**SNOWMAN & SUNSHINE TAG**

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| **STUDENT TARGETS** |
| * **Skill:** I will increase my heart rate to improve my fitness.
* **Cognitive:** I will describe what cardiorespiratory endurance is.
* **Fitness:** I will stay actively engaged throughout activity.
* **Personal & Social Responsibility:** I will work safely with my partner using positive language.
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| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** 4 cones to create boundaries
* 2-3 yellow foam balls to identify the taggers
* 2-3 blue foam balls to identify the freezers

**Set-Up:*** Create a large playing area using the 4 cones.
* Scatter students in the activity area.
* Identify 2-3 taggers by giving them the yellow foam balls.
* Identify 2-3 freezers by giving them the blue foam balls.
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| **ACTIVITY PROCEDURES** |
| 1. This activity is called Snowman & Sunshine Tag.
2. On the start signal, we will begin moving at a speed-walking pace. Taggers will do 10 jumping jacks to give you time to move away. The taggers are the “suns” (with a yellow foam ball) looking to melt the snow people of the North Pole (rest of the class).
3. If a snow person is tagged by the sunshine, they will stop moving and begin to melt by performing a sun salutation.
4. Continue melting (sun salutation) until a student with a blue foam ball comes along and refreezes you.
5. Activity will continue until you hear the stop signal. We will change taggers and freezers and begin again.
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| **GRADE LEVEL PROGRESSION** |
| * **Grades K-2:** Play as described above.
* **Grades 3-5:** Use different locomotor movements such as skipping or jogging when the music begins. Announce a different locomotor movement each time a new round of the game begins.
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| **TEACHING CUES** |
| * **Cue 1**: Communicate with your classmates using positive language.
* **Cue 2:** Move with control while chasing or fleeing from your classmates.
* **Cue 3:** Be aware of your surroundings to help keep everyone safe while moving. This includes looking where you are going in order to not bump into your classmates.
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**SNOWMAN & SUNSHINE TAG** (continued…)

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| **UNIVERSAL DESIGN FOR LEARNING** |
| * **UDL 1:** Allow students to modify any of the locomotor movements as needed.
* **UDL 2:** Decrease the size of the activity space if needed.
* **UDL 3:** Use peer partners as needed.
* **UDL 4:** Provide verbal cues and visual demonstrations.
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| **ACADEMIC LANGUAGE** |
| Communication, Cardiorespiratory Endurance, Fitness |
| **PRIORITY OUTCOMES** |
| **Fitness Knowledge:*** Recognizes that when you move fast, your heart beats faster and you breathe faster.
* Identifies physical activities that contribute to fitness.
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| **DEBRIEF QUESTIONS** |
| * **DOK 1:** Describe what cardiorespiratory endurance is.
* **DOK 2:** What happened to your breathing as you moved faster during the tag game? Why?
* **DOK 3:** What are some other physical activities that could help improve your cardiorespiratory endurance?
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