

OPEN



TOOLS FOR TEACHING STUDENTS TO
RUN FOR FUN
PRIMARY (GRADES K-2)



RISING
NEW YORK
ROAD RUNNERS

US Games



RUN FOR FUN

PRIMARY (GRADES K – 2)

Created by:

Aaron Hart, Andrea Hart, Nichole Wilder and Stephanie Herrick
All module activities are modified from Rising New York Road Runners' PLAYBuilder.

For more information about Rising New York Road Runners' free running-based youth program, visit: [NYRR.ORG/OPEN](https://nyrr.org/open)

Special Contribution:

The Rising New York Road Runners Team

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**RISING
NEW YORK
ROAD RUNNERS**





MODULE OVERVIEW

ABOUT THIS MODULE:

Run for Fun is the latest collaboration between OPEN and Rising New York Road Runners. This instructional module borrows teacher-tested learning activities from the Rising New York Road Runners' PLAYBuilder and adds OPEN's twist on outcomes-based instructional resources.

The activities in this module are designed to teach students how to move safely around a track (running loop) while exploring different locomotor movements and having imaginative fun with their classmates. Concepts introduced include physical activity in and out of school, basic nutrition education, safety and locomotor movements. The set-up and management for this module is intentionally consistent and allows teachers to run all activities with a single management format. This consistency allows classes to run smoothly with exciting extensions that will encourage students to RUN FOR FUN!

ABOUT RISING NEW YORK ROAD RUNNERS:

Rising New York Road Runners is a free running-based youth program that provides PE resources nationwide. They take a developmental approach to physical education that's focused on a student's age, needs, and ability. Their research-based program consists of games and activities that make it fun to learn—and teach—the fundamental movement skills at the heart of running and most other sports. www.nyrr.org/youth/aboutrisingnyrr.

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PRIORITY OUTCOMES:

Personal Enjoyment:

- (K) Identifies physical activities that are enjoyable.
- (1) Describes positive feelings that result from physical activity participation.
- (2) Discusses personal reasons for enjoying selected physical activities.

Fitness Knowledge:

- (K) Recognizes that when you move fast, your heart beats faster and you breathe faster.
- (1) Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
- (2) Identifies physical activities that contribute to fitness.

Fitness Programming:

- (K) Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- (1) Participates in physical activity outside of the school environment.
- (2) Participates in physical activities that contribute to fitness.

Nutrition:

- (K) Recognizes that food provides energy for physical activities.
- (1) Identifies foods that promote good health.
- (2) Describes the specific roles that nutrition and physical activity play in overall good health.

Personal Responsibility & Safety

- (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) Works independently and safely in physical education.

SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	Music Mania, Sleeping Giants, Animal Run	Balance, Control, Jog, Run, Safety, Speed, Walk
2	Music Mania, Freeze, Fruit and Veggie Run	Balance, Control, Muscular Strength, Food Group, Fruit, Leap, Vegetable
3	Sleeping Giants, Driving Around, Get on An Island	Fuel, Fruit, Gallop, Leap, Skip, Vegetable, Heart Rate, Side Slide
4	Animal Run, Get on An Island, Space Race	Focus, Advantage, Accuracy, Movement Concepts, Trust
5	RUN FOR FUN STUDENT FAVORITES (Choose 3 or more Run for Fun Activities)	Review academic language from selected activities.



MATERIALS LIST

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QTY	NAME OF ITEM	USG ITEM #
2	Fruit and Veggie Spot Markers (set of 12)	1343038
1	Garden Heroes (set of 35)	1384919
2	Low Profile Cones (set of 12 Color My Class)	1255690
3	Cones (18" set of 6 Color My Class)	1245875
1	Task Tents (set of 6)	1389878
2	Hoops (set of 12)	1274646

Additional Instructional Resources

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
Holistic Performance Rubric



MUSIC MANIA

STUDENT TARGETS

- **Skill:** I will walk/jog/run at a safe pace while keeping my balance.
- **Cognitive:** I will change my movement when the music turns on and off.
- **Fitness:** I will participate in physical education at a level that increases my heart rate and improves my health.
- **Personal & Social Responsibility:** I will move safely around the activity area, staying in control of my movement and watching out for my classmates.

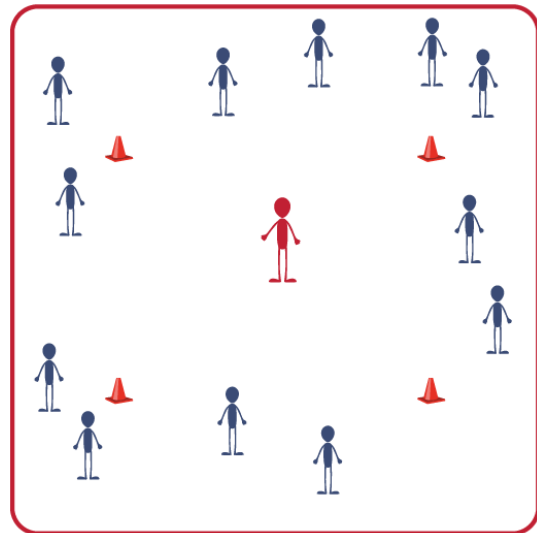
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Music and music player (with 30 second music intervals)

Set-Up:

- Use cones and task tents to set up a medium-sized running loop in the activity area.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time to learn how to move safely around our running loop with a game of Music Mania!
2. When the music starts, start moving around the loop at a speed walking pace.
3. When the music stops, slow down and move at a normal walking pace.
4. Now that I can see that you're moving safely we'll start to get a little bit faster. When the music starts again, move around the loop at a jogging pace. When the music stops, slow down and walk.
5. It's time to move even faster. When the music starts again, run at a safe speed so that you can keep your balance and avoid your classmates. When the music stops, slow down and walk.
6. We'll continue practicing at different speeds. Listen carefully to the music and my instructions.

GRADE LEVEL PROGRESSION

- **K:** Move with the students so they can follow your example.
- **1:** Play the activity as described above.
- **2:** Use this activity as a quick reminder of running safety and as a warm-up.

TEACHING CUES

- **Cue 1:** Keep ears and eyes active. Stay aware of classmates as you move around our running loop.
- **Cue 2:** Keep your balance by moving at a controlled speed.



MUSIC MANIA (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to move in a way that matches their skills and talents.
- **UDL 2:** Use brightly colored cones and markers to create the running loop.
- **UDL 3:** Use a visual cue for starts, stops and changes in speed.

ACADEMIC LANGUAGE

Balance, Control, Jog, Run, Safety, Speed, Walk

PRIORITY OUTCOMES

Fitness Programming:

- **(K)** Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- **(1)** Participates in physical activity outside of the school environment.
- **(2)** Participates in physical activities that contribute to fitness.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** What does moving safely around our running loop look like?
- **DOK 2:** How can you help keep your classmates safe during our Run for Fun games?
- **DOK 3:** How is keeping your balance related to being safe? How is your speed related to being safe?



SLEEPING GIANTS

STUDENT TARGETS

- **Skill:** I will listen to and follow all teacher instructions.
- **Cognitive:** I will think about and demonstrate activities that I like to do outside of physical education class.
- **Fitness:** I will participate in physical education at a level that increases my heart rate and improves my health.
- **Personal & Social Responsibility:** I will move safely around the activity area, staying in control of my movement and watching out for my classmates.

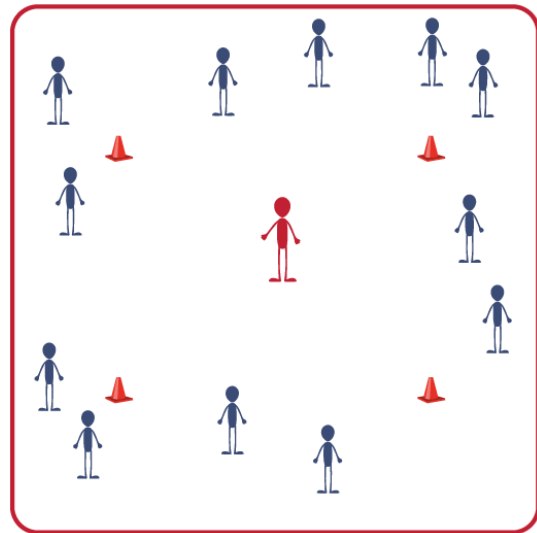
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Music and music player (with 30 second music intervals)

Set-Up:

- Use cones and task tents to set up a medium-sized running loop in the activity area.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time for a Run for Fun game called Sleeping Giants! In this game, think about physically active games that you like to play outside of physical education – like on the playground or at home.
2. When the music starts, all giants (all students) will start to jog around the running loop.
3. When the music stops, I will call out "SLEEPING GIANTS IT'S TIME TO DREAM!" All giants will lay down on the ground and pretend to sleep. While you're sleeping you'll think/dream about a fun physical activity that you like to do outside of physical education.
4. When you hear, "WAKE UP! WHAT DID YOU DREAM ABOUT?" You'll stand up and pretend to play the activity that you were dreaming about. Remember to keep your movements safe and stay balanced on your feet.
5. When the music starts again, continue jogging around the running loop. Each time we sleep, dream and play – think of a new activity that you like to do on the playground or at home.

GRADE LEVEL PROGRESSION

- **K:** Make a list of activities that students can choose from before starting the activity.
- **1 & 2:** Play the activity as described above.

TEACHING CUES

- **Cue 1:** Keep ears and eyes active. Stay aware of classmates as you move around our running loop.
- **Cue 2:** Control all of your movements in order to keep your classmates safe.



SLEEPING GIANTS (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Create a list of activities that your students enjoy. Choose one that all students will “dream” about.
- **UDL 2:** Use brightly colored cones and markers to create the running loop.
- **UDL 3:** Use a visual cue for starts, stops and changes in speed.

ACADEMIC LANGUAGE

Balance, Control, Jog, Physical Activity, Safety

PRIORITY OUTCOMES

Personal Enjoyment:

- (K) Identifies physical activities that are enjoyable.
- (1) Describes positive feelings that result from physical activity participation.
- (2) Discusses personal reasons for enjoying selected physical activities.

Personal Responsibility & Safety

- (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) Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** Let’s make a list of all of the activities that we dreamt about.
- **DOK 2:** Why did you choose the game that you dreamt about?
- **DOK 3:** How do you feel when you play the game that you chose?



ANIMAL RUN

STUDENT TARGETS

- **Skill:** I will change the speed of my movement to match the teacher's instructions.
- **Cognitive:** I will listen and watch for cues from the Animal Run Cards and change my speed based on those cues.
- **Fitness:** I will discuss the changes in my heart rate as I move fast and slow around the running loop.
- **Personal & Social Responsibility:** I will move safely around the running loop, staying in control of my speed and my body's movement.

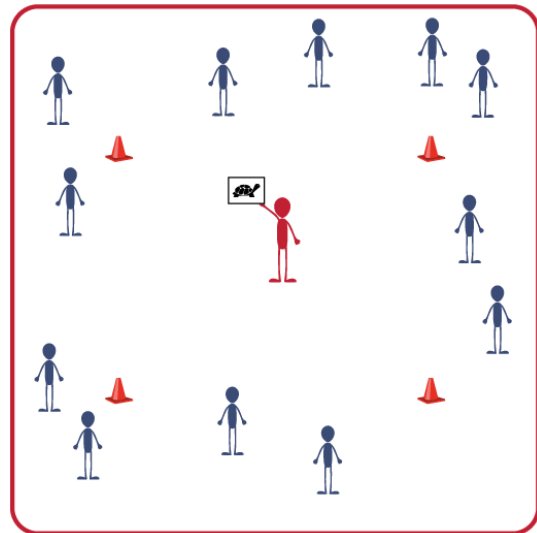
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Animal Run Cards
- Music and music player

Set-Up:

- Use cones to set up a medium-sized running loop in the activity area.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time to have fun with an Animal Run!
2. The object is to run around the track while changing speeds to imitate one of 4 animals: Turtle, Pig, Horse, and Cheetah.
3. When the music starts, everyone will begin moving around the running loop at a turtle's pace. Every 30 seconds, I'll hold up a new Animal Run Card and call out the animal's name. Change the pace of your movement to match the speed of the animal.
4. As you move around the running loop, pay attention to the speed of your heart rate. Does your heart beat faster or slower depending on what animal you're imitating?

GRADE LEVEL PROGRESSION

- **K:** Focus on changing speeds from slow to fast. Students can walk to demonstrate slow and run to demonstrate fast.
- **1:** Emphasize jogging and a variation of running. Students now walk, jog and run to demonstrate different speeds.
- **2:** Increase the size of the running loop. Create longer intervals of jogging and running and shorter intervals of walking.

TEACHING CUES

- **Cue 1:** Keep your balance. If you feel like you're losing your balance, slow down.
- **Cue 2:** Find your heart beat. Feel it on your chest, wrist or neck.



ANIMAL RUN (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use visual aids with photos of each animal.
- **UDL 2:** Use verbal cues and demonstrations in addition to the visual aids.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Fast, Heart Rate, Jog, Run, Slow, Walk

PRIORITY OUTCOMES

Fitness Knowledge:

- **(K)** Recognizes that when you move fast, your heart beats faster and you breathe faster.
- **(1)** Identifies the heart as a muscle that grows stronger with exercise/play and physical activity.
- **(2)** Identifies physical activities that contribute to fitness.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe an animal that is moving fast? One that is moving slow?
- **DOK 2:** What did you notice about your heart rate when you moved at a fast pace? What about when you moved at a slow pace?
- **DOK 3:** Your heart is a muscle that gets stronger when you exercise. How is moving fast related to making your heart muscle stronger?
- **DOK 4:** Let's make a list of the things that we can do to make our hearts stronger.



FREEZE IT

STUDENT TARGETS

- **Skill:** I will demonstrate controlled balance during this game of Freeze It.
- **Cognitive:** I will listen to instructions to stop and balance on a set number of body parts.
- **Fitness:** I will balance my body weight in a way that helps my muscles get stronger.
- **Personal & Social Responsibility:** I will move safely around the running loop, staying in control of my movement and watching out for my classmates.

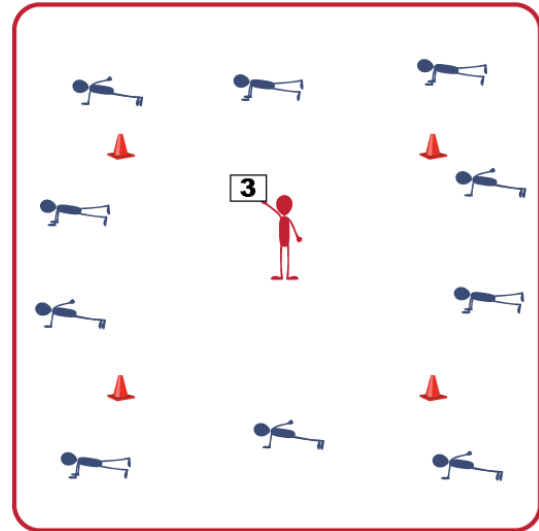
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Freeze It Number Cards
- Music and music player

Set-Up:

- Use cones to set up a medium-sized running loop in the activity area.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time to run for fun with a balance game called FREEZE IT!
2. The object is to jog around the track while listening for balance challenges.
3. When the music starts, everyone will begin jogging around the running loop.
4. When the music stops, I'll hold up a Number Card and call out the number of body parts that everyone will balance on (1 through 4).
5. As soon as the music stops, stop jogging and get into a balance pose using the number of body parts that I call out. For example, if I call out, "THREE!" you could get in plank position and hold your balance with 2 feet and 1 hand, or 2 hands and 1 foot.
6. When the music restarts, continue jogging around our loop and listening for the next balance challenge.

GRADE LEVEL PROGRESSION

- **K:** Focus on students safely starting and stopping on cue. When you call out a balance challenge, demonstrate what success looks like and instruct them to follow your example.
- **1:** Start with the demonstrations. After 3 or 4 examples, stop the demonstrations and prompt students to find their own balance solutions.
- **2:** Add movement challenges, calling out different locomotor skills when the music restarts.

TEACHING CUES

- **Cue 1:** Use slow and controlled movements as you find your balance.
- **Cue 2:** Control your breathing as you stay in a balanced position, slowly inhaling and exhaling.



FREEZE IT (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Begin the activity with several examples of what correct balance poses look like. Have the students practice each pose with you. Then, add the jogging element into the activity.
- **UDL 2:** Use verbal cues and demonstrations in addition to the visual aids.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Balance, Control, Jog, Muscular Strength

PRIORITY OUTCOMES

Fitness Programming:

- **(K)** Participates in physical activity in active school programming environments (PE, Recess, etc.).
- **(1)** Participates in physical activity outside of the school environment.
- **(2)** Participates in physical activities that contribute to fitness.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** What is balance? How can you tell if your body is balanced?
- **DOK 2:** What does it feel like when you are balancing your body weight with your arms? What do your muscles feel like?
- **DOK 3:** How are activities like this related to good health? What would happen to your muscles if you balanced your body weight like this every day?
- **DOK 4:** Let's make a list of things we can do to at home that will help make our muscles stronger.



FRUIT AND VEGGIE RUN

STUDENT TARGETS

- **Skill:** I will recognize many different fruits and vegetables.
- **Cognitive:** I will talk about foods that help my body stay healthy.
- **Fitness:** I will participate in physical education activities to make my heart beat faster.
- **Personal & Social Responsibility:** I will move safely around the running loop, staying in control of my movement and watching out for my classmates.

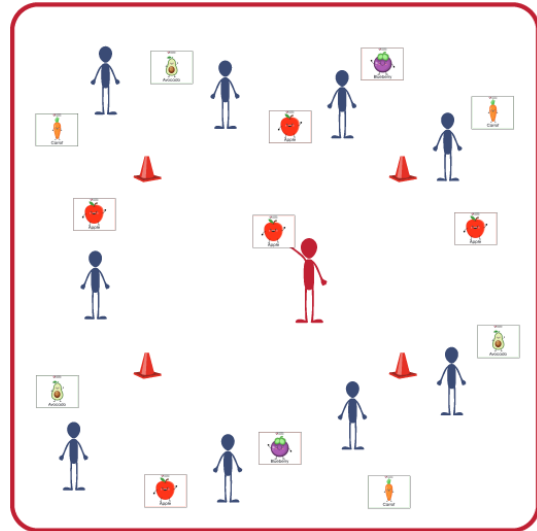
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Garden Heroes®, Fruit & Veggie Spots, or [Fun Fruit & Veggie Posters](#) (at least 1 per student)
- Music and music player

Set-Up:

- Use cones to set up a medium-sized running loop in the activity area.
- Scatter Garden Heroes® or Fruit & Veggie Posters or Spots throughout the running area of the running loop.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time for a fun Fruit and Veggie Run!
2. The object is to jog around the track while leaping over fun foods that help our bodies stay healthy.
3. When the music starts, everyone will begin jogging around the running loop.
4. Every 30 seconds, the music will pause and I'll call out a new type of food for you to look for, find, and leap over. I will call out things like "Fruits!" or "Vegetables!" or "Red Foods!" or "Green Vegetables!"
5. No one wants to eat food that has been stepped on! Be careful to leap over the fruits and veggies.
6. When the music restarts, continue jogging around our loop and listening for the next break when I'll call out a new type of food.

GRADE LEVEL PROGRESSION

- **K:** Start at a walking pace. Instruct students to step over the fruits and veggies rather than leap over them. As students demonstrate safe movement, increase the speed of the activity.
- **1:** Teach, demonstrate and practice leaping in general space before beginning this activity.
- **2:** Participate in the activities as written above.

TEACHING CUES

- **Cue 1:** Make sure your eyes are active. Stay aware of your classmates as you move and look for different fruits and veggies.
- **Cue 2:** Work at a jogging speed limit. Control your speed to control your movement.



FRUIT AND VEGGIE RUN (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Have two sets of fruits and veggies. Hold up and display the type of food you want students to find.
- **UDL 2:** Allow students to move over or around the different food categories. In some cases you can have the students move slowly throughout the activity area and touch the foods that they are trying to identify.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Food Group, Fruit, Leap, Vegetable

PRIORITY OUTCOMES

Nutrition:

- **(K)** Recognizes that food provides energy for physical activities.
- **(1)** Identifies foods that promote good health.
- **(2)** Describes the specific roles that nutrition and physical activity play in overall good health.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** What foods belong on a list of fruits and vegetables?
- **DOK 2:** How does the food we eat help us stay physically active?
- **DOK 3:** How do fruits and vegetables help our bodies stay healthy?
- **DOK 3:** Why do you think it's important to eat a lot of different fruits and vegetables?



DRIVING AROUND

STUDENT TARGETS

- **Skill:** I will use different locomotor movements to travel around the running loop.
- **Cognitive:** I will listen to the instructions given by the teacher and change my movement based on those instructions.
- **Fitness:** I will talk about how food is fuel for physical activity – it gives me energy to move.
- **Personal & Social Responsibility:** I will move safely around the running loop, staying in control of my movement and watching out for my classmates.

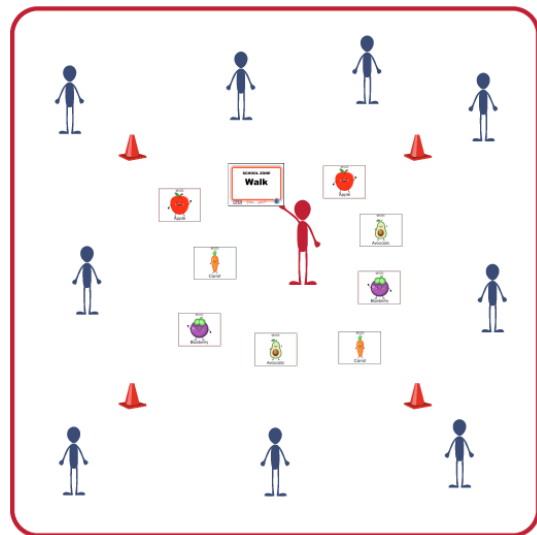
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Printable Driving Traffic Signs
- Garden Heroes®, Fruit & Veggie Spots, or [Fun Fruit & Veggie Posters](#) (at least 1 per student)
- Music and music player

Set-Up:

- Use cones to set up a medium-sized running loop in the activity area.
- Scatter Garden Heroes® or Fruit & Veggie Posters or Spots inside of the cones to create a “gas station” for students to move through.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time for a Driving Around fun run! The object is to drive an imaginary car around the track. People driving cars must pay attention to many different things to stay safely on the road. Look for and listen to my traffic signs, and then change the way you move depending on what signal you see and hear.
2. When the music starts, everyone will begin moving at a jogging pace around the running loop.
3. Every 30 seconds, I'll call out a new traffic signal and hold up a traffic sign. For example, if I call out, “School Zone!” everyone will walk. (Teachers, review all of the Traffic Signs with the students).
4. When you hear, “You ran out of gas!” move off the road and find a Fun Fruit & Veggie Poster. Food gives our bodies energy to move, just like the gas or battery in a car. Next, name the food on the poster and give one classmate a high-5 before moving back on the road at a jogging pace.
5. We'll continue to move around our track, listening and watching for traffic signs.

GRADE LEVEL PROGRESSION

- **K:** Start at a walking pace. Practice each traffic sign several times before moving on to the next sign.
- **1:** Teach, demonstrate and practice locomotor skills in general space before beginning this activity.
- **2:** Participate in the activities as written above.

TEACHING CUES

- **Cue 1:** Keep your ears and eyes active. Stay aware of your classmates as you move on the road.
- **Cue 2:** Stay at the speed limit. Control your speed to control your movement.



DRIVING AROUND (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use a projector to flash the Traffic Signs up onto a screen.
- **UDL 2:** Limit the number of Traffic Signs that you use. If needed, modify the movements to match the skills and talents of your students.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Fuel, Fruit, Gallop, Leap, Skip, Vegetable

PRIORITY OUTCOMES

Nutrition:

- **(K)** Recognizes that food provides energy for physical activities.
- **(1)** Identifies foods that promote good health.
- **(2)** Describes the specific roles that nutrition and physical activity play in overall good health.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** What is fuel?
- **DOK 2:** Do you know what our body uses as fuel?
- **DOK 3:** What might happen if you put the wrong type of fuel into a car?
- **DOK 4:** Using everything that we've just talked about, let's create a list of foods that we think are best for fueling our bodies.



GET ON AN ISLAND

STUDENT TARGETS

- **Skill:** I will use different locomotor movements to travel around the running loop.
- **Cognitive:** I will listen to the instructions and move quickly and safely to a hoop on the signal.
- **Fitness:** I will participate in physical education at a level that increases my heart rate and improves my health.
- **Personal & Social Responsibility:** I will move safely around the activity area, staying in control of my movement and watching out for my classmates.

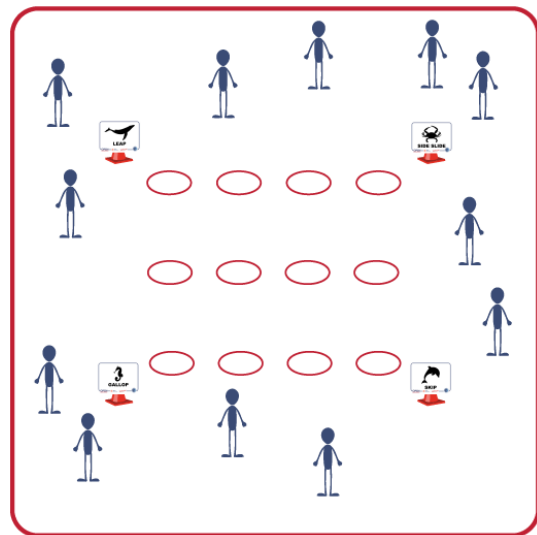
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- 4 Task Tents
- Printable Ocean Creature Cards
- 1 hoop per student
- Music and music player

Set-Up:

- Use cones and task tents to set up a medium-sized running loop in the activity area.
- Place Ocean Creature Cards inside the task tents at each of the 4 corners of the loop.
- Scatter hoops inside the cones creating islands in the large activity area.
- Scatter students around the running loop.



ACTIVITY PROCEDURES

1. It's time for a fun run playing the game Get on an Island! The object is to move with the Ocean Creatures as we travel around the running loop. On the "SHARK!" signal, everyone will safely and quickly move to an island (hoop).
2. When the music starts, everyone will begin moving at a jogging pace around the running loop. As you get to the Ocean Creature Cards, look at the creature you'll be traveling with and match their movement by performing that locomotor movement all the way to the next card. Change your locomotor movement at every corner.
3. When the music stops and you hear, "SHARK!" everyone will speed-walk to an island for safety. It's important to speed-walk. Running will make too many waves and the sharks will find you!
4. When the music starts again, begin moving around the loop.

GRADE LEVEL PROGRESSION

- **K:** Teach, demonstrate, and practice locomotor skills in general space before beginning this activity.
- **1:** Participate in the activity as written above.
- **2:** Give students an object to dribble as they move around the loop.

TEACHING CUES

- **Cue 1:** Keep ears and eyes active. Stay aware of classmates as you move through the water.
- **Cue 2:** Stay calm during shark sightings. Control your speed to control your movement.



GET ON AN ISLAND (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Demonstrate and practice all movements before beginning the game. Give verbal instruction along with visual demonstrations.
- **UDL 2:** If needed, modify the locomotor movements to match the skills and talents of your students.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Gallop, Heart Rate, Leap, Side Slide, Skip, Speed-Walk

PRIORITY OUTCOMES

Fitness Programming:

- **(K)** Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- **(1)** Participates in physical activity outside of the school environment.
- **(2)** Participates in physical activities that contribute to fitness.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** Let's make a list of all of the physical activities we do throughout the school day. What about after school and on the weekends?
- **DOK 2:** Let's circle all of the activities that increase our heart rates and help us stay healthy and fit.
- **DOK 3:** How is regular physical activity related to personal health and fitness?
- **DOK 4:** On our white board, let's make a weekly schedule of physical activity that a student could follow that includes activity in school and out of school.



SPACE RACE

STUDENT TARGETS

- **Skill:** I will use different locomotor movements to travel around the running loop.
- **Cognitive:** I will listen to the instructions and move quickly and safely to a hoop on the signal.
- **Fitness:** I will participate in physical education at a level that increases my heart rate and improves my health.
- **Personal & Social Responsibility:** I will move safely around the activity area, staying in control of my movement and watching out for my classmates.

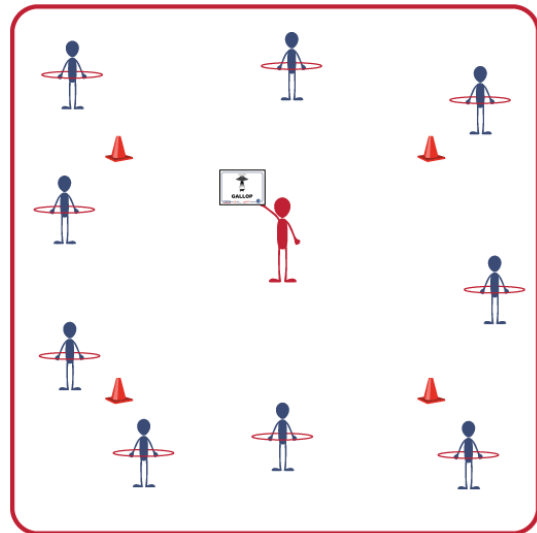
EQUIPMENT & SET-UP

Equipment:

- 4 to 16 cones to create a running loop/track
- Printable Space Race Cards
- 1 hoop per student
- Music and music player (with 30 second music intervals)

Set-Up:

- Use cones and task tents to set up a medium-sized running loop in the activity area.
- Teacher has Space Race Cards ready to display.
- Scatter students around the running loop, each student with a hoop.



ACTIVITY PROCEDURES

1. It's time for a fun Space Race! The object is to move safely around our space orbit loop while staying inside of your spaceship (hoop). Listen closely for space race challenges. I will give you your first space race challenge before the music starts.
2. When the music starts, start moving around the loop performing your first space race challenge. Continue moving in this way until the music stops.
3. When the music stops, it's time to charge up our spaceship with solar power. Hold your hoop above your head as you walk around the loop. Before the music starts again, I'll give you the next space race challenge.
4. We'll continue with all of our challenges and repeat our favorites.

GRADE LEVEL PROGRESSION

- **K:** Begin teaching this activity with students walking in their hoops and learning how to start and stop on the music.
- **1:** Introduce all space race challenges.
- **2:** Challenge students by having them create their own space race challenges.

TEACHING CUES

- **Cue 1:** Keep ears and eyes active. Stay aware of classmates as you move through space.
- **Cue 2:** Control your hoop as you also control your movement through space.
- **Cue 3:** Keep your balance by moving at a controlled speed.



SPACE RACE (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Create variations of spaceships. For example, students who have difficulty traveling with a hoop could carry flying discs.
- **UDL 2:** If needed, modify the locomotor movements to match the skills and talents of your students.
- **UDL 3:** Use brightly colored cones and markers to create the running loop.

ACADEMIC LANGUAGE

Challenge, Control, Gallop, Leap, March, Side Slide, Skip

PRIORITY OUTCOMES

Fitness Programming:

- **(K)** Participates in physical activity in active school programming environments (PE, Recess, Activity Breaks).
- **(1)** Participates in physical activity outside of the school environment.
- **(2)** Participates in physical activities that contribute to fitness.

Personal Responsibility & Safety

- **(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)** Works independently and safely in physical education.

DEBRIEF QUESTIONS

- **DOK 1:** Was today's Space Race fun? Let's list other physical activities that are fun.
- **DOK 2:** What do you notice about your mood and how your body feels when you're moving, playing and having fun during a physically active game?
- **DOK 3:** How do you think that physical activity makes your life better?
- **DOK 4:** Let's make a plan for inviting a friend or family member to be physically active with us. What are some things you could say to convince them to play a physically active game with you?



SAMPLE LESSON PLAN

FOCUS OUTCOMES	<p>Personal Responsibility & Safety (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) Works independently and safely in physical education.</p>
LESSON TARGETS	<p>Skill: I will walk/jog/run at a safe pace while keeping my balance. Cognitive: I will change my movement when the music turns on and off. Fitness: I will participate in physical education at a level that increases my heart rate and improves my health. Personal & Social Responsibility: I will move safely in the activity area, staying in control of my movement and watching out for my classmates.</p>
ACADEMIC LANGUAGE	Balance, Control, Jog, Run, Safety, Speed, Walk
SELECTED ASSESSMENT	<ul style="list-style-type: none"> • Fast Or Slow • Holistic Rubric

LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
1 Instant Activity	Before students arrive, create a running loop large enough for safe movement. Prepare a music playlist. Scatter students around the running loop.	Music Mania	<ul style="list-style-type: none"> • DOK 1: What does moving safely around our running loop look like? • DOK 2: How can you help keep your classmates safe during our Run for Fun games?
2 Learning Task	Stop the music with students freezing in place. Give instructions for Sleeping Giants with students still scattered around the running loop.	Sleeping Giants	<ul style="list-style-type: none"> • DOK 1: Let's make a list of all of the activities that we dreamt about. • DOK 2: Why did you choose the game that you dreamt about?
3 Assessment	Stop the music with students freezing in place. Have Animal Run Cards ready to display. Give instructions and demonstrate each animal run movement.	Animal Run	<ul style="list-style-type: none"> • DOK 1: How would you describe an animal that is moving fast? One that is moving slow? • DOK 2: What did you notice about your heart rate when you moved at a fast pace? What about when you moved at a slow pace?
3 Assessment	Discuss each of the assessments with the students. Allow them to respond with a visual thumbs up or down.	<ul style="list-style-type: none"> • Thumbs Up, Fast or Slow, Holistic Rubric 	

BALANCE

noun

The ability to adjust the distribution of weight in order to remain upright and steady.

Harper kept her **balance** by slowing down her running pace.



CHALLENGE

noun

Something that is difficult to do or accomplish.

It was a **challenge** for Logan to balance on two body parts.



CONTROL

verb

To manage or regulate the movement or actions of something.

Riley kept **control** of the hoop while skipping around the running loop.



FAST

adjective

Moving at a high speed.

Ainsley loved running **fast** during
Run for Fun activities.



FOOD GROUP

noun

A category of foods that share something in common as they relate to nutrition.

The 5 basic **food groups** are Fruits, Vegetables, Grains, Protein Foods, Dairy.



FRUITS

noun

A group of foods that usually comes from flowering plants. They are usually sweet to taste and contain complex carbohydrates and fiber.

A banana is a **fruit**.



FUEL

noun

A source of energy.

The food that we eat gives our bodies **fuel** for physical activity.



GALLOP

verb

To perform a sliding movement in a forward direction.

Lennox loves to **gallop** around the class running loop.



HEART RATE

noun

The speed at which the heart is beating, measured in beats per minute.

Robin's **heart rate** increased during the game of *Space Race*.



JOG

verb

To run at a steady, gentle pace.

Rowan could **jog** for more than 10 minutes without stopping to rest.



LEAP

verb

To perform a locomotor skill in which you take off of one foot and land on the opposite foot.

Sloan learned how to safely **leap** over the lines on the gym floor.



MARCH

verb

To walk in a regular, measured stride.

Alexis started to **march** to the beat of the music.



MUSCULAR STRENGTH

noun

The maximum amount of force a muscle can produce in a single effort.

Doing push-ups is a great way to build **muscular strength**.



PHYSICAL ACTIVITY

noun

Any physical movement that uses the body's energy.

Getting **physical activity** every day is a great way to keep our bodies and minds healthy and strong.



RUN

verb

Transfer weight from one foot to the other with a momentary loss of contact with the ground by both feet; similar to walking but with a longer stride.

It is fun to **run** fast.



SAFETY

noun

The condition of being protected against physical, social, and emotional harm.

The students keep their bodies under control in physical education because they know that **safety** is important.



SIDE SLIDE

verb

To step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

Mark moved slowly and kept his balance while he used a **side slide** to travel around the running loop.



SKIP

verb

To perform a step-hop combination executed in an uneven rhythm, alternating the lead foot.

Kirby loved to **skip** around the playground at recess.



SLOW

adjective

Moving or acting at a low speed.

Turtles are **slow** on land,
but fast in the water.



SPEED

noun

The ability to propel the body or a part of the body rapidly from one point to another.

Controlling your **speed** is a great way to keep your balance while you move.



SPEED-WALK

verb

To walk at a fast pace, keeping ground-contact with at least 1 foot.

Madhu was in a hurry so they decided to **speed-walk** down the sidewalk.



VEGETABLE

noun

A group of foods that come from all of the edible parts of a plant including the leaves, seeds, and stalks.

They contain complex carbohydrates, fiber and essential vitamins and minerals.

A carrot is a **vegetable**.



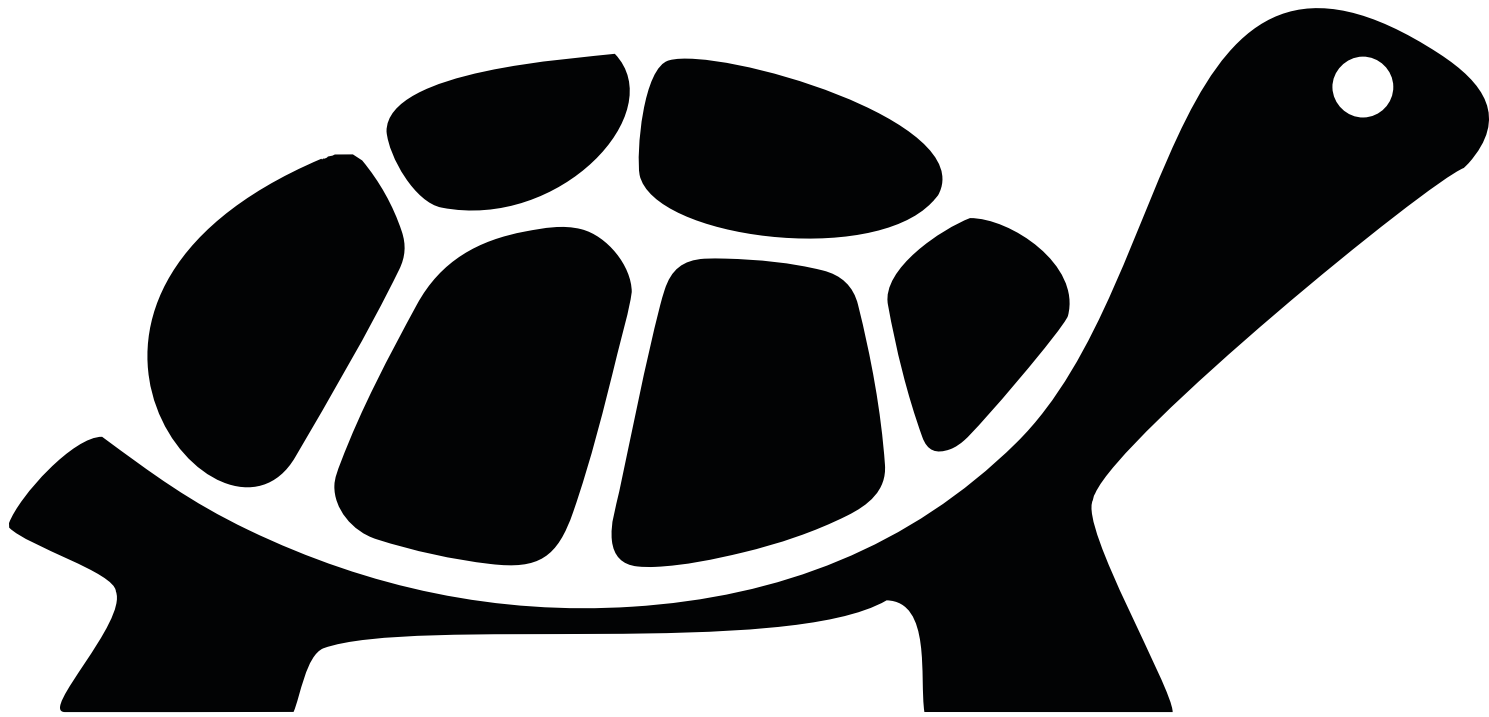
WALK

verb

A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

The students safely started to **walk** after the *Run for Fun* activity was over.

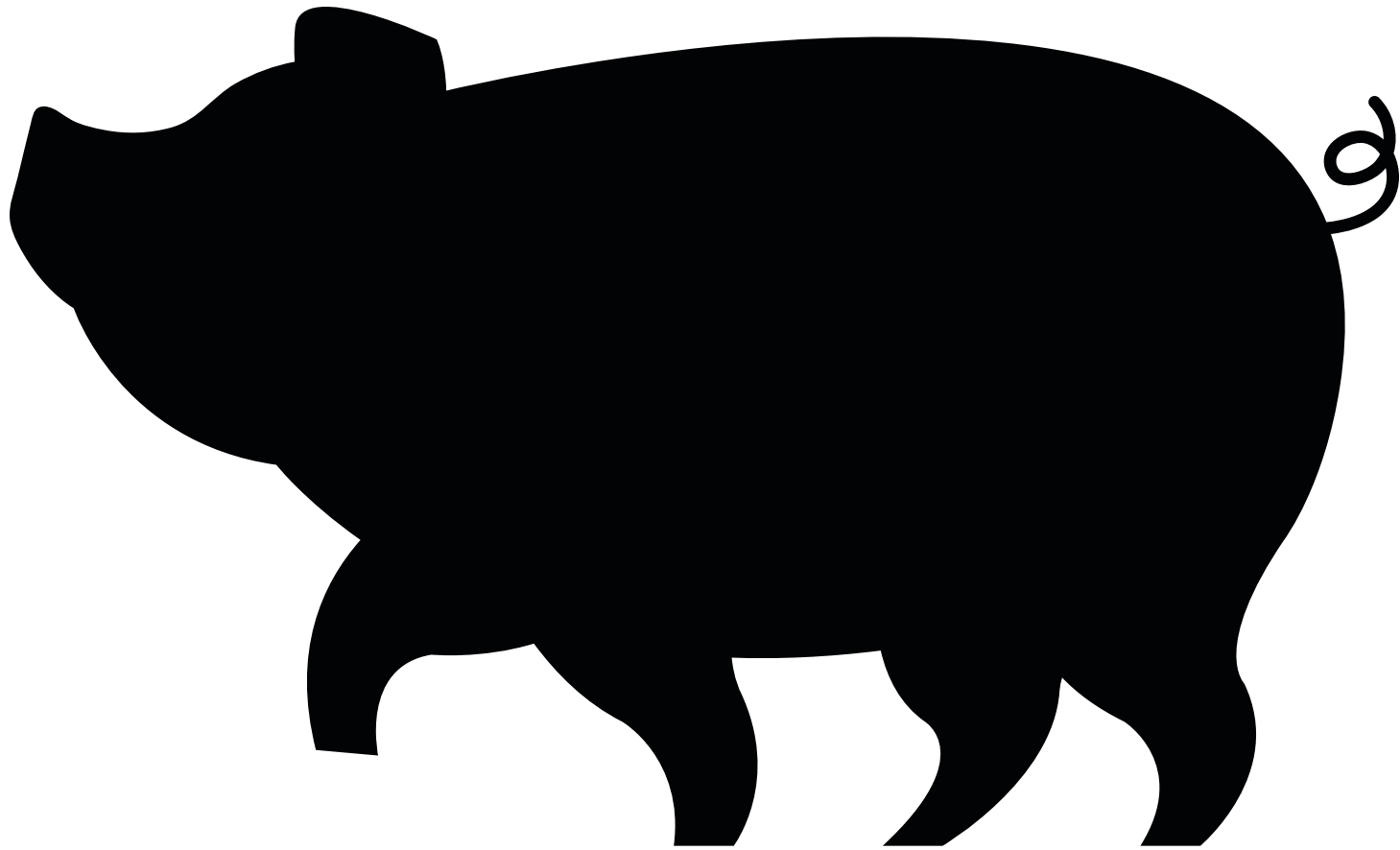




TURTLE

SLOWEST

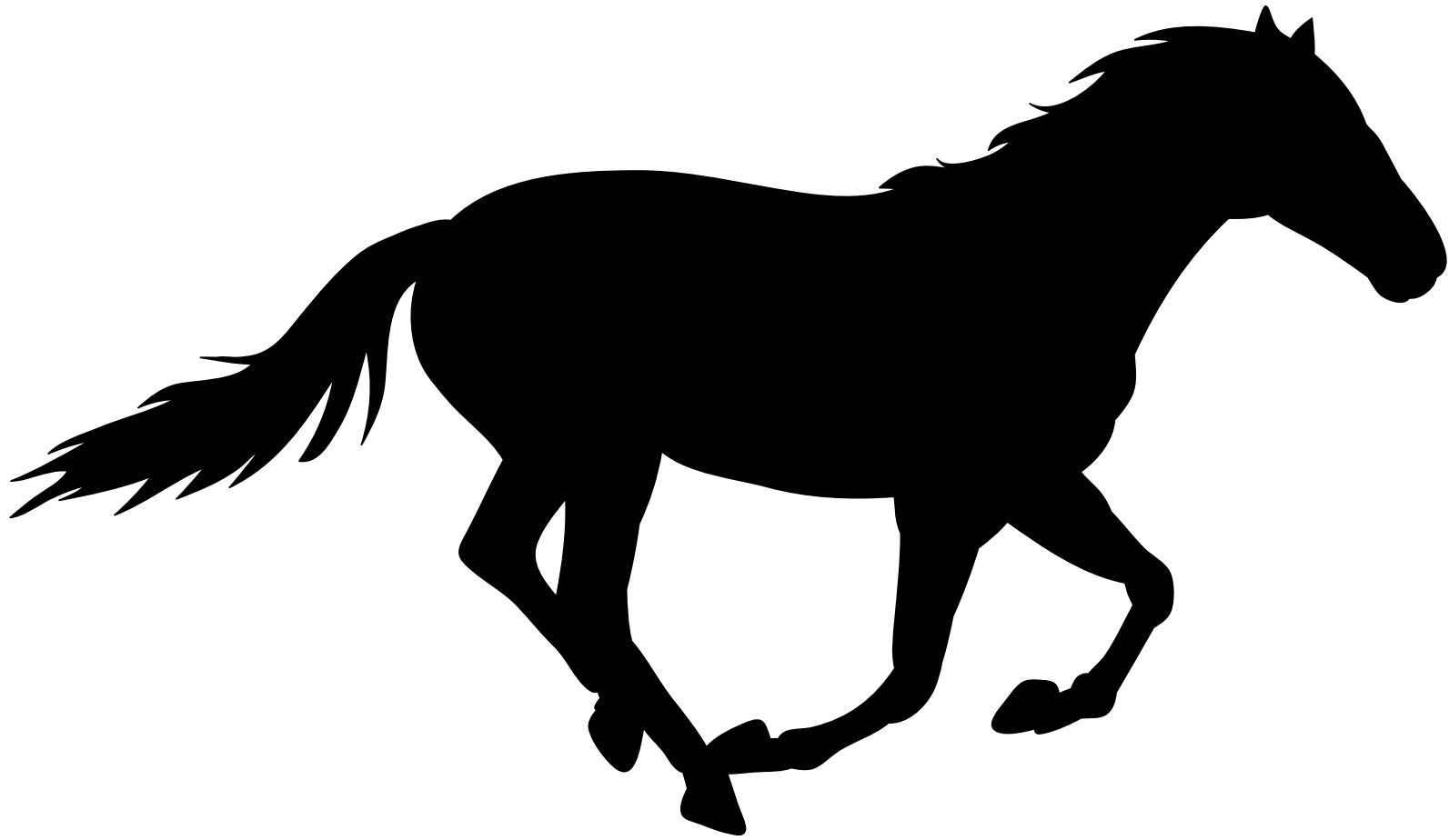




PIG

SLOW

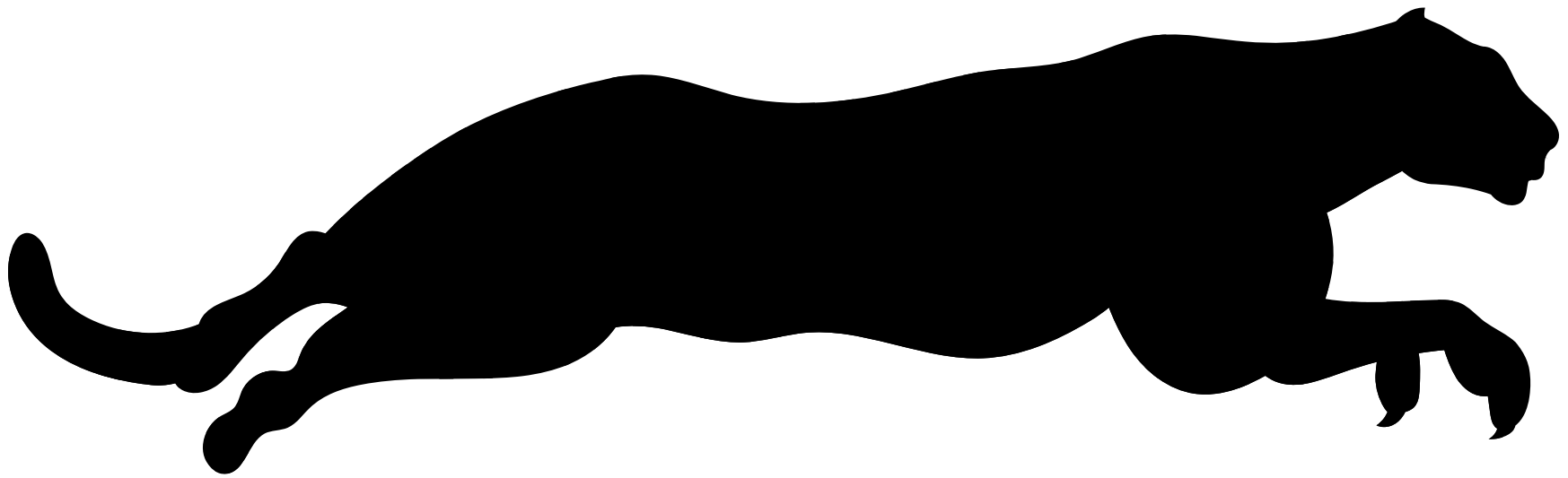




HORSE

FAST





CHEETAH

FASTEST

1 One



**RISING
NEW YORK
ROAD RUNNERS**



2

Two



RISING
NEW YORK
ROAD RUNNERS



3

Three

4 Four



**RISING
NEW YORK
ROAD RUNNERS**



SCHOOL ZONE

Walk



NARROW ROAD

Gallop



POTHOLES AHEAD

Leap



HIGHWAY DRIVING

Run



WINDSHIELD WIPERS

5 Jumping

Jacks



STUCK IN THE MUD

**Jog in
Place**



BUMPY ROAD AHEAD

Skip



CROSSWALK

Slow-Motion Walking



FLAT TIRE

Hop

(1 foot)



OUT OF GAS!

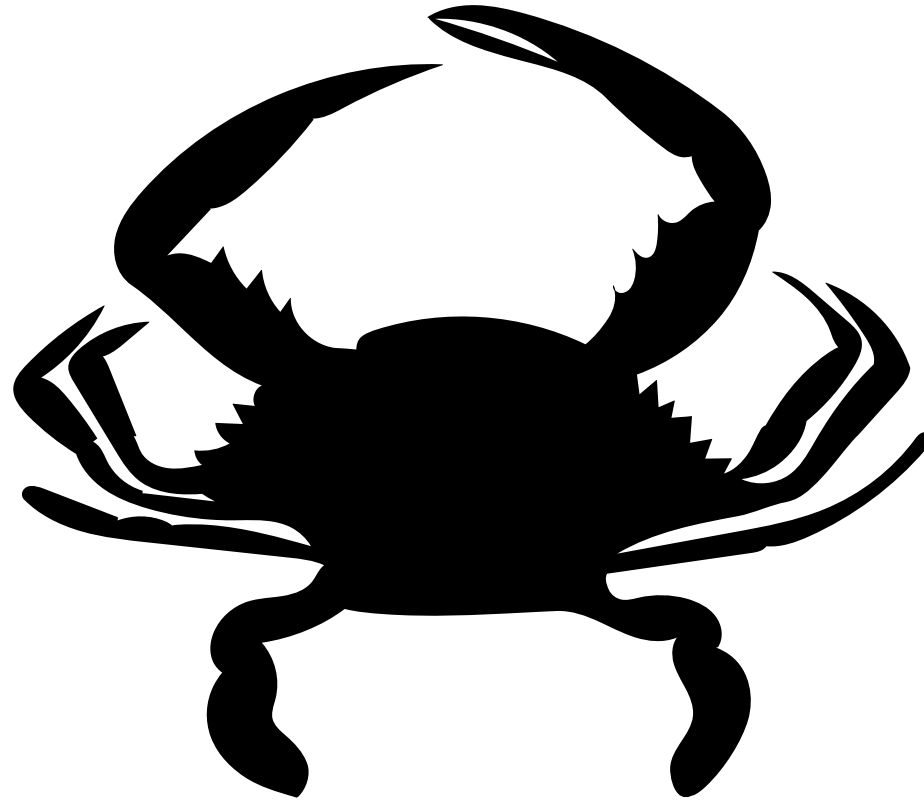
Find Fuel





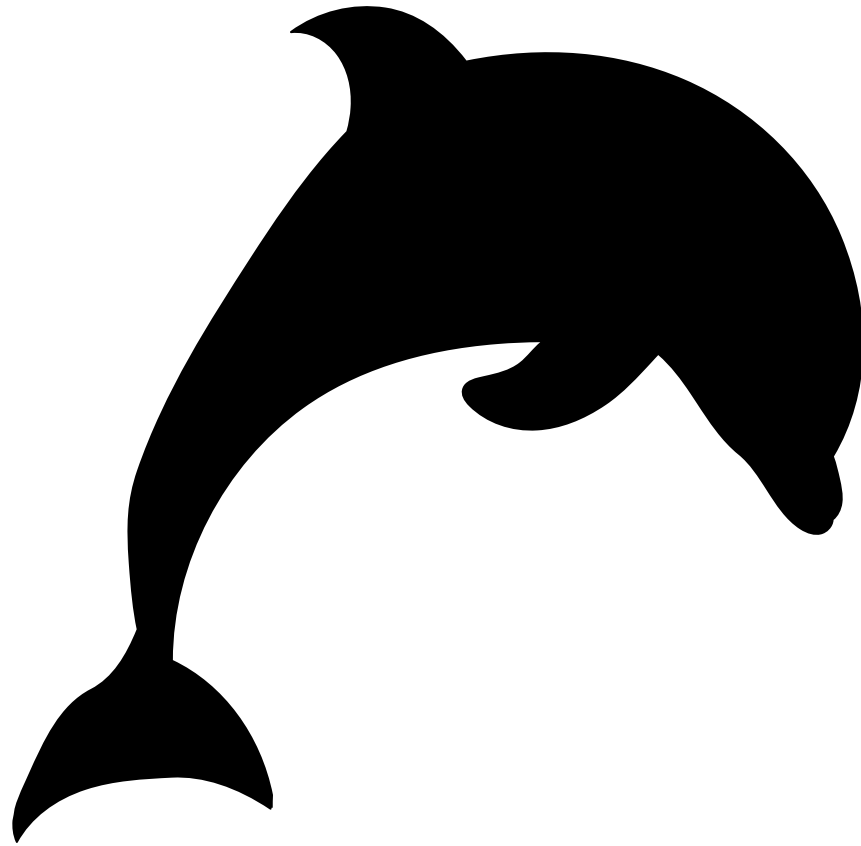
GALLOP





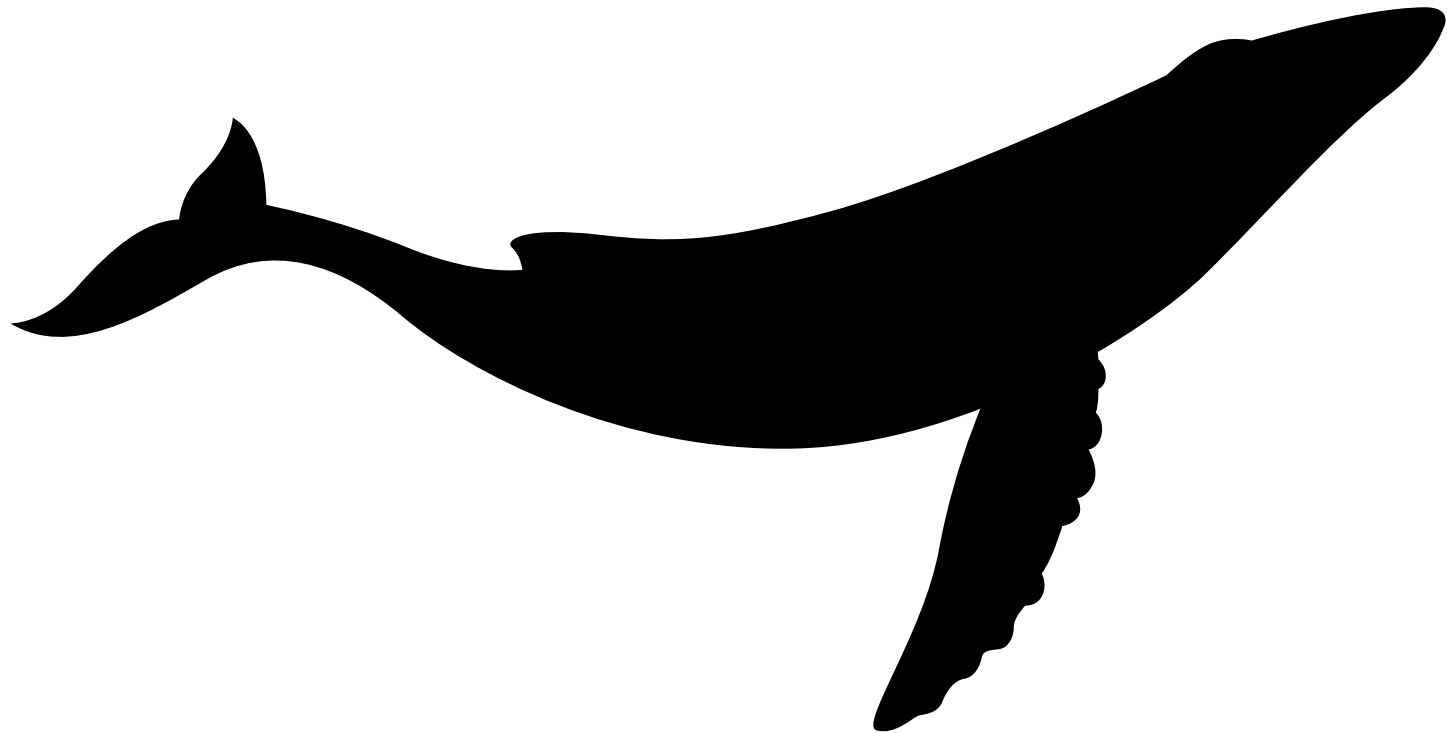
SIDE SLIDE





SKIP

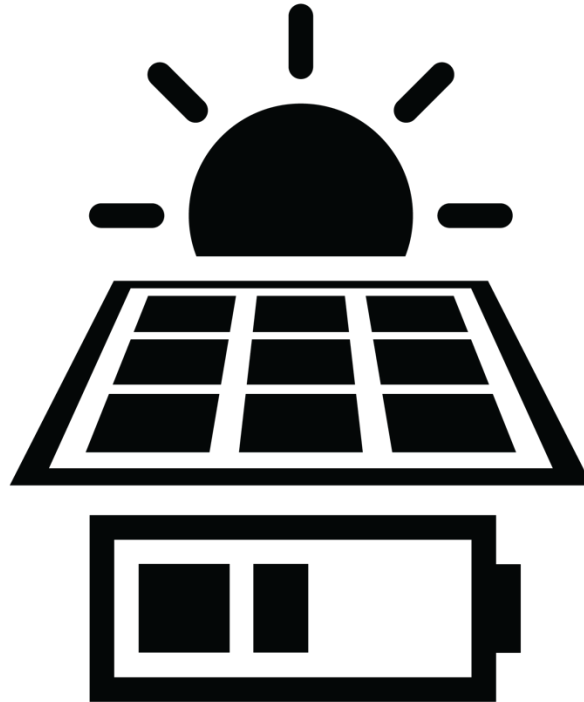




LEAP



CHARGE YOUR BATTERY



WALK



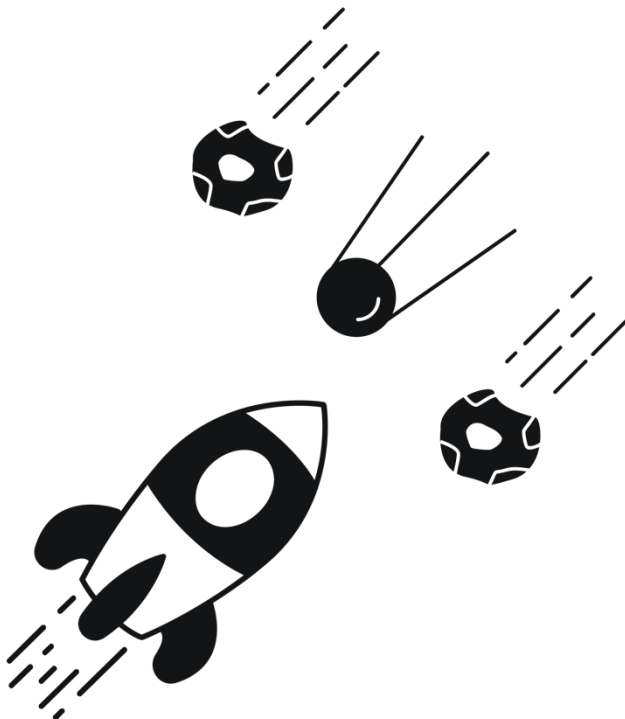
MOON LANDING



SKIP



ASTEROID FIELD



SIDE SLIDE



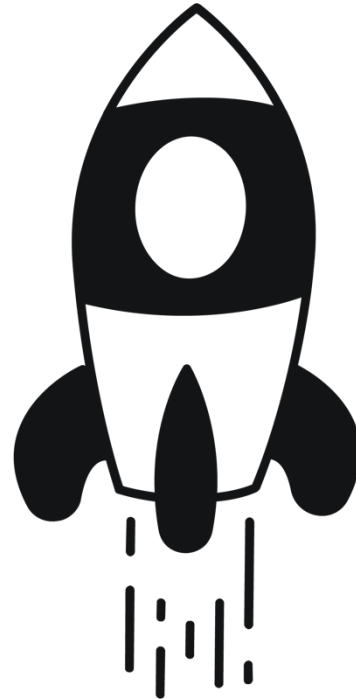
SPACE WALKING



LEAP



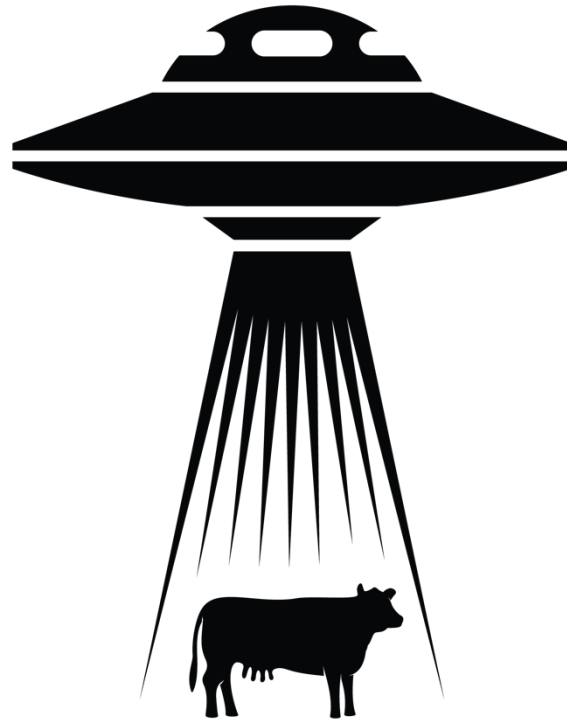
BLAST OFF



JUMP



ALIEN INVASION



GALLOP





UNIVERSAL DESIGN CHART

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 Adaptations intended to serve as baseline recommendations for modifying 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 additional adaptations to move us closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Run for Fun

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify the running loop • Use signs and posters as visual cues • Use speakers with deep bass to allow students to feel the vibration of the music as they move 	<ul style="list-style-type: none"> • Allow students to choose locomotor movements that match their skill and level of comfort and ability • Adapt or modify activities to allow for partner or group assistance if needed 	<ul style="list-style-type: none"> • Create a running/movement loop with plenty of space for student movement – including assistive instructional and movement equipment 	<ul style="list-style-type: none"> • Use visual demonstrations with auditory instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual signals to start, stop and change movements

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

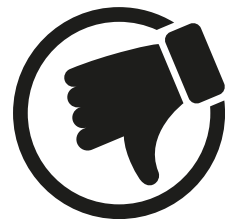
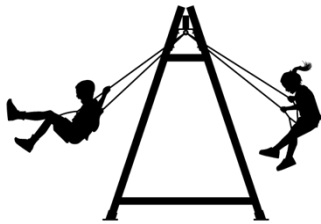
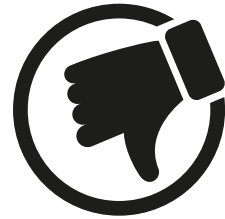
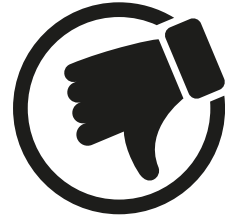
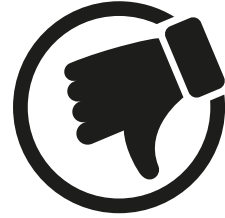


NAME: _____

THUMBS UP OR DOWN?

Look at each picture. Is the activity something that you enjoy?
Decide and then circle THUMBS UP or THUMBS DOWN.

Do you enjoy this activity?



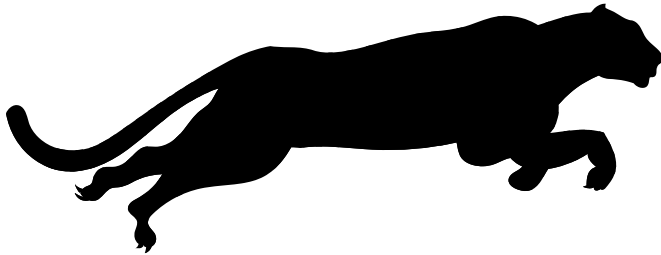


NAME: _____

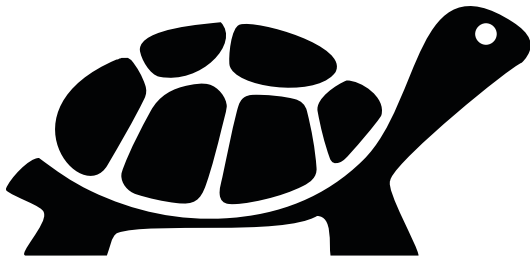
FAST OR SLOW?

Look at each picture. Is it fast or slow?
Decide and then circle FAST or SLOW.

Is the animal...



FAST or **SLOW**



FAST or **SLOW**

Does the activity make your heart beat...



FAST or **SLOW**



FAST or **SLOW**



NAME: _____

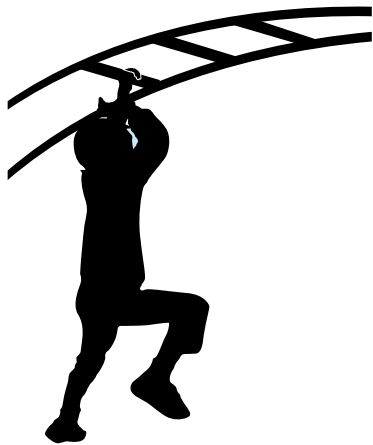
YES OR NO?

Look at each picture. Will the activity help your muscles get stronger?
Decide and then circle YES or NO.

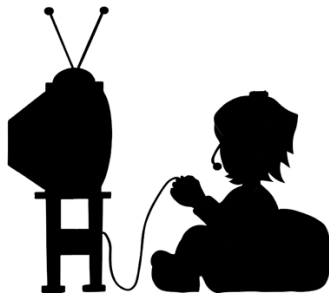
Does the activity make your muscles stronger?



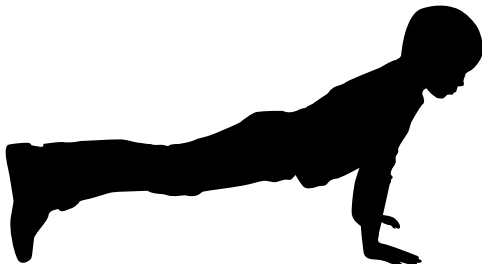
YES or NO



YES or NO



YES or NO



YES or NO

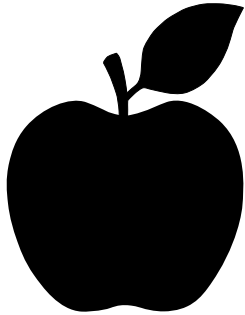


NAME: _____

YES OR NO?

Look at each picture. Will the food help your body stay healthy?
Decide and then circle YES or NO.

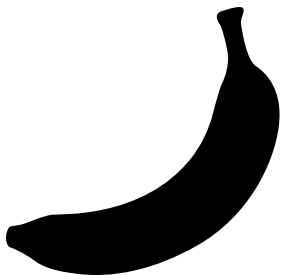
Does this food help your body stay healthy?



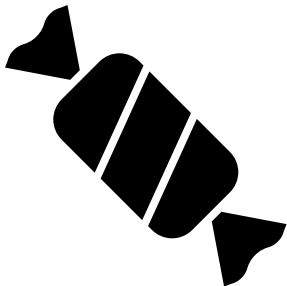
YES or NO



YES or NO



YES or NO



YES or NO



NAME: _____

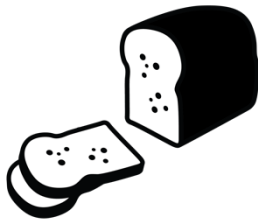
YES OR NO?

Look at each picture. Will the item give your body energy for physical activity?
Decide and then circle YES or NO.

Does the item give your body energy for physical activity?



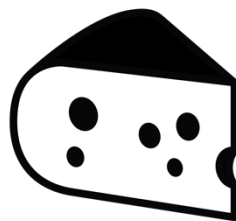
YES or NO



YES or NO



YES or NO



YES or NO



TEACHER SELF-EVALUATION & REFLECTION GUIDE

Complete after each instructional module. Refer to responses before teaching the module in the future.

Teaching Dates of Module:

School Year:

General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> • Comment 1: • Comment 2: • Comment 3: 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> • Reflection 1: • Reflection 2: • Reflection 3: 	
Self-Rating with Rationale	
<p>Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</p>	
<ul style="list-style-type: none"> • Evidence 1: • Evidence 2: • Evidence 3: 	