

OPEN



VARSITY // BRANDS

EVERY DAY IS *GameDay*

FUN WITH PURPOSE | GRADES 3-5

BELIEVE IN
YOU

US Games





EVERY DAY IS
GameDay

Created by:

Aaron Hart, Nichole Wilder, Mark Friedrich, Chris Walker

For more information about
Believe In You Student Empowerment Programs
visit: BelieveInYou.com

Special Contribution:

Eliza Kuhn and Andrea Hart

OPEN is a member of the Varsity Brands Family
and is a public service of [US GAMES](#) and [BSN SPORTS](#).
In partnership with the SUNY Cortland AMP Lab.

©2024 VARSITY BRANDS

These documents and all of the content provided
by OPEN are available to all teachers, coaches,
and activity leaders without cost or obligation.

**Please print, copy, and share
the content responsibly.**

The sale of this work by a third party
is prohibited in any print or electronic format.



A COLLABORATION WITH



MODULE OVERVIEW

ABOUT THIS MODULE

Welcome to OPEN’s 6-day journey to becoming a Game Day Champion! A Game Day mindset means waking up each day ready to tackle challenges with excitement, bounce back from setbacks, and make a positive difference in the world.

Every day is game day in a physical education class, and this module combines some of your OPEN favorites with some new activities that will surely become your new favorites! Physical education becomes a board game where the activities for each of the 6 days are selected by students from the Winning Wellness game cards. The Winning Wellness game cards focus on activities related to physical health, mental health, or community connections.

The activities within this module develop and reinforce responsible behaviors in a fun and engaging environment where all students can feel successful. This can allow all students to also participate in social engagement and building connections with their classmates that can extend beyond physical education.

TABLE OF CONTENTS

RESOURCE	Number of Pages
Module Overview	3 pages
Materials List	1 page
Activity Plans	
Toss 3	2 pages
Switch	2 pages
Serves Up	2 pages
Upside Down	2 pages
Capture the Corner	2 pages
Over There	2 pages
Are you Feeling It?	2 pages
Slap 21	2 pages
Leaning Tower	2 pages
Treasure Hunt	2 pages
Cone Catcher	2 pages
Chariot Race	2 pages
Instructional Resources	
Sample Lesson Plan	1 page
Academic Language Cards	37 pages
Game Day Teacher Instructions	1 page
Game Day Journal	6 pages
Universal Design Adaptations	1 page
Student Assessment Tools	
Academic Language Quiz	1 page
Performance Rubric	1 page
Teacher Tools	
Teacher Self-Evaluation & Reflection Guide	1 page

PRIORITY OUTCOMES:

Etiquette:

- (3) Recognizes the role of rules and etiquette in physical activity with peers.
- (4) Exhibits etiquette and adherence to rules in a variety of physical activities.
- (5) Critiques the etiquette involved in rules of various game activities.

Manipulative Skills:

- (3) Demonstrates manipulative skills using mature patterns for accuracy and control.
- (4) Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- (5) Executes a variety of manipulative skills with control and accuracy in small-sided games.

Movement Concepts:

- (3) Recognizes open and closed spaces in a variety of movement contexts.
- (4) Combines movement concepts with skills in a variety of small-sided practice tasks.
- (5) Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.

Personal Challenge:

- (3) Discusses the challenge that comes from learning new physical activities.
- (4) Rates the enjoyment of participating in challenging and mastered physical activities.
- (5) Expresses the enjoyment and challenge of participating in a favorite physical activity.

Personal Health:

- (3) Discusses the relationship between physical activity and good health.
- (4) Examines the health benefits of available physical activity options.
- (5) Compares the health benefits of available physical activity options.

Personal Responsibility & Safety:

- (3) Works independently and safely in physical activity settings.
- (4) Exhibits responsible behavior in independent group situations.
- (5) Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

Social Interaction:

- (3) Describes the positive social interactions that come when engaged with others in physical activity.
- (4) Describes and compares positive social interactions when engaged in partner, small group, and large group physical activities.
- (5) Describes the social benefits gained from participating in physical activity.

Working With Others:

- (3) Works cooperatively with others.
- (4) Accepts “players” of all skill levels into the physical activity.
- (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 1	See specific activity plans
2	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 2	See specific activity plans
3	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 3	See specific activity plans
4	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 4	See specific activity plans
5	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 5	See specific activity plans
6	Activity 1: Game Day Winning Wellness Card Selected Activity 2: Mindful Minute Activity 3: Game Day Winning Wellness Card Selected Activity 4: Every Day is Game Day Journal: Day 6	See specific activity plans

GAME DAY TEACHER INSTRUCTIONS

Welcome to our 6-day journey to becoming a Game Day Champion! A Game Day mindset means waking up each day ready to tackle challenges with excitement, bounce back from setbacks, and make a positive difference in the world.

Every day is game day in a physical education class, and our class is going to become a board game where the activities are selected from the Winning Wellness game cards. The Winning Wellness game cards focus on activities related to physical health, mental health, or community connections.

Set Up:

- One end of the activity space will be set up as a Game Board using 12 hula hoops placed in a line. Each hoop represents one of the categories of the game cards: Physical Health, Mental Health, or Community Connection. *Teachers: See provided color card identifying which color hula hoop is associated with each category.*
- Place the Winning Wellness game cards at one end of the hoops (there are a total of 12 game cards) in 3 stacks. There should be one stack for each of the 3 categories.
- Have the equipment needed for each of the activities on the Winning Wellness Cards along the perimeter of the activity space. Once a card is drawn, students will select the equipment needed for the activity and lead setting it up for their group/team.

Activity Procedures:

- At the start of class, one student rolls the dice. The class navigates along the game board based on the number rolled and lands on a hula hoop. Based on the color of the hoop, they draw a Winning Wellness Card. *Teachers: hoops are in a line to leave activity space open for the games on the Winning Wellness Cards. The dice will move up and down the line of hoops based on the number rolled.*
- After instructions and demonstrations of the activity drawn, the entire class will play the game selected for approximately ½ of the activity time.
- Students will participate in a mindful minute at the end of the first game.
- When the mindful minute is completed, they roll the dice again, land on a new hoop and choose a new Winning Wellness Card.
- Each student can have their own Game Day Journal to complete over the 6 days, or you can display the journal prompts for discussion at the end of each class.

MATERIALS LIST

OPEN runs on your support!

You are choosing to support OPEN each time you make a purchase from US Games and BSN SPORTS. For the best available discount on selected items, shop using discount code 7E. That code will unlock OPEN Power Pricing on hundreds of items.

QTY	NAME OF ITEM	USG ITEM #
36	Beanbags	1293418
36	Low Profile Cones	1255690
24	Hula Hoops	1246070
36	Foam Balls	1181555
3	Spot Markers (color my class set of 12)	6058
36	Blindfolds	1140217
1	3" Dice (color my class set of 6)	1135589
36	Cones	1093452
1	Partner Parachute (color my class set of 6)	1369510

Instructional Resources and Assessment Tools

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
Every Day is Game Day Journal
Universal Design Adaptations
Academic Language Quiz
Holistic Performance Rubric

TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Cognitive:** I will identify ways to build trust with my teammates.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will demonstrate etiquette and respect in order to work cooperatively with teammates.

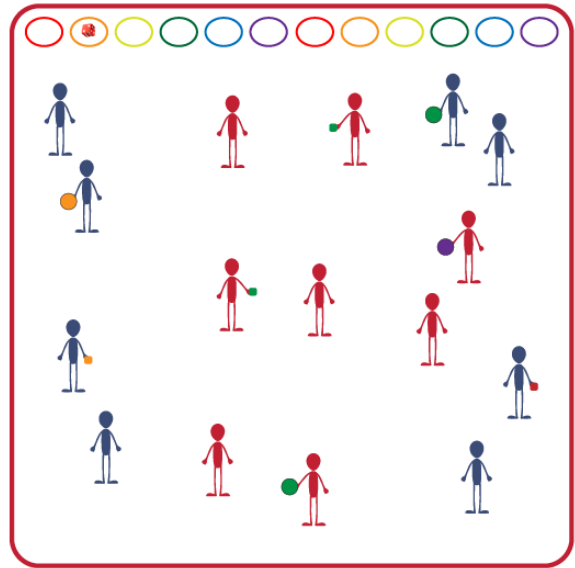
EQUIPMENT & SET-UP

Equipment:

- 1 ball per 2 students (will need equipment options for throwing/catching, soccer, volleyball)
- 4 cones
- Music and music player

Set-Up:

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



ACTIVITY PROCEDURES

1. This Physical Health activity is called Toss 3. We are going to focus on creating open space while tossing and catching with a partner.
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.
3. You continue to find a new partner after each set of 3 passes.
4. We are now going to play Toss 3 using some other skills. For the next few rounds, instead of tossing and catching we will move the ball to our partner using other sport skills.
 - Use Soccer passes. Can be continuous passes or you can trap the ball before passing it back.
 - Use Volleyball forearm passes (bump). Can be continuous bumps or you can catch the ball before passing it back.
5. You will continue to find a new partner after 3 passes or bumps.
6. When the music stops be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- **Grade 3:** Focus on working with as many different teammates as possible.
- **Grades 4 & 5:** Discuss using both verbal and non-verbal communication with teammates. Play a round using only non-verbal communication.

TEACHING CUES

- **Cue 1:** Look at your partner to ensure they are ready before making a toss/pass: their hands are up and their eyes are looking at you.
- **Cue 2:** Look for both verbal and non-verbal communication from potential partners.

TOSS 3 (continued...)

UNIVERSAL DESIGN CONSIDERATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Etiquette, Cooperation, Communication, Trust

PRIORITY OUTCOMES

Etiquette:

- **(Grade 3)** Recognizes the role of rules and etiquette in physical activity with peers.
- **(Grade 4)** Exhibits etiquette and adherence to rules in a variety of physical activities.
- **(Grade 5)** Critiques the etiquette involved in rules of various game activities.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe proper etiquette in physical education class?
- **DOK 2:** How does demonstrating etiquette and respect impact trust among teammates?
- **DOK 3:** How can having trust among teammates impact the team's communication during games and their overall success?

SWITCH

STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching cues to pass and shoot accurately.
- **Cognitive:** I will identify how focus is related to team success.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will demonstrate the concept of Team > (greater than) Self by focusing on team successes instead of individual successes during the activity.

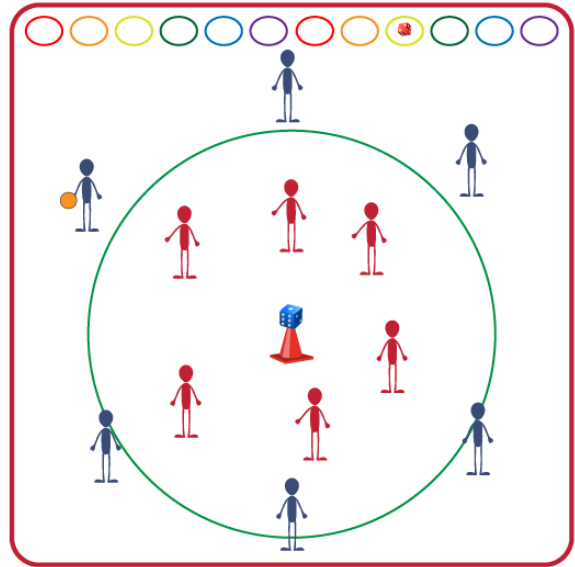
EQUIPMENT & SET-UP

Equipment:

- 1 target per 12 students (cone with a ball or die on top)
- 1 ball per 12 students
- 8-12 spot markers per 12 students
- 6 pinnies or colored wristbands (same color) per 12 students

Set-Up:

- Create 1 activity area per 12 students with a target in the center of each area.
- Use spot markers to create a shooting circle 6-8 feet from target. This delineates the offensive area (outside of the spots) and the defensive area (inside the spots).
- Create teams of 6 students. One team begins inside the spots on offense and one team begins outside the spots on defense.
- One team will begin with pinnies or colored wristbands to identify their team.



ACTIVITY PROCEDURES

1. This Physical Health activity is called Switch. The object of the game is for the offense to score a goal. Three passes must be made before a shot is taken at the target.
2. When a goal is scored or an interception is made (defense gains possession), players yell "SWITCH!" On this signal, teams switch positions; offense becomes defense and defense becomes offense. But remember, play doesn't stop while players rotate in/out so you will need to move quickly and be ready!
3. Defensive teams must stay inside the spot markers but may move throughout the defensive area. Offense must stay outside spot markers but may move throughout the offensive area. If a player breaks this rule 3 times, she/he must sit out for 1 minute while the other team has a Power Play.
4. Continue play until you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Add a second ball to the activity. Teams will need to be extra focused to ensure safety and success with the second ball in play.

TEACHING CUES

- **Cue 1:** Move quickly when switching between offense and defense to get into position.
- **Cue 2:** Use communication skills to help your team work together successfully.
- **Cue 3:** Stay focused in order to anticipate offensive/defensive positioning and scoring opportunities.

SWITCH (continued...)

UNIVERSAL DESIGN CONSIDERATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Pass, Shoot, Advantage, Focus

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grade 3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(Grade 4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(Grade 5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

- **DOK1:** What is focus and how is it related to success?
- **DOK 2:** What does it look like when a person is focused on team results? What team focused strategies could help you gain an offensive advantage?
- **DOK 3:** What does Team > (greater than) Self mean? How can you demonstrate that concept during the game of Switch?

SERVES UP

STUDENT TARGETS

- **Skill:** I will communicate with my partners while attempting to score points for our team during this activity.
- **Cognitive:** I will identify ways integrity can impact physical activities and competitions.
- **Fitness:** I will stay actively engaged for the duration of this activity.
- **Personal & Social Responsibility:** I will work cooperatively with my teammates during this activity.

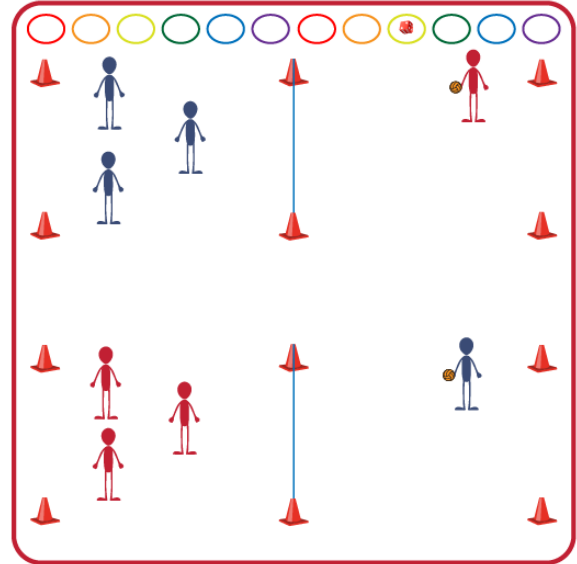
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball for each group of 4
- 1 volleyball net or elevated line for each group of 4 (can also use a line on the floor or a jump rope lying on the ground)
- 4 boundary cones for each group of 4

Set-Up:

- Use 4 cones to set up a boundary area for each group.
- Place a volleyball net (or a line on the floor, jump rope on the ground, etc.) in the center of each group's activity space.
- Create groups of 4 players. 1 player begins with the ball on one side of net, and other 3 students begin on the opposite side of the net facing the student with the ball.



ACTIVITY PROCEDURES

1. This Physical Health activity is called *Serves Up*. The object of the game is to communicate effectively with your teammates to score points against the server.
2. On the start signal, the server will call out "Serves Up!" and then underhand serve the ball over the net. The 3 teammates on the other side of the net must work together to complete the pattern of bump, set, catch. *Teacher note: you can also allow the pattern of set, bump, catch.*
3. If the 3 teammates successfully complete the pattern, they receive 1 point. If they do not complete the pattern (e.g., ball hits the ground, same person hits it twice, etc.) the server gets the point. If the serve does not stay inside the boundaries, nobody receives a point. The server gets 3 serve attempts, and then the group rotates in a new server.
4. Continue to rotate in a new server after 3 attempts until you hear the stop signal. Then we will see who has the most points from each group!

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Allow the server to perform an underhand OR an overhand serve.

TEACHING CUES

- **Cue 1:** Body in Position (knees bent, head up, feet shoulders width apart, hands ready).
- **Cue 2:** Move feet to get under the ball so you can prevent it from hitting the ground on your side of the net.
- **Cue 3:** Stay attentive, communicate, and work together with your teammates.



SERVES UP (continued...)

UNIVERSAL DESIGN CONSIDERATIONS

- **UDL 1:** Increase/decrease the activity space and/or height of the net.
- **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Integrity, Communication, Teamwork

PRIORITY OUTCOMES

Working With Others:

- **(Grade 3)** Works cooperatively with others.
- **(Grade 4)** Accepts “players” of all skill levels into the physical activity.
- **(Grade 5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

- **DOK 1:** What is integrity?
- **DOK 2:** Why is integrity important in physical activity or competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing a game of Volleyball?

UPSIDE DOWN

STUDENT TARGETS

- **Skill:** I will pace activity based on my target heart rate zone.
- **Cognitive:** I will calculate my target heart rate and identify my target zone.
- **Fitness:** I will discuss the benefits of an active lifestyle.
- **Personal & Social Responsibility:** I will participate safely with attention to exercise form and injury prevention.

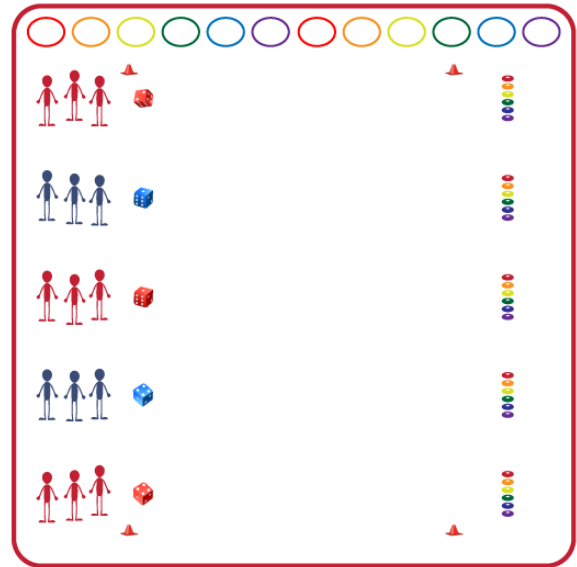
EQUIPMENT & SET-UP

Equipment:

- 2 large cones per team of 2–4 players
- 6 low-profile cones per team of 2–4 players
- 1 six-sided die per team of 2–4 players

Set-Up:

- Use large cones to create start and finish lines 20 meters apart.
- Place the dice at each starting cone and 6 low-profile cones at each finish cone. Number each low-profile cone 1 through 6, going from left to right.
- Create teams of 2–4 players, each team at a starting cone.



ACTIVITY PROCEDURES

1. This Physical Health activity is called *Upside Down*. The object of the game is to get all of your team's cones upside down.
2. On the start signal, the first person in line rolls the die and then runs down to flip the cone that corresponds to the number rolled.
3. As soon as that player returns to the line, the next player rolls the die and runs down to flip the appropriate cone.
4. If a number is rolled again, corresponding cones are flipped back right-side up.
5. Play the game until one team gets all cones upside down, or time runs out (teacher will set an appropriate amount of time).

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Use a debrief session to discuss how routine physical activity impacts student productivity and effectiveness in the classroom and/or work environment.

TEACHING CUES

- **Cue 1:** Pace yourself to stay in your target heart rate zone.
- **Cue 2:** Move safely to avoid injury.
- **Cue 3:** Use positive and encouraging language with teammates.

UPSIDE DOWN (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the distance students travel as needed.
- **UDL 2:** Use scooters for students to move between dice and low-profile cones if needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Active Lifestyle, Heart Rate Zone, Fitness

PRIORITY OUTCOMES

Personal Health:

- **(Grade 3)** Discusses the relationship between physical activity and good health.
- **(Grade 4)** Examines the health benefits of available physical activity options.
- **(Grade 5)** Compares the health benefits of available physical activity options.

DEBRIEF QUESTIONS

- **DOK 1:** What would you include on a list about the benefits of an active lifestyle?
- **DOK 2:** How can an active lifestyle affect a person's overall health?
- **DOK 3:** How is an active lifestyle related to a person's emotional well-being?

CAPTURE THE CORNER

STUDENT TARGETS

- **Skill:** I will anticipate offensive/defensive positioning to create scoring opportunities.
- **Cognitive:** I will identify how to create a passing lane.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use supportive and encouraging language with my teammate during this activity.

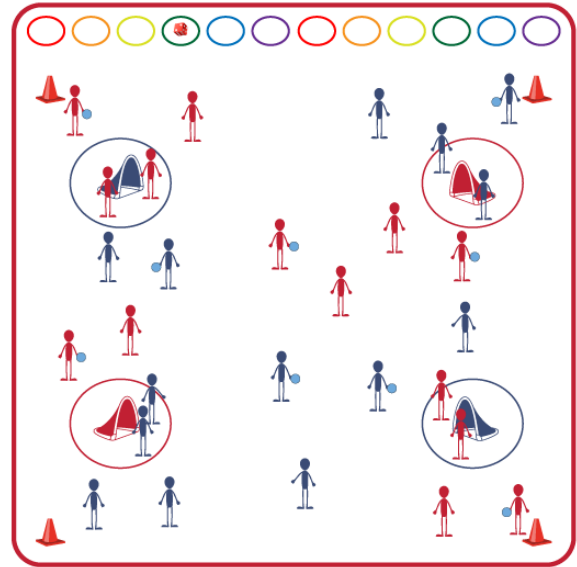
EQUIPMENT & SET-UP

Equipment:

- 4 pop-up goals (one for each corner)
- 1 foam ball per 2 students
- Large cones for boundaries

Set-Up:

- Create a large area with 4 goals in the corners with space to move around each goal.
- Create teams of 2 – each pair with a foam ball. Assign 4 pairs as goalies (1 per goal). Goalies don't start with a foam ball. All other teams are scattered in the activity area.



ACTIVITY PROCEDURES

1. This Mental Health activity is called *Capture the Corner*. The object is to work with your teammate to score a goal and become the goalies for that goal (aka, capture the corner).
2. On the signal, the game begins with Ultimate Disc passing rules – you cannot run with the ball, only pivot and pass. The partner without the ball can advance toward a goal.
3. You can take 1 shot at a goal. If you make it, you switch with the goalies (they take your ball). If you miss, pick up your ball and move toward a different goal.
4. It's okay for more than 1 offensive team to attack a single goal at the same time. The first ball to hit the goal is the one that scores. (Was it a tie? Play rock, paper, scissors!)
5. Continue play until you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Limit the number of passes made before a shot attempt must be taken.

TEACHING CUES

- **Cue 1:** Utilize short, quick passes with your partner.
- **Cue 2:** Move to open space when your partner has the ball.
- **Cue 3:** Stay focused in order to anticipate offensive/defensive positioning and scoring opportunities.

CAPTURE THE CORNER (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Pass, Shoot, Accuracy, Encourage

PRIORITY OUTCOMES

Manipulative Skills:

- **(Grade 3)** Demonstrates manipulative skills using mature patterns for accuracy and control.
- **(Grade 4)** Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.
- **(Grade 5)** Executes a variety of manipulative skills with control and accuracy in small-sided games.

DEBRIEF QUESTIONS

- **DOK 1:** What is a passing lane?
- **DOK 2:** How can you apply what you know about off-the-ball movement in order to create passing lanes?
- **DOK 3:** How is this game related to your favorite sport (e.g., basketball, soccer, etc.)?

OVER THERE – SHARK ATTACK STYLE

STUDENT TARGETS

- **Skill:** I will successfully pass back and forth with my partner, while avoiding the defenders (sharks).
- **Cognitive:** I will identify ways to create open space.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use supportive and encouraging language with my teammates during this activity.

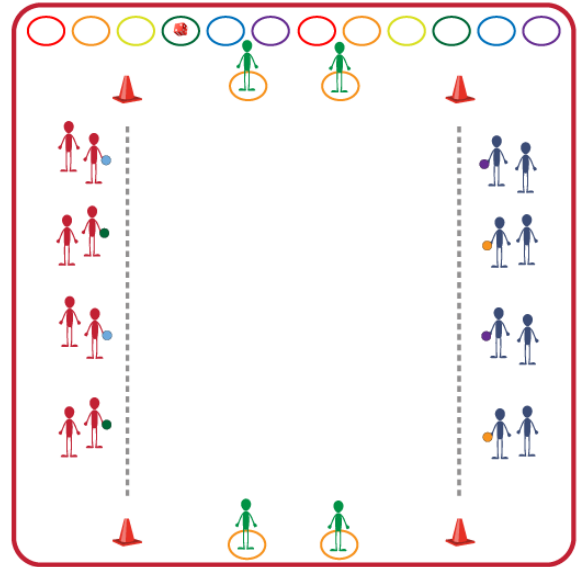
EQUIPMENT & SET-UP

Equipment:

- 4 hoops for the sharks
- 1 foam ball per 2 students
- Large cones to create parallel lines

Set-Up:

- Create 2 teams. Players on each team have a partner. Each pair has a foam ball.
- Create 2 parallel lines, with 1 line on each end of the activity area.
- Each team has a line. All pairs go with their team to a line.
- 4 students are “sharks.” They stand and wait in a “shark tank” hoop on each sideline.



ACTIVITY PROCEDURES

1. This Mental Health activity is called *Over There – Shark Attack Style*. The object is for you and your partner to get your ball to the other team’s line. Do that by passing the ball back and forth until you reach the endline. When you get there, place the ball behind the line. As soon as you set the ball down, jog back to your line and get another ball to repeat the process.
2. Move using ultimate frisbee style – meaning the player with the ball cannot move (only pivot). The partner without the ball runs ahead and makes a catch in order to advance.
3. When you hear, “SHARK ATTACK!” the sharks will move into the activity area and try to intercept your passes. They cannot hit the ball out of your hands or make contact.
4. When you hear the stop signal, freeze, and listen for instructions to reset. We’ll keep playing new rounds until our time for this game expires.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Teams have a time limit to pass the ball (e.g., cannot hold the ball more than 3 seconds before passing to their partner).

TEACHING CUES

- **Cue 1:** Communicate with your partner while passing back and forth (both verbal and non-verbal communication).
- **Cue 2:** Move to open space when your partner has the ball.
- **Cue 3:** Stay focused in order to anticipate positioning of the sharks.

OVER THERE – SHARK ATTACK STYLE (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Increase/decrease the size of the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.

ACADEMIC LANGUAGE

Open Space, General Space, Communication

PRIORITY OUTCOMES

Movement Concepts:

- **(Grade 3)** Recognizes open and closed spaces in a variety of movement contexts.
- **(Grade 4)** Combines movement concepts with skills in a variety of small-sided practice tasks.
- **(Grade 5)** Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize open space during an activity like Over There?
- **DOK 2:** How would you compare and contrast open space with general space?
- **DOK 3:** How can creating open space lead to your team being successful?

ARE YOU FEELING IT? (SAD, MAD, GLAD, RAD)

STUDENT TARGETS

- **Skill:** I will anticipate the movements of my partner to match in as few attempts as possible.
- **Cognitive:** I will describe the social benefits gained from participating in physical activity.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will be respectful of my teammates during this activity.

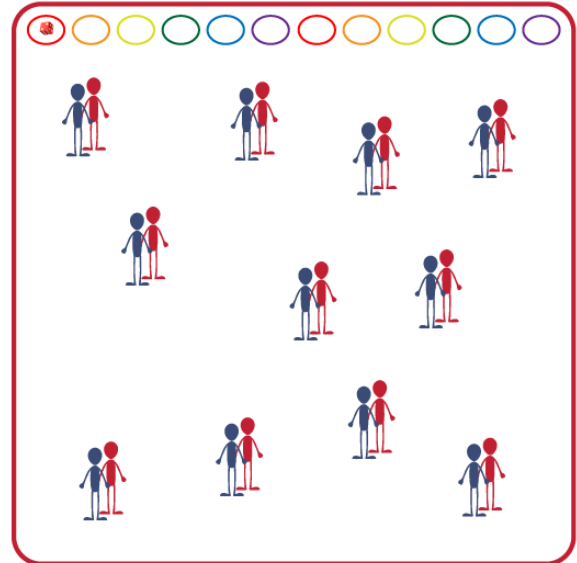
EQUIPMENT & SET-UP

Equipment:

- Music and music player

Set-Up:

- All players find a partner and form a pair.
- Pairs stand back-to-back.



ACTIVITY PROCEDURES

1. This Mental Health activity is called *Are You Feeling It? (Sad, Mad, Glad, Rad)*. The object is to match movements with a partner as quickly as you can to have the lowest score at the end of the game, like golf. Do not communicate which emotion/pose you will make.
2. Each player secretly chooses one emotional pose: **Sad, Mad, Glad, or Rad**. When the music begins, one partner calls out "1, 2, 3, Show!" and both partners simultaneously turn and face each other and show their emotion. Remember, you want to match your partner's pose in the lowest number of attempts. If you match, GREAT! Move and find a new partner to play. If you do not match, turn and play again, counting each attempt. Add the sum of all attempts from partner to partner.
3. When you hear the music stop, freeze (the game is over). If time permits, we'll play again, and you can attempt to beat your previous score.
4. **Emotion Poses:** **Sad** = Sad Face with Sad Shoulders; **Mad** = Angry Face with Angry Arms; **Glad** = Happy Face with Cheering Arms; **Rad** = Chill Face and Peace Fingers.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Partners only get 2 attempts to make a match. If they make a match in 2 tries (or less) they do not add any points to their score. If not, they each add one point to their score.

TEACHING CUES

- **Cue 1:** Keep some space between you and your partner when you begin back-to-back. This keeps everyone safe as you turn around.
- **Cue 2:** Try to match movements with as many different classmates as possible during the activity.

ARE YOU FEELING IT? (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to have a peer partner as they move if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements to ensure the activity is inclusive for all.

ACADEMIC LANGUAGE

Anticipate, Empathy, Patience, Respect

PRIORITY OUTCOMES

Social Interaction:

- **(Grade 3)** Describes the positive social interactions that come when engaged with others in physical activity.
- **(Grade 4)** Describes and compares positive social interactions when engaged in partner, small group, and large group physical activities.
- **(Grade 5)** Describes the social benefits gained from participating in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to be respectful?
- **DOK 2:** Why was being respectful important during this activity?
- **DOK 3:** How does being respectful impact your success when you try new activities and experience new challenges?

SLAP 21

STUDENT TARGETS

- **Skill:** I will demonstrate verbal communication skills and active listening throughout the activity.
- **Cognitive:** I will describe how making connections with classmates can have a positive impact on your school community as a whole.
- **Fitness:** I will remain actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will be respectful of my teammates during this activity.

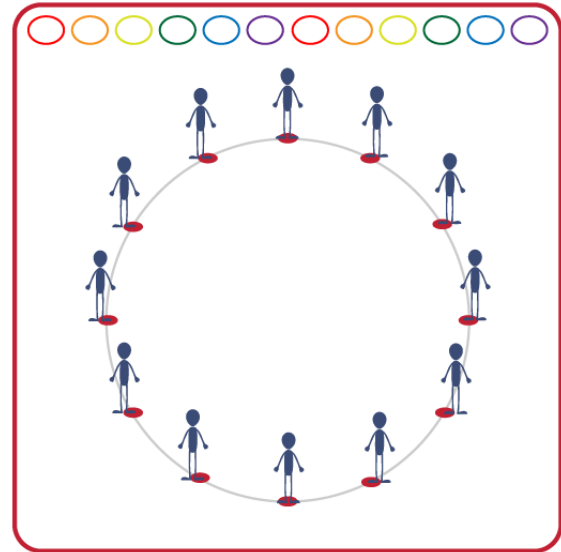
EQUIPMENT & SET-UP

Equipment:

- 1 small cone or spot marker for each student
- Adventure Learning Core Values Card

Set-Up:

- Set up area with small cones or spot markers in a large “Connection Circle.”
- Each student begins by a cone/spot marker.



ACTIVITY PROCEDURES

1. This Mental Health activity is called *Slap 21*. The object is to use quick thinking and strategy to be the first partner to land a hand slap on the number 21.
2. On the start signal, you will travel around the connection circle and find a partner. You will greet each other with a handshake, fist bump, or high 5 to reinforce the core values of adventure learning. You will then begin the first round of the game. Each partner will begin facing each other with both hands in front of them and their palms facing up. Play Rock, Paper, Scissors to determine who goes first.
3. Partners will take turns gently and respectfully slapping the other partner’s palms with either one or both hands each turn. Each slap is counted out loud as the group alternates gentle hand slaps until they get to the number 21. If there is a tie, play again until a winner is determined.
4. Each partner will then move through the connection circle and find a new classmate to play with after each round. But remember to keep track of your number of wins.
5. On the stop signal, we will determine who had the largest number of wins.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Partners must count in multiples of 3 (e.g., 3, 6, 9, 12, etc.) to get to 21 instead of beginning with the number 1.

TEACHING CUES

- **Cue 1:** Begin each new connection with a handshake, fist bump, or high five.
- **Cue 2:** Connect with as many classmates as possible.
- **Cue 3:** Apply the 5 Adventure Learning Core Values throughout the activity.

SLAP 21 (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to work with a partner if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements or assistive technology as needed to ensure the activity is inclusive for all.

ACADEMIC LANGUAGE

Responsibility, Honesty, Respect, Connection

PRIORITY OUTCOMES

Social Interaction:

- **(Grade 3)** Describes the positive social interactions that come when engaged with others in physical activity.
- **(Grade 4)** Describes and compares positive social interactions when engaged in partner, small group, and large group physical activities.
- **(Grade 5)** Describes the social benefits gained from participating in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** Provide an example of how you demonstrated one of the 5 Adventure Learning Core Values during the activity.
- **DOK 2:** We were trying to make as many connections with classmates as possible during this activity. Why do you think it is important to make connections with your classmates?
- **DOK 3:** How can the connections you make during physical education have a positive impact on your school community as a whole?

LEANING TOWER

STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to build a tower.
- **Cognitive:** I will discuss the importance of cooperation.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will share equipment and space and work cooperatively.

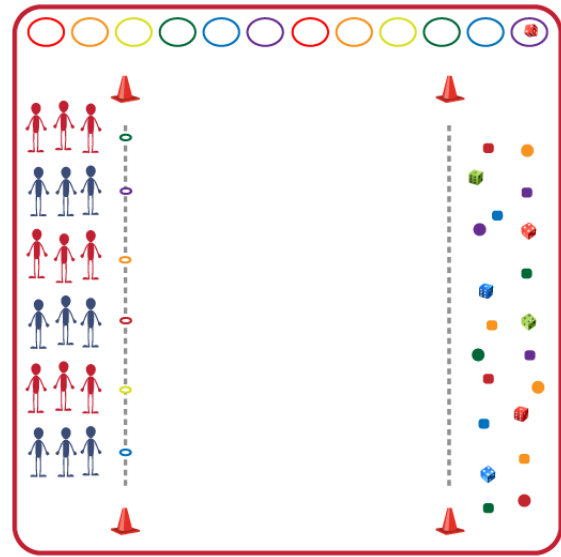
EQUIPMENT & SET-UP

Equipment:

- 1 low-profile cone per group of 3–4 students
- 1 foam ball per group of 3–4 students
- 36+ bean bags

Set-Up:

- Space low-profile cones in a line along 1 side of the activity area.
- Scatter foam balls and bean bags on the opposite side of the play area.
- Create groups of 3–4 students; 1 group at each cone.



ACTIVITY PROCEDURES

1. This Community Connection activity is called *Leaning Tower*. The object of the game is for each team to create a tower on top of your cone using a foam ball and at least 3 bean bags.
2. On the start signal, everyone on your team will move together to pick up a foam ball. Each player must be touching the ball as you travel back to place the ball on the cone.
3. In the same way, your team will then travel to pick up one bean bag, and then return to place the bean bag on top of the foam ball. Continue until your tower is built 3 or more bean bags high.
4. If your tower falls at any time, you must return all materials back to the opposite sideline and start over with a foam ball.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Challenge students to use 1 finger or an elbow to pick up and transport objects. Add a fitness activity if a team's tower falls.

TEACHING CUES

- **Cue 1:** Move together and make sure all teammates are touching the equipment at all times.
- **Cue 2:** Communicate with your teammates using positive language.
- **Cue 3:** Be an active listener.

LEANING TOWER (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to work with additional partners to assist with communication if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements or assistive technology as needed to ensure the activity is inclusive for all.

ACADEMIC LANGUAGE

Communication, Actively Engaged, Success

PRIORITY OUTCOMES

Working with Others:

- **(Grade 3)** Works cooperatively with others.
- **(Grade 4)** Accepts players of all skill levels into the physical activity.
- **(Grade 5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** What does cooperation mean?
- **DOK 2:** How is cooperation related to success?
- **DOK 3:** How does the way you communicate with teammates assist with success?

TREASURE HUNT

STUDENT TARGETS

- **Skill:** I will demonstrate verbal communication skills and active listening throughout the activity.
- **Cognitive:** I will connect, listen, build trust, and reflect upon my experiences.
- **Fitness:** I will stay actively engaged throughout this activity.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by following the rules of the activity and monitoring the safety of my blindfolded partner.

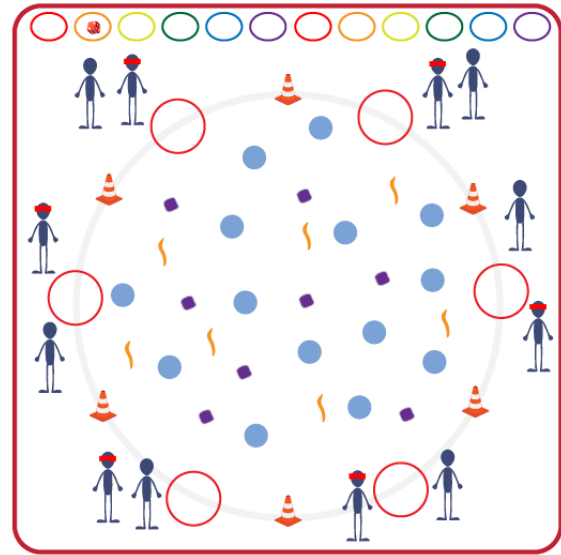
EQUIPMENT & SET-UP

Equipment:

- Boundary cones
- Blindfolds or bandannas
- Variety of objects that can be safely spread out in activity area (bean bags, scarves, spot markers, Garden Heroes, etc.).
- 1 hula hoop per team

Set-Up:

- Arrange objects randomly inside activity space. Ensure there is adequate space for students to move between spot markers and objects safely. **Please do not include objects such as foam balls that could cause a blindfolded student to fall or roll an ankle.**
- Create teams of 2 students and have them begin outside the perimeter of the activity space with a blindfold or bandanna, standing next to a hula hoop.



ACTIVITY PROCEDURES

1. This Community Connection activity is called *Treasure Hunt*. The object is to utilize communication and listening skills to safely move through the activity space and collect as many treasures as possible. One partner will start with a blindfold on, and the other partner will be the trust coach. Your team will begin next to your hula hoop outside of the boundary cones.
2. On the start signal, the trust coach will begin to guide their partner using verbal communication only into the activity space. All blindfolded students will need to keep their arms extended in front of them at all times to create “bumpers” for safety. Trust coaches can move around anywhere outside of the boundary cones in order to ensure their partner can continue to hear their voice as they communicate how to travel from object to object.
3. Your team gets one point for each object the blindfolded team member is able to collect and bring back to your hula hoop. You are only allowed to collect one piece of treasure per trip, and you must switch roles each time someone brings a treasure back to your hoop.
4. On the stop signal, or when all treasure is collected, we will count up the points for each team.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Teacher identifies a specific color of treasure that are worth 5 points each instead of 1 point.

TEACHING CUES

- **Cue 1:** Remember to always utilize your “bumpers” when you are blindfolded.
- **Cue 2:** Use clear and concise communication to articulate directions to your partner.

TREASURE HUNT (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to work with additional partners to assist with communication if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements or assistive technology as needed to ensure the activity is inclusive for all.

ACADEMIC LANGUAGE

Trust, Strategy, Communication, Safety

PRIORITY OUTCOMES

Social Interaction:

- **(Grade 3)** Describes the positive social interactions that come when engaged with others in physical activity.
- **(Grade 4)** Describes and compares positive social interactions when engaged in partner, small group, and large group physical activities.
- **(Grade 5)** Describes the social benefits gained from participating in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** Was there a strategy that your team used during this activity?
- **DOK 2:** Sometimes we use a strategy during a game or activity, and it doesn't work well. Was there a communication strategy that you tried during this game that didn't work very well? What did you do differently if you realized a communication strategy wasn't working for your team?

CONE CATCHER

STUDENT TARGETS

- **Skill:** I will use correct form for an underhand toss.
- **Cognitive:** I will focus my attention on the challenge in an effort to stay connected with my team and score as many points as possible.
- **Fitness:** I will be actively engaged in this Game Day challenge.
- **Personal & Social Responsibility:** I will work cooperatively with my teammates using positive and encouraging communication.

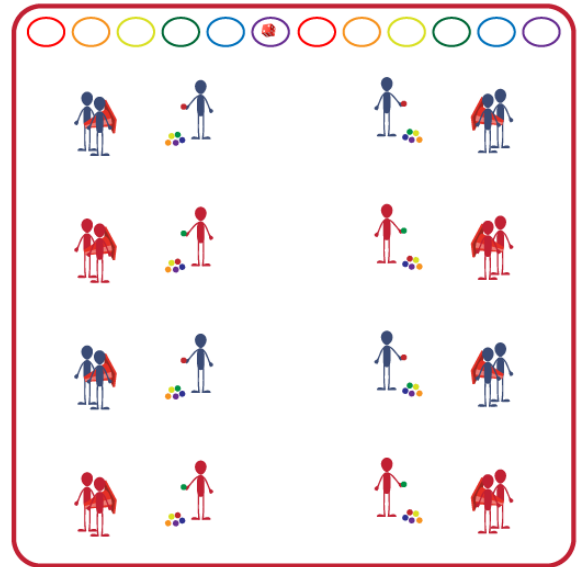
EQUIPMENT & SET-UP

Equipment:

- 1 large game cone per team of 3
- 5 to 10 beanbags per team
- 1 hoop per team

Set-Up:

- Create teams of 3 players.
- Each team has space with beanbags placed in a hoop and a cone 5 paces away from the hoop.
- One teammate is the tosser and stands behind the hoop and beanbags.
- The other two teammates are cone holders and stand 5 paces away with the cone opening facing the tosser.



ACTIVITY PROCEDURES

1. This Community Connection activity is called Cone Catcher! The object of the game is for your team to work together and use the cone to catch as many beanbags as you can.
2. Get ready with 2 players holding a cone, and 1 player 5 paces away, ready to toss the beanbag into the cone.
3. On the start signal, the tosser makes the first toss and quickly picks up another beanbag for another toss. The cone holders count catches aloud to keep track of the score.
4. Cone holders can move the cone to help the tosser and make the catch. If your team tosses all of your beanbags successfully in the cone before time expires, cone holders quickly dump the beanbags back into position and play continues. Beanbags that miss the cone and fall to the ground can be collected and tossed again.
5. On the stop signal, we will reset the equipment and repeat this challenge a second time trying to improve your score.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** With skilled players, increase the distance between the tosser and the cone.

TEACHING CUES

- **Stay Focused:** Tossers and cone holders must all stay focused on the goal of tossing and catching.
- **Step with Opposite Foot:** Step to target with opposite foot. Toss underhand with tick-tock motion.
- **Cooperate:** Communicate with positive language. Work together to continually improve.

CONE CATCHER (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to prop the cone either on the floor or using a desk.
- **UDL 2:** Remove the time challenge and focus on successful movement.
- **UDL 3:** Use a larger target – like a hula hoop.

ACADEMIC LANGUAGE

Growth Mindset, Failure, Challenge

PRIORITY OUTCOMES

Working with Others:

- **(Grade 3)** Works cooperatively with others.
- **(Grade 4)** Accepts players of all skill levels into the physical activity.
- **(Grade 5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

Growth Mindset Question Set:

- **DOK 1:** What are some words that you can think of that are related to growth mindset?
- **DOK 2:** How does growth mindset apply to this activity challenge?
- **DOK 3:** How can you apply growth mindset to other areas of your life?

Teamwork Question Set:

- **DOK 1:** What is teamwork? What does it look like? What does it sound like?
- **DOK 2:** How does teamwork affect how well your team performs during activity challenges?
- **DOK 3:** How does accepting players of all skill levels affect how well you work with a team?

CHARIOT RACE

STUDENT TARGETS

- **Skill:** I will safely pace my movements to match my teammates.
- **Cognitive:** I will find opportunities to praise the performance of my teammates.
- **Fitness:** I will be actively engaged in this Game Day challenge.
- **Personal & Social Responsibility:** I will accept all my teammates and praise their effort and contributions to our team.

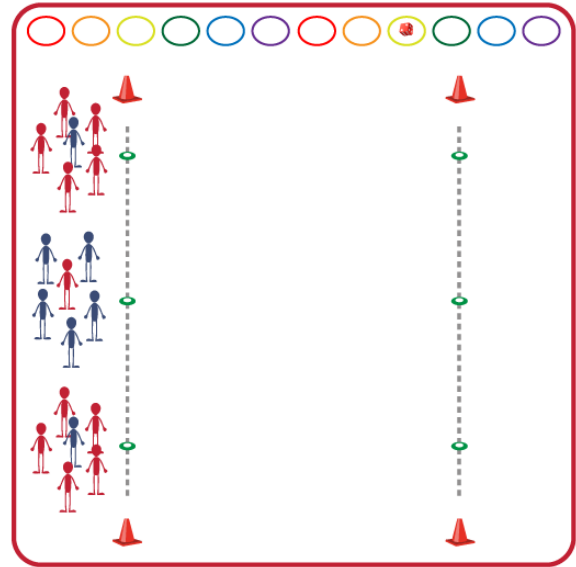
EQUIPMENT & SET-UP

Equipment:

- 2 low-profile cones per group of 6–10 students
- 1 partner parachute and 1 foam ball per group

Set-Up:

- Use low-profile cones to create 2 parallel lines on opposite sides of the activity area.
- Create equal groups of 6–10 students.
- Each group starts behind their own cone, facing the cone on the other side of the area.



ACTIVITY PROCEDURES

1. This Community Connection activity is called *Chariot Race*. The object of the game is for each team to take their chariot around the cone on the opposite side of the activity area and back to the starting line.
2. On the start signal, each team will form a circle around the first person in line. Hold hands (or lock elbows) to keep the circle together. Then start walking as a group around the opposite cone and back to the starting line as quickly and safely as possible.
3. As soon as you're back to the starting line, change riders and quickly cross the activity area again. Continue changing riders until everyone has had a turn.
4. Now that you're really good at working together to race your chariots, we'll begin our balance races. On the start signal, your group will use a partner parachute to balance a foam ball while moving around the opposite cone and back to the starting line. Your team gets one point for each successful race to the opposite cone and back.
5. See how many points your team can earn before you hear the stop signal.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play the activity as described above.
- **Grades 4 & 5:** Add fitness and challenges like bear walks, crab walk, soccer dribbles, etc.

TEACHING CUES

- **Cue 1:** Move together and stay together as a group.
- **Cue 2:** Praise your teammates for their effort.
- **Cue 3:** Keep a positive attitude.



CHARIOT RACE (continued...)

UNIVERSAL DESIGN ADAPTATIONS

- **UDL 1:** Allow students to have a peer partner as they move if needed.
- **UDL 2:** Utilize visual demonstrations by students as needed.
- **UDL 3:** Provide modified movements to ensure the activity is inclusive for all.

ACADEMIC LANGUAGE

Cooperation, Challenge, Enjoyment

PRIORITY OUTCOMES

Working with Others:

- **(Grade 3)** Works cooperatively with others.
- **(Grade 4)** Accepts players of all skill levels into the physical activity.
- **(Grade 5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize good effort and good performance?
- **DOK 2:** How would you praise good effort? How would you praise good performance?
- **DOK 3:** How is praise related to feeling accepted by your teammates?

SAMPLE LESSON PLAN

FOCUS OUTCOMES	Working With Others: (3) Works cooperatively with others. (4) Accepts “players” of all skill levels into the physical activity. (5) Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
LESSON TARGETS	See specific activity plans for lesson targets.
ACADEMIC LANGUAGE	<ul style="list-style-type: none"> Physical Health, Mental Health, Community, Connection

LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
Learning Task 1	At the start of class, one student rolls the dice. The class navigates around the game board based on the number rolled and lands on a hula hoop. Based on the color of the hoop, they draw a Winning Wellness Card. After instructions and demonstrations of the activity drawn, the entire class will play the game selected.	Activity will be selected from the Winning Wellness Cards	See selected activity plan for debrief questions
Learning Task 2	After the first game, students will participate in a mindful minute. You can utilize an OPEN mindful minute at https://youtube.com/shorts/p3KdLrr1Qqs .	Mindful Minute	<ul style="list-style-type: none"> What is the difference between being tense and being relaxed? How is mindfulness related to tension and relaxation?
Learning Task 3	When the mindful minute is completed, roll the dice again, land on a new hoop, and choose a new Winning Wellness card. After instructions and demonstrations of the activity drawn, the entire class will play the game selected.	Activity will be selected from the Winning Wellness Cards	See selected activity plan for debrief questions
Learning Task 4	Complete Day 1 of the Game Day Journal. Each student can have their own Game Day Journal to complete over the 6 days, or you can display the journal prompts for discussion at the end of each class.	Game Day Journal Day 1	<ul style="list-style-type: none"> Think about a tough situation you faced recently. How did you handle it? What could you do differently with a Game Day attitude?

ACTIVE LIFESTYLE

(noun)

A way of life that values physical activity as an essential part of living; characterized by the integration of physical activity into daily routines and recreation.

As a part of Justin's active lifestyle, he liked to play soccer with his friends every Saturday and Sunday.

ACTIVELY ENGAGED

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

Because Charles was actively engaged in physical education class, he learned how to communicate with his teammates during activities and games.

ADVANTAGE

(noun)

A condition that puts an individual or group in a favorable or superior position.

Danny moved quickly into open space and gained an offensive advantage for his team.

ANTICIPATE

(verb)

To analyze a situation and use that information to predict what will happen next.

Because there was a lot of open space to his right, Darius anticipated that Melissa was going to move in that direction.

CHALLENGE

(noun)

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

My teammate was very fast, so it was a challenge to catch her before she got to the other side of the court.

COMMUNICATION

(noun)

The exchange of information from one person or group to another.

Jim showed proficiency in communication by clearly discussing and demonstrating each strategy.

COMMUNITY

(noun)

A feeling of fellowship with others as a result of sharing common attitudes, interests, and goals.

Andrea began to feel a sense of community with her classmates both during and outside of physical education class.

CONNECTION

(noun)

A relationship in which a person, place, thing, or idea is linked with something else.

There is a scientific connection between exercise and good health.

COOPERATION

(noun)

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

Julius and Drew knew that cooperation was important if they wanted to complete the task successfully.

CORE EMOTIONS

(noun)

The fundamental emotions that serve as the building blocks for the wide range of emotions that humans experience.

The six core emotions are joy, excitement, sadness, anger, fear, and disgust.

EMOTIONAL REGULATION

(noun)

The process of managing the body's response to internal or external stress, challenge or excitement.

It's important for people to recognize and name their feelings while they develop emotional regulation skills.

EMPATHY

(noun)

The ability to understand and share the feelings of another.

Brian showed empathy towards Sheila by listening to how she was feeling after the game.

ENCOURAGE

(verb)

To offer support, confidence, or hope to someone else.

Bobby encouraged Lisa to complete one more serve attempt and finish strong.

ENJOYMENT

(noun)

A positive feeling caused by doing or experiencing something you like.

Kecia felt enjoyment in physical education because she was able to be active and play games with her friends.

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.

FAILURE

(noun)

A lack of success.

The team knew that their second attempt was a failure. However, they also realized that they learned a lot during that attempt about how to improve.

FITNESS

(noun)

The degree to which the total organism is able to meet the physical, intellectual, and emotional demands for everyday living, as well as cope with emergencies.

Jumping rope is a good way to improve your fitness because it increases your heart rate and makes your muscles stronger.

GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

In physical education class, we share general space so that everyone can move safely within the activity boundaries.

GROWTH MINDSET

(noun)

A belief that abilities are developed through dedication and hard work; raw talent and common knowledge are just starting points.

Matthew demonstrated a growth mindset each time that he failed and decided to learn from his mistakes and try again.

HEART RATE ZONE

(noun)

A range of heart beats per minute, measured as a percentage of Maximum Heart Rate, identified because specific health benefits are associated with sustained exercise intensity within that range.

Cammy worked within her target heart rate zone in order to maximize the cardiorespiratory benefits of the workout.

HONESTY

(part of speech)

The quality of being truthful.

Heather displayed honesty during the game by admitting that her serve went out of bounds.

INTEGRITY

(noun)

The quality of being honest with strong moral principles.

Shannon showed integrity by following all of the rules during the game.

MENTAL HEALTH

(noun)

A person's psychological and emotional well-being.

Exercise can improve your mental health in addition to your physical health, especially mindful exercises like yoga.

MINDFULNESS

(noun)

A mental state achieved by focusing one's awareness on the present moment while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations.

Incorporate mindfulness into your workouts, and you will become even better at noticing and understanding the signals your body is providing to you.

OPEN SPACE

(noun)

An area of general space with no obstacles where people can move freely.

Karen knew that she could guide her blindfolded partner more safely if they were in open space.

PASS

(verb)

To move an object from one space to another.

The offense did a good job of passing the ball, and everyone on the team had a chance to participate.

PATIENCE

(noun)

The ability to endure difficult circumstances without getting angry or upset.

Johnny had patience with his partner Sarah and responded to her using positive language after they were unsuccessful in winning the game.

PHYSICAL HEALTH

(noun)

An individual's biological well-being; a description of the working condition of a person's body systems.

Caleb knew that his physical health was determined by lots of factors, many of which he could control with healthy behaviors.

RELATIONSHIP

(noun)

The way that two or more concepts, objects, or people are connected.

In physical education class, we're learning about the relationship between hard work and success.

RESPECT

(noun)

A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.

The two groups showed each other respect by shaking hands and saying “good game” when the activity ended.

RESPONSIBILITY

(noun)

The state of having a duty or obligation.

It is everyone's responsibility to make sure the equipment gets put away at the end of class.

SAFETY

(noun)

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

Rahim follows all safety rules in class in order to protect himself and his classmates from injury.

SHOOT

(verb)

To send a ball or object toward a goal or target in order to score a point.

Shoot for the goal when you get past your defender with the ball.

STRATEGY

(noun)

A plan of action for achieving a goal.

The team's strategy was working really well, and they were able to complete the challenge.

SUCCESS

(noun)

The accomplishment of a goal
or purpose.

Daniel was able to achieve success after listening to Mr. Grove's feedback and practicing the skill cues.

TEAMWORK

(noun)

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

Taylor and her partner displayed excellent teamwork during the activity.

TRUST

(verb)

To believe in the reliability of something or someone.

Meg knew that she could trust her teacher to keep her safe during physical education class.

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

CHARIOT RACE

Set-Up:

- Use low-profile cones to create 2 parallel lines on opposite sides of the activity area.
- Create equal groups of 6–10 students.
- Each group starts behind their own cone, facing the cone on the other side of the area.

How to Play:

1. This Community Connection activity is called *Chariot Race*. The object of the game is for each team to take their chariot around the cone on the opposite side of the activity area and back to the starting line.
2. On the start signal, each team will form a circle around the first person in line. Hold hands (or lock elbows) to keep the circle together. Then start walking as a group around the opposite cone and back to the starting line as quickly and safely as possible.
3. As soon as you're back to the starting line, change riders and quickly cross the activity area again. Continue changing riders until everyone has had a turn.
4. Now that you're really good at working together to race your chariots, we'll begin our balance races. On the start signal, your group will use a partner parachute to balance a foam ball while moving around the opposite cone and back to the starting line. Your team gets one point for each successful race to the opposite cone and back.
5. See how many points your team can earn before you hear the stop signal.

Community Connection Game-Day Fact:

- The greatness in others will elevate your greatness. The product of your combined energy is greater than any individual effort. Allow yourself to celebrate each person's unique contributions and talent. Express gratitude for your team – together you will accomplish amazing things.



Community Connection Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

CONE CATCHER

Set-Up:

- Create teams of 3 players.
- Each team has beanbags placed in a hoop and a cone 5 paces away from the hoop.
- One teammate is the tosser and stands behind the hoop and beanbags.
- The other two teammates are cone holders and stand 5 paces away with the cone opening facing the tosser.

How to Play:

- This is *Cone Catcher*. The object of the game is for your team to work together and use the cone to catch as many beanbags as you can.
- Get ready with 2 players holding a cone, and 1 player 5 paces away, ready to toss the beanbag into the cone.
- On the start signal, the tosser makes the first toss and quickly picks up another beanbag for another toss. The cone holders count catches aloud to keep track of the score.
- Cone holders can move the cone to help the tosser and make the catch. If your team tosses all of your beanbags successfully in the cone before time expires, cone holders quickly dump the beanbags back into position and play continues. Beanbags that miss the cone and fall to the ground can be collected and tossed again.
- On the stop signal, we will reset the equipment and repeat this challenge a second time trying to improve your score.

Community Connection Game-Day Fact:

- Sometimes your closest friends do not end up on the same team with you during activities. This should be seen as an opportunity to connect with classmates that you may not have gotten a chance to know as well yet. Being open to making these new connections can lead to friendships that extend beyond physical education class.



Community Connection Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

LEANING TOWER

Set-Up:

- Space low-profile cones in a line along 1 side of the activity area.
- Scatter foam balls and bean bags on the opposite side of the play area.
- Create groups of 3–4 students; 1 group at each cone.

How to Play:

1. This Community Connection activity is called *Leaning Tower*. The object of the game is for each team to create a tower on top of your cone using a foam ball and at least 3 bean bags.
2. On the start signal, everyone on your team will move together to pick up a foam ball. Each player must be touching the ball as you travel back to place the ball on the cone.
3. In the same way, your team will then travel to pick up one bean bag, and then return to place the bean bag on top of the foam ball. Continue until your tower is built 3 or more bean bags high.
4. If your tower falls at any time, you must return all materials back to the opposite sideline and start over with a foam ball.

Community Connection Game-Day Fact:

- No one has ever achieved greatness without the help of other people. Teams don't win without teammates working together. Find your team. Celebrate them. Elevate the people around you. Encourage their purpose and unlock their greatness.



Community Connection Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

TREASURE HUNT

Set-Up:

- Arrange objects randomly inside activity space. Ensure there is adequate space for students to move between spot markers and objects safely. **Please do not include objects such as foam balls that could cause a blindfolded student to fall or roll an ankle.**
- Create teams of 2 students and have them begin outside the perimeter of the activity space with a blindfold or bandanna, standing next to a hula hoop.

How to Play:

1. This Community Connection activity is called *Treasure Hunt*. The object is to utilize communication and listening skills to safely move through the activity space and collect as many treasures as possible. One partner will start with a blindfold on, and the other partner will be the trust coach. Your team will begin next to your hula hoop outside of the boundary cones.
2. On the start signal, the trust coach will begin to guide their partner using verbal communication only into the activity space. All blindfolded students will need to keep their arms extended in front of them at all times to create “bumpers” for safety. Trust coaches can move around anywhere outside of the boundary cones in order to ensure their partner can continue to hear their voice as they communicate how to travel from object to object.
3. Your team gets one point for each object the blindfolded team member is able to collect and bring back to your hula hoop. You are only allowed to collect one piece of treasure per trip, and you must switch roles each time someone brings a treasure back to your hoop.
4. On the stop signal, or when all treasure is collected, we will count up the points for each team.

Community Connection Game-Day Fact:

- Great teams and/or partnerships are built on a foundation of trust. One key ingredient in the process of building trust is communication. You needed to trust your partner to communicate clearly to safely lead you to the treasure during this activity. In the future, you will be faced with situations where you will need to trust others to help you make decisions. Learning how to communicate effectively will help all of us become the type of leaders who can build and earn that trust.



Community Connection Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

CAPTURE THE CORNER

Set-Up:

- Create a large area with 4 goals in the corners with space to move around each goal.
- Create teams of 2 – each pair with a foam ball. Assign 4 pairs as goalies (1 per goal). Goalies don't start with a foam ball. All other teams are scattered in the activity area.

How to Play:

- This game is *Capture the Corner*. The object is to work with your teammate to score a goal and become the goalies for that goal (aka, capture the corner).
- On the signal, the game begins with Ultimate Disc passing rules – you cannot run with the ball, only pivot and pass. The partner without the ball can advance toward a goal.
- You can take 1 shot at a goal. If you make it, you switch with the goalies (they take your ball). If you miss, pick up your ball and move toward a different goal.
- It's okay for more than 1 offensive team to attack a single goal at the same time. The first ball to hit the goal is the one that scores. (Was it a tie? Play rock, paper, scissors!)

Mental Health Game-Day Fact:

- Being a part of a team can be great for your mental health (any team – not just sports). Being a teammate gives a sense of belonging with common goals and interests. Feeling like we belong helps boost self-esteem and confidence and allows us to feel valued. So, how can you be a great teammate? I'm glad you asked! One simple way is by showing support and encouragement. This might mean cheering after a good play, or offering words of support when someone is feeling down or is struggling. Genuinely care about and support your teammates. Everyone's mental health will benefit!



Mental Health Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

OVER THERE – SHARK ATTACK STYLE

Set-Up:

- Create 2 teams. Players on each team have a partner. Each pair has a foam ball.
- Create 2 parallel lines, with 1 line on each end of the activity area.
- Each team has a line. All pairs go with their team to a line.
- 4 students are “sharks.” They stand and wait in a “shark tank” hoop on each sideline.

How to Play:

- This is *Over There – Shark Attack Style*. The object is for you and your partner to get your ball to the other team’s line. Do that by passing the ball back and forth until you reach the endline. When you get there, place the ball behind the line. As soon as you set the ball down, jog back to your line and get another ball to repeat the process.
- Move using ultimate frisbee style – meaning the player with the ball cannot move (only pivot). The partner without the ball runs ahead and makes a catch in order to advance.
- When you hear, “SHARK ATTACK!” the sharks will move into the activity area and try to intercept your passes. They cannot hit the ball out of your hands or make contact.
- When you hear the stop signal, freeze, and listen for instructions to reset. We’ll keep playing new rounds until our time for this game expires.

Mental Health Game-Day Fact:

- When suddenly faced with pressure, great players stay in control of their breathing and don’t force their passes. This carries over into all aspects of life. Pressure will sneak up on you. When it does, control your breath and don’t force or rush your next move.



Mental Health Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

ARE YOU FEELING IT? (SAD, MAD, GLAD, RAD)

Set-Up:

- All players find a partner and form a pair. Pairs stand back-to-back.

How to Play:

- This game is *Are You Feeling It? (Sad, Mad, Glad, Rad)*. The object is to match movements with a partner as quickly as you can to have the lowest score at the end of the game, like golf. Do not communicate which emotion/pose you will make.
- Each player secretly chooses one emotional pose: **Sad, Mad, Glad, or Rad**. On the start signal, one partner calls out “1, 2, 3, Show!” and both partners simultaneously turn and face each other and show their emotion. Remember, you want to match your partner’s pose in the fewest number of attempts. If you match, GREAT! Move and find a new partner to play. If you do not match, turn and play again, counting each attempt. Add the sum of all attempts from partner to partner.
- When you hear the stop signal, freeze (the game is over). If time permits, we’ll play again, and you can attempt to beat your previous score.
- **Emotion Poses:** **Sad** = Sad Face with Sad Shoulders; **Mad** = Angry Face with Angry Arms; **Glad** = Happy Face with Cheering Arms; **Rad** = Chill Face and Peace Fingers.

Mental Health Game-Day Fact:

- Empathy is a superpower! It connects us on a deep and meaningful level. It helps us understand the feelings and experiences of others, with kindness and understanding. Cultivate empathy by actively listening without judgment. This simple act will help you develop empathy and understanding, while supporting the people you care most about.



Mental Health Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

SLAP 21

Set-Up:

- Set up area with small cones or spot markers in a large “Connection Circle.”
- Each student begins by a cone/spot marker.

How to Play:

1. This Mental Health activity is called *Slap 21*. The object is to use quick thinking and strategy to be the first partner to land a hand slap on the number 21.
2. On the start signal, you will travel around the connection circle and find a partner. You will greet each other with a handshake, fist bump, or high 5 to reinforce the core values of adventure learning. You will then begin the first round of the game. Each partner will begin facing each other with both hands in front of them and their palms facing up. Play Rock, Paper, Scissors to determine who goes first.
3. Partners will take turns gently and respectfully slapping the other partner’s palms with either one or both hands each turn. Each slap is counted out loud as the group alternates gentle hand slaps until they get to the number 21. If there is a tie, play again until a winner is determined.
4. Each partner will then move through the connection circle and find a new classmate to play with after each round. But remember to keep track of your number of wins.
5. On the stop signal, we will determine who had the largest number of wins.

Mental Health Game-Day Fact:

- Be a positive energy magnet! Every day, set your intentions in a positive direction and use positive language with yourself and the people around you. Your positive thoughts and actions will be magnetic. Enthusiastic people recognize the positive people and opportunities around them and they celebrate it! Encourage your friends when they express positivity, and be grateful when you feel encouraged by others.



Mental Health Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

SWITCH

Set-Up:

- Create 1 activity area per 12 students with a target in the center of each area.
- Use spot markers to create a shooting circle 6-8 feet from target. This delineates the offensive area (outside of the spots) and the defensive area (inside the spots).
- Create teams of 6 students. One team begins inside the spots on offense and one team begins outside the spots on defense.
- One team will begin with pinnies or colored wristbands to identify their team.

How to Play:

- It's Game Day! This Physical Health activity is called Switch. The object of the game is for the offense to score a goal. Three passes must be made before a shot is taken at the target.
- When a goal is scored or an interception is made (defense gains possession), players yell "SWITCH!" On this signal, teams switch positions; offense becomes defense and defense becomes offense. But remember, play doesn't stop while players rotate in/out so you will need to move quickly and be ready!
- Defensive teams must stay inside the spot markers but may move throughout the defensive area. Offense must stay outside spot markers but may move throughout the offensive area. If a player breaks this rule 3 times, she/he must sit out for 1 minute while the other team has a Power Play.
- Continue play until you hear the stop signal.

Physical Health Game-Day Fact:

- Sometimes you face a challenge that will require more than what you can give – mentally, emotionally, and/or physically. Appreciative humility unlocks the help you need and allows you to grow and expand through the support of others. Remember, it's okay to ask for help! So, when you find an activity or task challenging, don't let your ego prevent you from opening yourself up to incredible support, help, and encouragement from others.



OPEN[®]

Winning Wellness Cards

GameDay

GameDay

TOSS 3

Set-Up:

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

How to Play:

- It's Game Day! This Physical Health activity is called Toss 3. We are going to focus on creating open space while tossing and catching with a partner.
- 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.
- You continue to find a new partner after each set of 3 passes.
- We are now going to play Toss 3 using some other skills. For the next few rounds, instead of tossing and catching we will move the ball to our partner using other sport skills.
 - Use Soccer passes. Can be continuous passes or you can trap the ball before passing it back.
 - Use Volleyball forearm passes (bump). Can be continuous bumps or you can catch the ball before passing it back.
- You will continue to find a new partner after 3 passes or bumps.
- When the music stops be ready for the next set of instructions.

Physical Health Game-Day Fact:

- Everyone has something to teach you if you're open to learning. What does it mean to be coachable? There are four keys to unlocking coachability: 1) Listen when someone is helping you; 2) The people helping you want what's best for you and want you to succeed; 3) Do not make excuses; and 4) Ask questions and be curious. Be coachable and use it as your superpower!



Physical Health Card

OPEN[®]

Winning Wellness Cards

GameDay

GameDay

UPSIDE DOWN

Set-Up:

- Use large cones to create start and finish lines 20 meters apart.
- Place the dice at each starting cone and 6 low-profile cones at each finish cone. Number each low-profile cone 1 through 6, going from left to right.
- Create teams of 2–4 players, each team at a starting cone.

How to Play:

- It's Game Day! This Physical Health activity is called *Upside Down*. The object of the game is to get all of your team's cones upside down.
- On the start signal, the first person in line rolls the die and then runs down to flip the cone that corresponds to the number rolled.
- As soon as that player returns to the line, the next player rolls the die and runs down to flip the appropriate cone.
- If a number is rolled again, corresponding cones are flipped back right-side up.
- Play the game until one team gets all cones upside down, or time runs out (teacher will set an appropriate amount of time).

Physical Health Game-Day Fact:

- Effort is the physical and/or mental work that a person gives to a goal. The amount of effort given is a choice and there are no shortcuts to success! Choosing to do the work is a choice toward making progress. Making physical activity a priority and making the choice to be healthy and active has benefits that will last for a lifetime.



OPEN[®]

Winning Wellness Cards

GameDay

GameDay

SERVES UP

Set-Up:

- Use 4 cones to set up a boundary area for each group.
- Place a volleyball net (or a line on the floor, jump rope on the ground, etc.) in the center of each group's activity space.
- Create groups of 4 players. 1 player begins with the ball on one side of net, and other 3 students begin on the opposite side of the net facing the student with the ball.

How to Play:

- It's Game Day! This Physical Health activity is called *Serves Up*. The object of the game is to communicate effectively with your teammates to score points against the server.
- On the start signal, the server will call out "Serves Up!" and then underhand serve the ball over the net. The 3 teammates on the other side of the net must work together to complete the pattern of bump, set, catch. *Teacher note: you can also allow the pattern of set, bump, catch.*
- If the 3 teammates successfully complete the pattern, they receive 1 point. If they do not complete the pattern (e.g., ball hits the ground, same person hits it twice, etc.) the server gets the point. If the serve does not stay inside the boundaries, nobody receives a point. The server gets 3 serve attempts, and then the group rotates in a new server.
- Continue to rotate in a new server after 3 attempts until you hear the stop signal. Then we will see who has the most points from each group!

Physical Health Game-Day Fact:

- We all want to be successful, and we want the people that we care about to be successful too. We know that grit is an important characteristic and we want to prove to the world that we have it. There is grit inside every person, but we all need reminders sometimes that we have what it takes. Find small ways to create positive surroundings for yourself and others, and purposefully place positive things into the spaces where we live and play.





GAME DAY COLOR CARD

Hula Hoop Color	Winning Wellness Card Category
Red	Physical Health
Orange	Mental Health
Yellow	Community Connection
Green	Physical Health
Blue	Mental Health
Purple	Community Connection

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.

Potential Universal Design Considerations for Game Day Module:

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 activity spaces and/or directions 	<ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Adapt or modify activities to allow for partner or group assistance if needed • See UDL considerations on each individual activity plan included in this module 	<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 auditory 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	A task or situation that tests someone's abilities, skill, and/or knowledge.	2	The exchange of information from one person or group to another.
	<ul style="list-style-type: none"> a. Commitment b. Challenge c. Trust d. Value 		<ul style="list-style-type: none"> a. Articulate b. Strategy c. Communication d. Support System
3	A relationship in which a person, place, thing, or idea is linked with something else.	4	The process of working together for a common goal or outcome.
	<ul style="list-style-type: none"> a. Connection b. Cooperation c. Growth Mindset d. Transform 		<ul style="list-style-type: none"> a. Patience b. Active Listening c. Motivation d. Cooperation
5	A feeling of deep admiration for someone or something due to their abilities, qualities, or achievements.	6	The state of having a duty or obligation.
	<ul style="list-style-type: none"> a. Challenge b. Happiness c. Respect d. Playful 		<ul style="list-style-type: none"> a. Responsibility b. Respect c. Awaken d. Become
7	The ability to understand and share the feelings of another.	8	The combined action and effort of a group of people working toward a goal or purpose.
	<ul style="list-style-type: none"> a. Patience b. Empathy c. Value d. Social Interaction 		<ul style="list-style-type: none"> a. Courage b. Teamwork c. Connection d. Responsibility



EVERY DAY IS GAME DAY JOURNAL

NAME: _____

DATE: _____

Day 2: Growing Stronger Being a champion means always growing and learning. Today, let's focus on how to have a growth mindset in everything you do!

Writing Prompts:

1. Remember a time when something didn't go your way. How could you turn that into something positive?

2. Choose something you want to get better at. What are three steps you can take to make it happen?



EVERY DAY IS GAME DAY JOURNAL

NAME: _____

DATE: _____

Day 3: Teamwork Wins Just like in a game, teamwork is super important in life! Today, let's think about how we can work together with others and make our community a better place.

Writing Prompts:

1. Can you think of a time when working together helped you succeed? How can you do that again?

2. How can you help your classmates today? What can you do to make your school a friendlier place?



EVERY DAY IS GAME DAY JOURNAL

NAME: _____

DATE: _____

Day 4: Playing Fair A true champion always plays fair. Today, let's talk about how to do the right thing, even when it's hard.

Writing Prompts:

1. Remember a time when you were tempted to do something wrong. How did you stay strong and fair?

2. Think about a personal rule that you've made for yourself to follow. Is it a good and fair rule? How can you make sure you're always doing the right thing?



EVERY DAY IS GAME DAY JOURNAL

NAME: _____

DATE: _____

Day 5: Feeling Good To be a champion, you've got to take care of yourself! Today, let's focus on staying healthy and bouncing back from tough times.

Writing Prompts:

1. Look at your habits for staying healthy. What can you do better?

2. Think about a time when things were really tough. How did you keep going? What can you do to be even stronger for the next challenge?



EVERY DAY IS GAME DAY JOURNAL

NAME: _____

DATE: _____

Day 6: Making a Difference A true champion doesn't just win for themselves – they help others too! Today, let's think about how we can make the world a better place.

Writing Prompts:

1. Is there something you care a lot about, like helping animals or the environment? How can you help and make a difference for that cause?

2. How can you be kind to others today? What small act of kindness can you do to spread joy and kindness to the people around you?

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: 	