plans to perform the movements.				
Word #1	Word #2	Word #3	Word #4	Word #5
Write a brief description of what the dance movement looks like for you to remember.				
Please list all movements, pathways, levels, and relationships used.				



MOVE WITH WORDS CARDS

Hold Your Waist	Catch the Butterfly
Swim Forward	Button
Shoot the Stars	Flutter
Clap Hands	Knee Wobble



MOVE WITH WORDS CARDS

Tick Tock	Swim Backwards
Splash the Water	Headache
Paint the Walls	Mow the Lawn
Push, Circle, High-5	Aloha!!!



MOVE WITH WORDS CARDS

Own the Dance Floor	Push Back
Opposite Arm Swing	Elbow Flick
The Wrap	Pass the Cookies
Taffy Pull	Pick the Flowers



MOVE WITH WORDS CARDS

Shake the Salt Shaker	Pick the Flowers
Put Your Boots On	Raise the Roof
Tin Soldier	Oh!!
Around the Head	Shop for Groceries



MOVE WITH WORDS CARDS

Elbow Flick	The Wrap
Pass the Cookies	Disco Point
Around the Head	Shoulder Wiggle
Bump	Antelope Horns



MOVE WITH WORDS CARDS

Cross, Push, Cross, Reach Up	Mud
Body Wave Front and Back	Diagonal Reach
Basketball Shot	Throw the Baseball
Fire Cracker	Fold Hands and Push



MOVE WITH WORDS CARDS

Medium Hug	Double Swim
Scoop	Rag Doll
Loose Hug	Arm, Pit, and Ear
Hide and Seek	Stuck in the Mud



MOVE WITH WORDS CARDS

Fly Like a Bird	Up and Down
Push, Push, Clap	Spider
Put Your Belt On	Grind the Pepper
Super Hero	Wax On, Wax Off



MOVE WITH WORDS CARDS

Sprinkler	Running Man
Video Game	Rocky
Hip Hop	Jump Around
Slide, Roll, Push	Wind Up to Whip



MOVE WITH WORDS CARDS

Hype	Floss
Electro Shuffle	Fresh
Smooth Moves	Disco Fever
Groove Jam	Wiggle



MOVE WITH WORDS SEL CARDS

Happy Feet	Angry March
Excited Elbows	Affectionate Walk
Scared Hands	Sad Slouch
Fearful Face	Joyful Jumps



MOVE WITH WORDS SEL CARDS

Boredom Taps	Distracted Slides
Interested Steps	Surprised Shake
Optimistic Strut	Apprehensive Tiptoe
Amazed Poses	Confident Disguise



Name	Description	YouTube Link
Power Point	<ul style="list-style-type: none"> ✓ Extend pointer fingers toward person receiving the celebration (thumbs if celebrating yourself). ✓ Bring elbow back and then with force point toward the person being celebrated and say, "AAAAHOO." 	[Jump to Video]
Picture Frame	<ul style="list-style-type: none"> ✓ With pointer fingers, start where the top middle of the frame would be (around your forehead). ✓ Trace the top of the frame, then the sides, and then the bottom of the imaginary frame, each side saying, "Whoop" (3 whoops total). ✓ Immediately after tracing the frame, make circles with your fingers/hands. Look through your hands and say, "OOOOO". 	[Jump to Video]
X-X-Excellent	<ul style="list-style-type: none"> ✓ Point with 1 hand and say, "you"; point with the other hand and say, "are." ✓ Cross index fingers and shout, "X"; cross arms and say "X." ✓ Make body into a big X and shout, "EXCELLENT!" 	[Jump to Video]
Fireworks	<ul style="list-style-type: none"> ✓ Clap your hands together by your belly button (the fireworks have exploded from their canister). ✓ Keep your hands pressed together and make a whistle noise as you snake your hands upwards (imitating the ascent of the firework). ✓ When you reach your head, make an exploding sound (boom, pow, etc.) and separate your hands apart. ✓ Slowly twinkle your fingers downward, imitating the falling ash, and say, "Ooooooh, aaaaah" (to imitate the reaction of the crowd below). 	[Jump to Video]
Incredible Hulk	<ul style="list-style-type: none"> ✓ Reach 1 hand out and say, "that"; reach the other hand out and say, "was." ✓ Flex the arms at your side and say, "incredible!" ✓ Then flex 1 arm overhead and say, like"; flex the other arm and say, "the." ✓ Bend forward flexing both arms together (knee level) and say, "Hulk!" 	[Jump to Video]