**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. | |
| **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. |
| **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. | |
| **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. | |
| **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. | |

**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. |
| **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. |
| **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? |