



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.

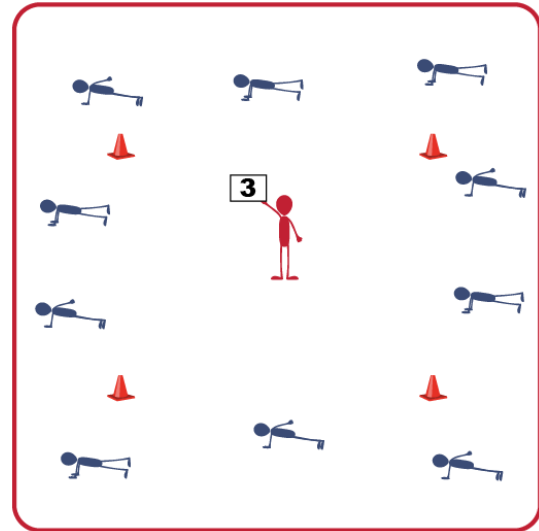
EQUIPMENT & SET-UP

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.