

## 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.

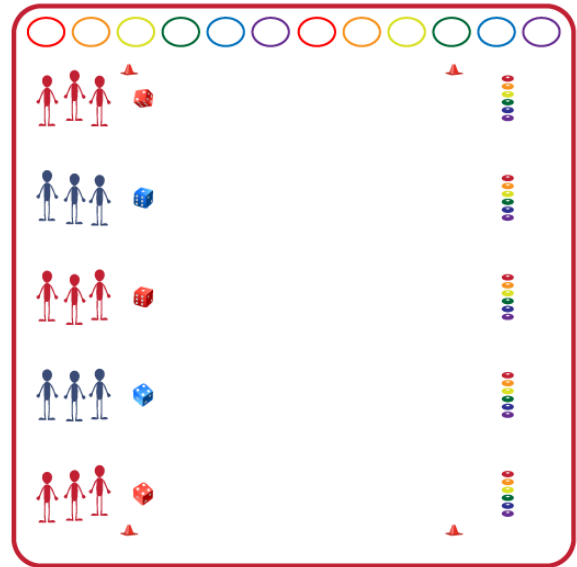
### EQUIPMENT & SET-UP

#### 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?