

Grade Level	
K-2	<p>Objectives: Skill: I will travel safely in general space at different speeds. Cognitive: I will discuss the difference between fast and slow during our class discussion. Fitness: I will actively engage in Slow-Motion Tag. Personal & Social Responsibility: I will be respectful of other students' personal space and follow the teacher's direction.</p> <p>Materials:</p> <p>quipment: 1 flag belt (or 2 scarves) per student 4 cones as boundaries</p> <p>Set-Up: 1. Use 4 cones to create a large activity area. 2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts).</p> <p>Activities:</p> <p>Activity Procedures: 1. We're going to start learning Flag Tag Games with a fun activity called Slow-Motion Tag. Everyone is it! The object is to pull as many flags as you can without getting your flag pulled.</p> <p>2. The game starts when I begin to count. Each time I say a number, you can take a step. You can only take a step when you hear me count, but it is okay to reach out and try to pull a flag in between numbers.</p> <p>3. If you pull a flag, politely hand it back to the person you pulled it from. If your flag is pulled, take the flag back and say, "Thank You," and then put your flag back in place. You can return to the game as soon as your flag is ready.</p> <p>4. When I say, "Freeze!" stop and listen for more directions. Grade Level Progression:</p> <p>K: Play the game as described above, but use the alphabet instead of counting numbers.</p>

	<p>1st: Play the game as described above, skip-counting by 2's, 3's, 5's, and 10's.</p> <p>2nd: Play the game as described above, calling out heart-healthy foods as a movement prompt.</p> <p>Assessment:</p> <p>DOK 1: What does slow mean? Fast?</p> <p>DOK 1: How would you describe your speed during this game?</p> <p>DOK 2: How did your speed affect the way that you were able to dodge other students?</p>
<p>3-5</p>	<p>Objectives:</p> <p>Skill: I will safely dodge taggers by keeping my eyes up and alert.</p> <p>Cognitive: I will define warm-up and cool-down.</p> <p>Fitness: I will remain actively engaged in class with no teacher reminders.</p> <p>Personal & Social Responsibility: I will discuss and demonstrate behaviors that contribute to a positive physical activity environment.</p> <p>B.</p> <p>Skill: I will successfully demonstrate 1 jump-rope skill.</p> <p>Cognitive: I will discuss and identify the components of a health-related fitness plan.</p> <p>Fitness: I will design a fitness plan with a variety of different physical activities that I enjoy.</p> <p>Personal & Social Responsibility: I will work cooperatively with classmates, participating with and accepting all skill levels.</p>

Materials:

4 hoops 3 foam dice or other small manipulative to identify taggers.

Set-Up: 1. Place hoops in the corners of a large activity area as boundary markers. 2. Scatter students in the activity area. 3. Give foam dice to 2 or 3 students to identify them as taggers.

B.

12 hula-hoops Fitness Station Cards 4 exercise balls 4 exercise bands 2 foam dice 1 1-Minute Fitness Challenge Card per student 2 pencils per station 1 Fitness Plan Worksheet per student

A1. Today we're going to work on improving our health-related fitness by playing Plank Tag. 2. When I say "GO!" begin playing at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them. If you're tagged, move into forward or side plank position. 3. To be freed, a classmate must come to you and name a fruit or vegetable. (Don't repeat the same food twice.) 4. Freeze when you hear the stop signal and we'll change taggers. Grade Level Progression: 3rd: Keep the pace at a speed walk, students performing only standard planks when tagged. 4th: When students demonstrate safe movement, increase the pace to a skip or gallop. Add side planks. 5th: Add a single pushup right after the fruit or vegetable is named. ctivities:

B.

Set-Up: 1. Create a large circle or grid with hula-hoops, identifying each station with numbered station cards. 2. Place station equipment and pencils inside hoops. Station 12 is an Individual assessment station. Choose an assessment (e.g., height/weight, fitness knowledge DOK questions, etc.) for that station. 3. Create groups of 2-4 students. Send each group to a different station to begin the rotation. Activity Procedures: 1. Today we're going to complete a series of 1-Minute Fitness Challenges by working in stations and then rotating after 1 minute. 2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete. I will be at Station 12 helping with your individual assessment. 3. When you hear the stop signal, clean your station area and then rotate to the next station. Grade Level Progression: 3rd: Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations. 4th: Provide a brief overview of each station and use Station 12 for individual assessments. 5th: Give students 1 minute to read and

review the challenge card, then check for understanding. Use Station 12 to explain the Fitness Plan Assessment Worksheet (Fitness Lesson 1 Exit Assessment).

Assessment:

DOK 1: What is a warm-up? What is a cool-down?

DOK 2: What's the difference between a warm-up and a cool-down?

DOK 3: Can you tell me why warm-ups and cool-downs are important? Provide as many details as you can.

DOK 1: Name one thing that you can do to create a positive environment during physical education class.

DOK 2: Can you explain how your behavior can affect the behavior of others?

DOK 3: Can you describe the social environment of our class during the last activity? Elaborate on your answer.

B.

DOK 1: What is health-related fitness?

DOK 1: What are the components of health-related fitness?

DOK 2: How does each component affect the way that you feel?

DOK 3: What facts can you give to support the importance of health-related fitness?

DOK 4: Using the information that you know about your own health-related fitness.

	<p>Complete Column A on your fitness plan worksheet in order to set a goal for the PACER Test, push-ups, and curl-ups.</p>
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