



## SNOWMAN & SUNSHINE TAG

### 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.

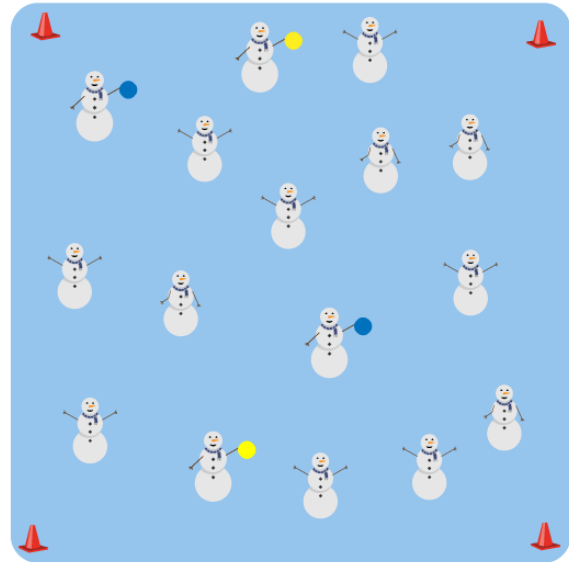
### EQUIPMENT & SET-UP

#### 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...)

### 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?