



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.

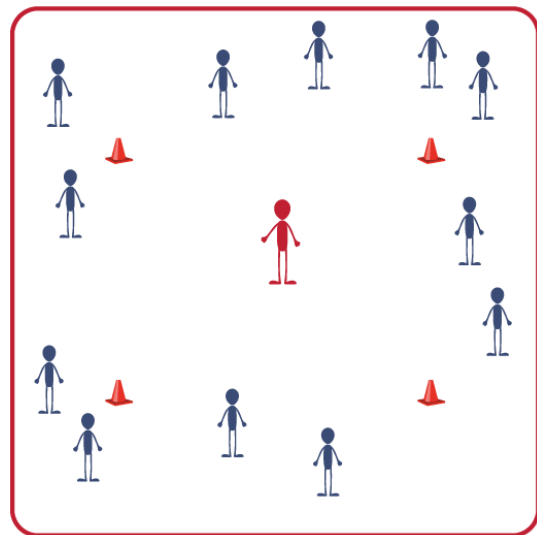
EQUIPMENT & SET-UP

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?