



# GAMES FOR LEARNING **PERSONAL & SOCIAL RESPONSIBILITY**

INTERMEDIATE (3-5)

A PUBLIC SERVICE OF



## MODULE OVERVIEW

### ABOUT THIS MODULE

This module includes activities that are designed to develop and reinforce several personal and social skills associated with responsible behavior. Safety, cooperation, interpersonal behavior, receiving and providing feedback, praising and accepting others, as well as following the etiquette of activity settings are the main skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

### NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 4.** Exhibits responsible personal and social behavior that respects self and others.
- ✔ **Outcome E1.3-5.** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- ✔ **Outcome E3.3-5.** Accepts and implements specific corrective teacher feedback (3); Listens respectfully to corrective feedback from others (e.g., peers, adults) (4); Gives corrective feedback respectfully to peers (5).
- ✔ **Outcome E4.3-5.** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts “players” of all skill levels into the physical activity (4b); Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Outcome E5.3-5.** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- ✔ **Outcome E6.3-5.** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

MODULE OVERVIEW

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*NOTE: Additional standards and outcomes addressed are specified on each activity plan.*

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (not on block plan) 5-10 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Check for Understanding 5 minutes

**Important:** Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

## MODULE OVERVIEW

### SELF ASSESSMENT WORKSHEET

This simple self-assessment worksheet provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this worksheet's pre-assessment and goal sections on the day that skills are first introduced. For example, during the module's first lesson, students participate in the activity Robotics Lab. At the end of the activity, students would complete the Pre and Goal columns for Safety. Other skills would not be completed until a future lesson, when they are introduced. A post-assessment for all skills would then be completed on the module's Station Day lesson.

### USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

*NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.*

### HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.


Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

| Lesson | Skill Activity  | Suggested Academic Language   |
|--------|---|---|
| 1      | Robotics Lab + Reflection Perfection<br>(Pre Assessment – Safety)                     | Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage, Peer, Mirror   |
| 2      | Robotics Lab + Ice, Water, & Steam<br>(Pre Assessment – Cooperation)                  | Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage, Personal Responsibility, Appropriate, Force, Direction   |
| 3      | Reflection Perfection + Foam Ball Frenzy<br>(Pre Assessment – Interpersonal Behavior) | Etiquette, Peer, Critique, Mirror, Rhythm, Teamwork, Cooperation, Praise, Encouragement, Acceptance, Strategy   |
| 4      | Cooperative Triathlon + Down and Back Relay   | Cooperation, Praise, Encouragement, Acceptance, Success, Ability, Social Interaction, Personal Responsibility, Independent, Interpersonal, Referee, Teamwork  |
| 5      | Cooperative Triathlon + Machine Shop<br>(Pre Assessment – Following Etiquette)        | Cooperation, Praise, Encouragement, Acceptance, Success, Ability, Social Interaction, Execute a Plan, Personal Responsibility, Independent, Interpersonal, Respect, Appropriate Behavior, Etiquette |
| 6      | Machine Shop + Aerobic Pattern Perfection<br>(Pre Assessment – Receiving Feedback)    | Appropriate Behavior, Cooperation Feedback, Health-Related Fitness, Health Benefits, Relationship   |
| 7      | Robotics Lab + Aerobic Pattern Perfection + Machine Shop                              | Work Independently, Social Interaction, Behavior, Cooperation, Feedback, Relationship, Personal Responsibility, Appropriate Behavior  |
| 8      | Reflection Perfection + Ice, Water, & Steam + Down and Back Relay                     | Mirror, Rhythm, Personal Responsibility, Independent, Interpersonal   |
| 9      | Station Day<br>(Post Assessments)   | Academic Language Review  |

MATERIALS LIST

| QTY | NAME   | CODE     | <br>USGAMES.COM |
|-----|--|----------|--|
| 1   | <i>Basic OPEN Activity Pack [Includes all items below]</i> |          | <a href="#">Link to e-Store</a>  |
| 12  | Hula Hoops   | 02160XXX | <a href="#">Link to e-Store</a>  |
| 24  | Bean Bags  | 1064179  | <a href="#">Link to e-Store</a>  |
| 6   | 12" Cones  | 1093452  | <a href="#">Link to e-Store</a>  |
| 12  | 6.25" Foam Balls   | 1179286  | <a href="#">Link to e-Store</a>  |
| 24  | Low Profile Cones  | 1255690  | <a href="#">Link to e-Store</a>  |
| 12  | Reversible Scrimmage Vests                                 | 1262810  | <a href="#">Link to e-Store</a>  |
| 24  | 9" Poly Spots  | 6070XXXX | <a href="#">Link to e-Store</a>  |
| 3   | Mesh Storage Bags  | SNBCNETB | <a href="#">Link to e-Store</a>  |
|     |  |          |               |
| 32  | Academic Language Cards                                    |          | <a href="#">OPENPhysEd.org</a>   |
| 8   | Station Cards  |          | <a href="#">OPENPhysEd.org</a>   |
| 1   | Holistic Rubric  |          | <a href="#">OPENPhysEd.org</a>   |
| 1   | Self Check Assessment                                      |          | <a href="#">OPENPhysEd.org</a>   |

\* Economy Equipment Package is also available

## ROBOTICS LAB

### STUDENT TARGETS

- ✓ **Skill:** I will look for and then recognize open space in order to guide my robots safely into it.
- ✓ **Cognitive:** I will describe the benefits of being active with a group of friends.
- ✓ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

### TEACHING CUES

#### Robots

- ✓ March Forward
- ✓ Avoid Collisions by Marching in Place with Hands Up

#### Engineers

- ✓ Tap Shoulders to Turn Robots
- ✓ Keep a Walking Pace

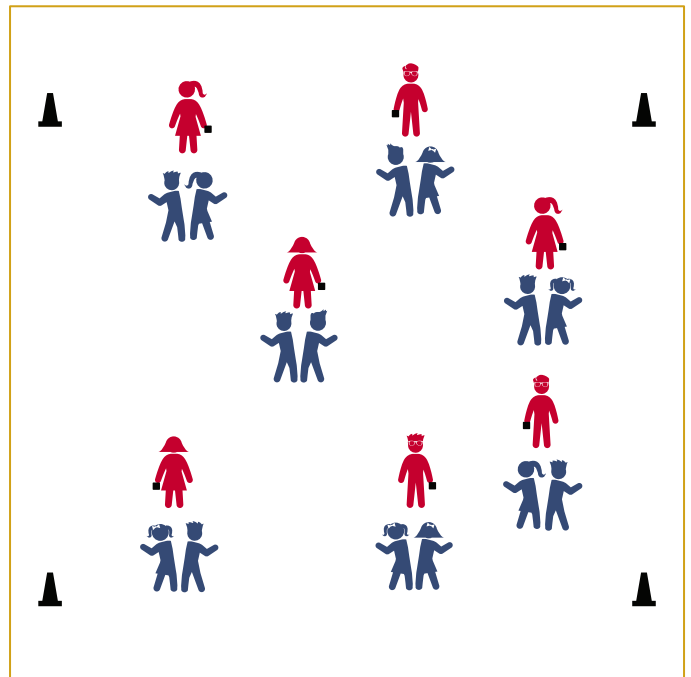
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 beanbag per 3 students
- ✓ 4 cones
- ✓ Music and music player

#### Set-Up:

1. Create area boundaries with the 4 cones.
2. Scatter groups of 3 students inside the activity area, each group with 1 beanbag.
3. One student is the engineer and holds the beanbag (remote control). The other two are robots and stand back-to-back.



#### Activity Procedures:

1. We're about to turn physical education class into a robotics lab! The student in your group with the beanbag (the remote control) is the engineer. The other two students are the robots. It's the engineer's job to keep the robots under control by tapping them on the shoulder to turn them right or left.
2. When the music starts, the robots will start to slowly march forward (each in opposite directions). Anytime a robot is blocked by a wall or another robot, she/he will march in place with her/his hands over her/his head. Robots must keep marching at all times (forward or in place).
3. Engineers will work to safely steer their robots by tapping them on the shoulders. When tapped, Robots will make a 90-degree turn. Engineers may not run; they will walk to their robots. Everyone freeze when the music stops.

#### Grade Level Progression:

- 3<sup>rd</sup>: Play the activity as described above.
- 4<sup>th</sup>: Vary locomotor skills, allowing engineers to gallop, skip, or slide.
- 5<sup>th</sup>: Robots travel with an object (e.g., dribbling a ball, waving a scarf, etc.).

## ROBOTICS LAB

### CHALLENGE PROGRESSIONS

- ✔ Add a third robot to each group.
- ✔ Increase the speed that the robots travel from a slow to a quick march.

### MODIFICATIONS

Remove a robot from each group so engineers are only working with one robot.

### ACADEMIC LANGUAGE

Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage

### STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [E1.3]** Recognizes the concept of open spaces in a movement context (3).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

### DEBRIEF QUESTIONS

- ✔ **DOK 1:** What physical activities do you like to do with your friends?
- ✔ **DOK 2:** What do you like about being active with your friends?
- ✔ **DOK 3:** How is safety related to having fun with your friends during physical activity?
- ✔ **DOK 1:** How can you recognize safe behaviors?
- ✔ **DOK 2:** How would you compare and contrast safe behaviors with dangerous behaviors?
- ✔ **DOK 3:** Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe?
- ✔ **DOK 4:** Let's develop a plan that we can follow if any of us see unsafe behaviors.

### TEACHING STRATEGY FOCUS

**Identify Critical Content:** Working safely with peers is an essential concept for students to master in physical education class. Safe behaviors make all other activities possible. Be sure to emphasize this before, during, and after the Robotics Lab activity. Look for teachable moments during activity time when you can freeze play and encourage safe behaviors and correct dangerous ones.



## ICE, WATER, & STEAM

### STUDENT TARGETS

- ✓ **Skill:** I will send foam balls into the open with the correct amount of force according to teacher prompts (i.e., ice, water, steam).
- ✓ **Cognitive:** I will discuss my personal social behavior within the game of Ice, Water, & Steam.
- ✓ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will exhibit personal responsibility through safe and appropriate behaviors.

### TEACHING CUES

**Ice**

- ✓ Slow and Controlled

**Water**

- ✓ Pick Up the Pace

**Steam**

- ✓ Fast on the Floor

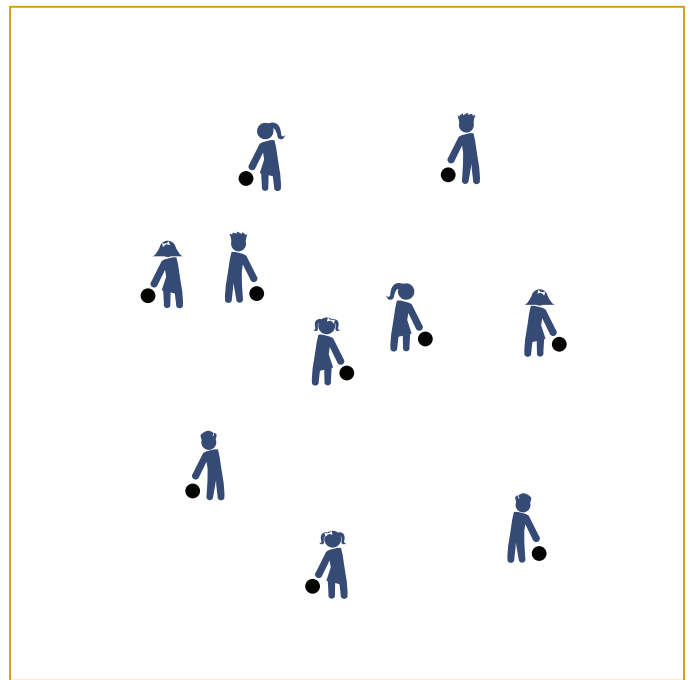
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 foam ball per student

**Set-Up:**

1. Scatter students in a large activity area, each student with a foam ball.



**Activity Procedures:**

1. Today we're going to work together to create 3 different states of matter for water: ice (solid), water (liquid), and steam (gas).
2. We'll start with Ice. When I say, "ICE" everyone will slowly roll her/his foam ball into open space. As a ball comes to you, use your hands to slowly keep it rolling. Particles in a solid move very slowly.
3. When I say, "WATER" start to roll the foam balls more quickly throughout the activity area. Again, when a ball comes to you, use your hands to safely keep it rolling. Particles in a liquid move faster than they do in a solid, but not as fast as in a gas.
4. When I say, "STEAM" start to roll the foam balls as quickly as you can throughout the activity area. Keep all foam balls on the floor. As a ball comes to you, use your hands to quickly and safely keep it rolling. Particles in a gas move very quickly and in an unorganized way.
5. When I say, "DEEP FREEZE!" collect 1 ball and hold it tightly while you shiver and say, "BURR!"

**Grade Level Progression:**

3<sup>rd</sup>: Play the activity as described above.

4<sup>th</sup>: During each deep freeze, prompt students to discuss their personal social behavior with a nearby partner.

5<sup>th</sup>: Use foot dribbling and passing to keep foam balls moving.

**ICE, WATER, & STEAM**

**CHALLENGE PROGRESSIONS**

Use floor hockey or pillow polo sticks to keep foam balls moving.

**MODIFICATIONS**

Keep participation at the Ice and Water levels if students are having difficulty keeping the foam balls on the floor. Advance to Steam only when all students are ready to handle the increase in speed and intensity.

**ACADEMIC LANGUAGE**

Personal Responsibility, Social Behavior, Appropriate, Force, Direction

**STANDARDS & OUTCOMES ADDRESSED**

- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E1.3]** Exhibits personal responsibility in teacher-directed activities (3).
- ✔ **Standard 4 [E2.4-5a]** Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a).

**DEBRIEF QUESTIONS**

- ✔ **DOK 1:** What does personal responsibility mean?
- ✔ **DOK 2:** How did you apply personal responsibility to the activity Ice, Water & Steam?
- ✔ **DOK 3:** Using the examples you just heard for personal responsibility, how might those behaviors be applied to other physical activities/activity environments?
- ✔ **DOK 1:** What is a liquid? Solid? Gas?
- ✔ **DOK 2:** What do you know about each state of matter?
- ✔ **DOK 3:** Describe the sequence of events as a solid becomes a liquid and then a gas.

**TEACHING STRATEGY FOCUS**

**Help students process content:** This activity is fun for students and provides a nice dose of Moderate to Vigorous Physical Activity (MVPA). It's also rich with opportunities for students to learn and develop responsibility. However, without meaningful discussion and rigorous questioning, learning opportunities are easily lost within the fun and excitement. Take time to examine student performance. Do students resist the temptation to lose control and let the foam balls fly off the ground and out of control? Or, do they give in to the temptation and forget the appropriate social behaviors put in place? Either way, question how and why they behaved the way that they did. Force students to provide details within their responses in order to illustrate the good and the not-so-good aspects of performance. Every response is an opportunity to learn.

## REFLECTION PERFECTION

### STUDENT TARGETS

- ✓ **Skill:** I will mirror the movements of the Mirror Master.
- ✓ **Cognitive:** I will provide one benefit of demonstrating proper etiquette in physical education class.
- ✓ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✓ **Personal & Social Responsibility:** I will interact with my classmates using appropriate etiquette.

### TEACHING CUES

- ✓ Watch Carefully
- ✓ Mirror What You See

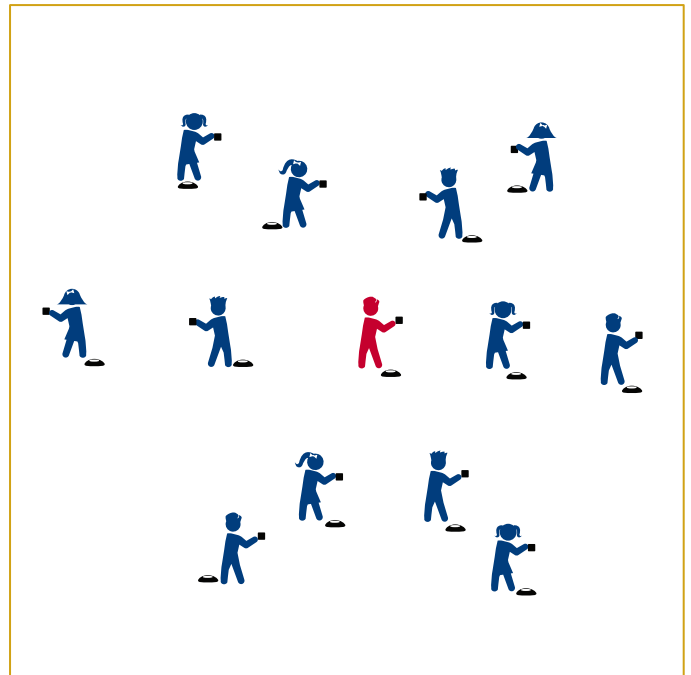
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✓ 1 beanbag per student
- ✓ 1 low profile cone per student

**Set-Up:**

1. Use an equal number of low profile cones to create two circles (an inner circle and an outer circle) with one low profile cone in the center.
2. Each student stands at a low profile cone. The inner circle faces out, the outer circle faces in, and one student stands in the center.



**Activity Procedures:**

1. This activity is called Reflection Perfection. The student in the center is the Mirror Master.
2. The outer circle is going to duplicate the movements of the Mirror Master, while the inner circle is going to mirror the movements of the outer circle. So, even though the inner circle can't see what the Mirror Master is doing, they should still be able to copy her/his movements by following the motions of the outer circle.
3. The Mirror Master must stay on her/his spot. However, she/he can do things like jump, march or jog in place, toss the beanbag in the air, or balance the beanbag in different ways. This is a cooperative activity and the Mirror Master should move at a pace that the outer circle can follow.
4. On the start signal, we'll begin our movements. On the stop signal, we'll find a new Mirror Master and swap the inner and outer circles.

**Grade Level Progression:**

**3<sup>rd</sup>:** Play the activity as described above.

**4<sup>th</sup>:** Play music, prompt Mirror Masters to move to the rhythm of the music.

**5<sup>th</sup>:** Choose pairs of students to step out of the game to observe their peers' etiquette. Allow observers to critique the performance with examples of good and not-so-good behaviors. Carefully moderate the critique with a focus on learning and improvement.

**REFLECTION PERFECTION**

CHALLENGE PROGRESSIONS

Give each student a basketball (or soccer ball), prompt Mirror Masters to perform ball-handling skills.

MODIFICATIONS

Place the Mirror Master in the center of a larger circle with all students directly following her/his movement. Progress only after students have demonstrated the ability to appropriately mirror a classmate.

ACADEMIC LANGUAGE

Etiquette, Peer, Critique, Mirror, Rhythm

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3), Exhibits etiquette and adherence to rules in a variety of physical activities (4), Critiques the etiquette involved in rules of various game activities (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is the definition of etiquette? What are the benefits of following proper etiquette?
- ✔ **DOK 2:** What can you tell me about etiquette in physical education?
- ✔ **DOK 3:** In what other settings is it appropriate to use proper etiquette? What details can you give to help support your answer?
- ✔ **DOK 1:** Can you list some of the positive social interactions that come from being engaged in a partner or group activity?
- ✔ **DOK 2:** Can you compare and contrast the different benefits gained in partner activities versus group activities?

TEACHING STRATEGY FOCUS

**Manage response rates with tiered questioning techniques:** The debrief questions above are provided with ascending cognitive complexity, moving from Depth of Knowledge level 1 to Depth of Knowledge level 3. Asking questions in this way supports students as they deepen their thinking around the content being presented.

## FOAM BALL FRENZY

### STUDENT TARGETS

- ✓ **Skill:** I will move safely throughout the activity area by using appropriate speed and keeping my eyes alert.
- ✓ **Cognitive:** I will offer at least one health benefit of physical activity during class discussion.
- ✓ **Fitness:** I will stay actively engaged in the activity in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will praise my teammates for good effort and performance.

### TEACHING CUES

- ✓ Move Safely with Your Head Up and Eyes Alert
- ✓ Fingertip Tag on Shoulders

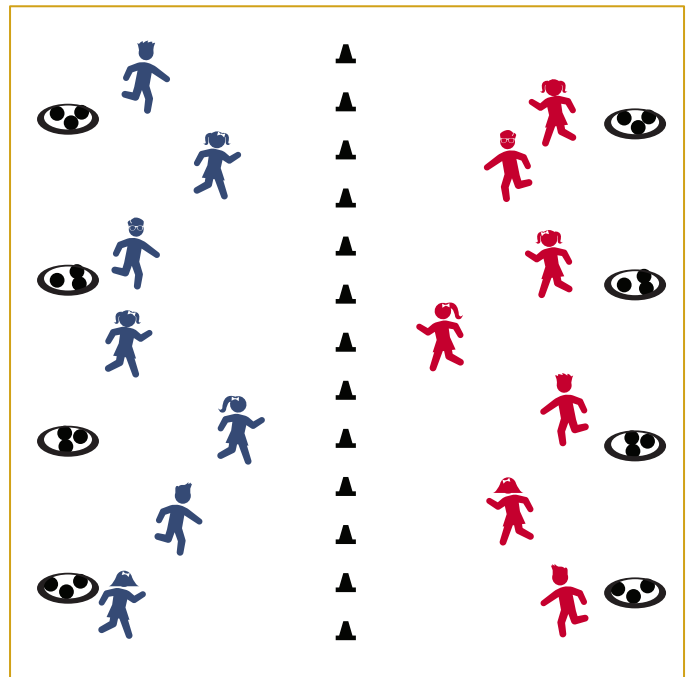
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 foam ball per 2 students
- ✓ 1 pinnie or colored arm band per 2 students
- ✓ 12 low-profile cones
- ✓ 8 hoops

#### Set-Up:

1. Using low-profile cones, create a large activity area with a mid-line dividing it.
2. Place 4 hoops in the back of each area, all foam balls equally distributed within the hoops.
3. Divide the class into 2 teams with 1 team wearing pinnies or armbands. Send one team to defend one side of the area and the other team to defend the opposite side.



#### Activity Procedures:

4. This game is called Foam Ball Frenzy. The goal of the game is for your team to capture as many foam balls as you can before you hear the stop signal. You'll defend your foam balls by tagging the other team after they've picked one up but before they make it back to their side of the activity area. *You can only tag a player who is carrying a foam ball.*
5. If you make it back to your side with a ball, you have 5 seconds to place it into a hoop and then High-5 a teammate, or you must return the ball to the other team. If you are tagged, you have to put the ball back where it was and return to your side before trying again.
6. When I say, "GO!" we'll start at a speed-walk pace.

#### Grade Level Progression:

- 3<sup>rd</sup>: Play the activity as described above.
- 4<sup>th</sup>: Decrease the number of hoops to 3 per team.
- 5<sup>th</sup>: Decrease the number of foam balls.

## FOAM BALL FRENZY

**CHALLENGE PROGRESSIONS**

After students capture foam balls and take three steps, allow them to make a pass to a teammate on the other side of the play area. Passes must be caught. If a pass is dropped, it must be returned to the opposite team.

**MODIFICATIONS**

Remove the hoops and add more foam balls. Foam balls can be captured and placed anywhere in the activity area.

**ACADEMIC LANGUAGE**

Teamwork, Cooperation, Praise, Encouragement, Acceptance, Strategy

**STANDARDS & OUTCOMES ADDRESSED**

- ✔ **Standard 1 [E1.5a-b]** Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks (5a); Combines locomotor and manipulative skills in a variety of small-sided practice tasks/games environments (5b).
- ✔ **Standard 2 [E3.3,5a, 5c]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies movement concepts to strategy in game situations. (5a) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a), Praises others for their success in movement performance (3b), Praises the movement performance of others both more- and less-skilled (4a), Accepts “players” of all skill levels into the physical activity (4b), Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (S5.E1.3); Examines the health benefits of participating in physical activity (S5.E1.4); Compares the health benefits of participating in selected physical activities (S5.E1.5a).

**DEBRIEF QUESTIONS**

- ✔ **DOK 1:** How can you recognize when someone is giving her or his best effort?
- ✔ **DOK 2:** How can encouragement help someone’s effort?
- ✔ **DOK 2:** How can you encourage your classmates in order to help them be at their best?
- ✔ **DOK 3:** How is encouragement related to cooperation? Use facts to support your answer.
- ✔ **DOK 1:** What is physical activity?
- ✔ **DOK 2:** What are ways that you can be physically active outside of school?
- ✔ **DOK 3:** How is physical activity related to good health?

**TEACHING STRATEGY FOCUS**

**Help students revise knowledge:** Oftentimes children have a variety of experiences and possibly misconceptions when it comes to concepts covered in physical education. Family situations and routines as well as peer relationships have a big impact on how students think about personal behavior and social responsibility. Use class discussions to help students correct misconceptions and identify alternative and more positive ideas about how they can and should interact with others.

## COOPERATIVE TRIATHLON

### STUDENT TARGETS

- ✓ **Skill:** I will use a mature underhand toss when completing each challenge.
- ✓ **Cognitive:** I will describe the benefits of participating with players of all skill levels.
- ✓ **Fitness:** I will stay actively engaged in the activity in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will praise my teammates and celebrate our performance after each challenge.

### TEACHING CUES

#### Underhand Throw

- ✓ Face Target
- ✓ Arm Back
- ✓ Step with Opposite Foot with Arm Moving Forward
- ✓ Release above Knee
- ✓ Follow Through to Target

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✓ 1 beanbag per student
- ✓ 1 hoop per 4 students
- ✓ 1 Triathlon Challenge Card per 4 students

#### Set-Up:

1. Scatter hoops throughout the activity area with enough space for 4 students to move and work safely at each one.
2. Place 4 beanbags and 1 Cooperative Triathlon Events Chart in each hoop.
3. Create teams of 4 students and send each team to a hoop.

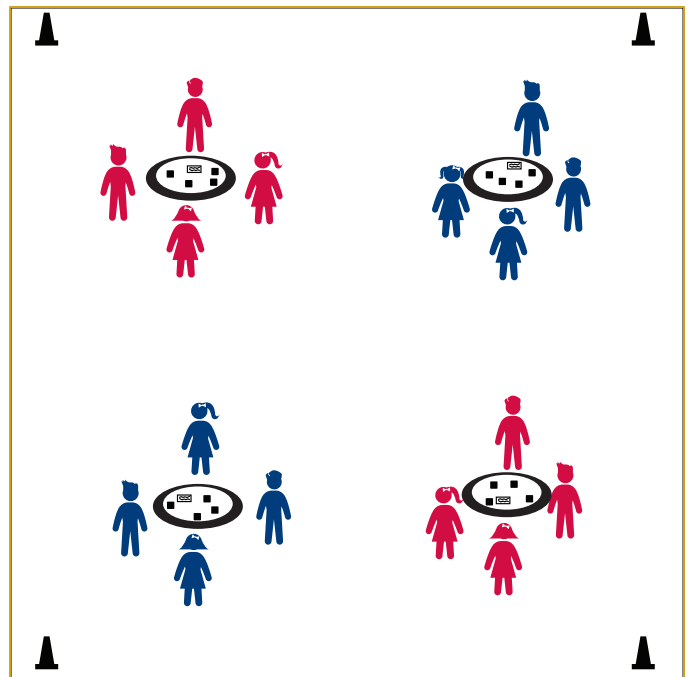
#### Activity Procedures:

1. Today we're going to complete a Cooperative Triathlon. Your goal is to score personal bests in each timed event listed on the Triathlon Events Chart.
2. Perform 2 trials in each event and record the best performance. You'll have 2 Holders and 2 Tossers. Celebrate and switch Tossers/ HOLDERS after each trial. I'll time each event for 1 minute.
3. Sample challenges:
  - a. **Eye of the Needle:** How many tosses can you make through the hoop in 1 minute? Two Holders hold the hoop pointing up and down (opening facing the Tossers). Tossers A tosses beanbags through the hoop to the other side. When 4 beanbags are tossed, Tossers A retrieves them all for Tossers B. Continue alternating Tossers until you hear a stop signal.
  - b. **Eruption:** Two Holders hold the hoop above their heads (opening facing the floor). Tossers A tosses the beanbags up and out of the hoop. When 4 beanbags are tossed, Tossers A retrieves them all for Tossers B. Continue until the stop signal.
  - c. **Moving Target:** Two Holders stand 5 steps apart and roll the hoop back and forth between them. Tossers A tosses beanbags through the hoop. When 4 beanbags are tossed, Tossers A retrieves them all for Tossers B. Continue to the stop signal.

#### Grade Level Progression:

**3<sup>rd</sup> & 4<sup>th</sup>:** Play the activity as described above. Be creative and add new challenges.

**5<sup>th</sup>:** Allow students to create their own challenges.



## COOPERATIVE TRIATHLON

### CHALLENGE PROGRESSIONS

Create additional dynamic challenges in which Holders move the hoops and Tossers must toss at a moving target.

### MODIFICATIONS

Create challenges with large targets and use large foam balls rather than beanbags. Each time the foam ball hits the target, the team scores a point.

### ACADEMIC LANGUAGE

Cooperation, Praise, Encouragement, Acceptance, Success, Ability, Social Interaction

### STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E13.3, 5a, 5b]** Throws underhand to a partner or target with reasonable accuracy (3); Throws (underhand and overarm) using a mature pattern in non-dynamic environments, with different sizes and types of objects (5a); Throws (both underhand and overarm) to a large target with accuracy (5b).
- ✔ **Standard 2 [E3.3]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E4.3-5]** Works cooperatively with others (3a), Praises others for their success in movement performance (3b), Praises the movement performance of others both more- and less-skilled (4a), Accepts players of all skill levels into the physical activity (4b), Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

### DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does acceptance mean?
- ✔ **DOK 2:** Can you compare and contrast the benefits of working with others who are more skilled with the benefits of working with those who are less skilled?
- ✔ **DOK 3:** How could we adapt or change one of our Triathlon challenges in order to help someone who is less skilled be more successful?
- ✔ **DOK 1:** What does success mean?
- ✔ **DOK 2:** How would you summarize the steps required for someone to become successful?
- ✔ **DOK 3:** How is failure related to success?

### TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** Most people would like to skip the challenges and failures essential to the learning process and move straight to successful participation. However, purposeful struggle cannot be removed from the developmental process. It's important for students to recognize and honor this concept in their own journey as well as the journey of others. Use the debrief questions above and encourage students to think deeply about their answers, prompting them to continually support their answers with reflection on their own experiences.



## DOWN AND BACK RELAY

### STUDENT TARGETS

- ✔ **Skill:** I will pass/hand off my team's objects under control and in a safe manner.
- ✔ **Cognitive:** I will define the word "independent" and discuss how it applies to my behavior in physical education.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will demonstrate personal responsibility through teamwork and cooperation.

### TEACHING CUES

- ✔ Stay Ready
- ✔ Pass Quickly with Control

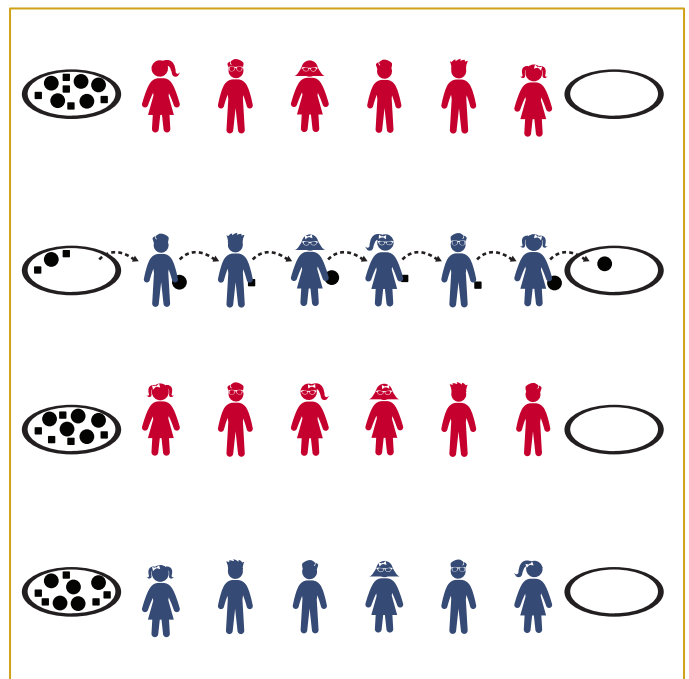
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 2 hoops per 6 students
- ✔ 6 beanbags per 6 students
- ✔ 6 foam balls per 6 students

#### Set-Up:

1. Using hoops, create 2 parallel lines 20-30 feet apart.
2. Place 5 beanbags and 5 foam balls in the hoops along one side of the activity area.
3. Create teams of 6 students and space each team evenly between two hoops.



#### Activity Procedures:

1. This is a Down and Back Relay. The object is to see how many times your team can send the pile of foam balls and beanbags back and forth between the hoops in 2 minutes.
2. Here's the rules:
  - a. You can only hold 1 object at a time.
  - b. You must pass objects to the person next to you (do not skip anyone).
  - c. All objects must make it to the opposite hoop before you reverse directions.
  - d. All objects must remain in the hoop until you hear the GO signal.
  - e. After each 2-minute round, teams will have 1 minute to revise their strategy.

#### Grade Level Progression:

- 3<sup>rd</sup>: Play the activity as described above.
- 4<sup>th</sup>: Add a rule. Allow the team who completes the most repetitions to create a rule for the next round of play.
- 5<sup>th</sup>: Add referees. One player from each team rotates and acts as a referee for one of the other teams.

**DOWN AND BACK RELAY**

CHALLENGE PROGRESSIONS

Add a muscular endurance component with students playing from plank or crunch positions.

MODIFICATIONS

Use large objects, such as large foam balls, that are easier to hold and pass.

ACADEMIC LANGUAGE

Personal Responsibility, Independent, Interpersonal, Referee, Teamwork, Cooperation

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3), Exhibits responsible behavior in independent group situations (4), Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does independent mean?
- ✔ **DOK 2:** How does your ability to work independently affect your team's performance? Support your answer with facts and examples.
- ✔ **DOK 1:** What does cooperation look like in physical education class?
- ✔ **DOK 2:** Can you summarize how well your team cooperated during the Down and Back Relay? Provide specific examples.
- ✔ **DOK 3:** How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.

TEACHING STRATEGY FOCUS

**Help students elaborate on content:** It would be very easy for students to say that their team worked independently or cooperatively. Don't let them off the hook. Ask for facts and specific examples in order to help students develop the ability elaborate on new information and experiences.

## MACHINE SHOP

### STUDENT TARGETS

- ✔ **Skill:** I will execute my team's charade routine as discussed and agreed upon.
- ✔ **Cognitive:** I will discuss the benefits of being physically active with friends.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will demonstrate personal responsibility by executing my part of my team's charade routine.

### TEACHING CUES

- ✔ Discuss and Make a Plan
- ✔ Everyone Participates

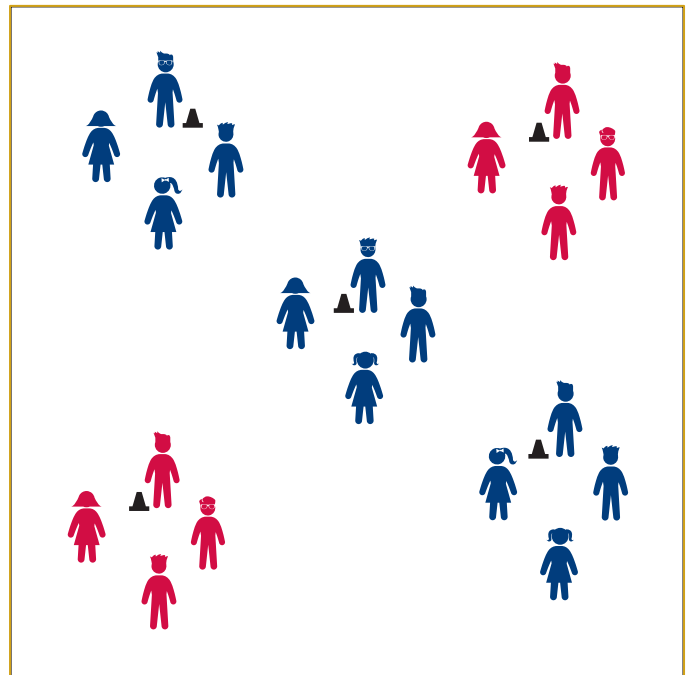
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ 4-6 cones (1 cone per team)

**Set-Up:**

1. Spread the cones throughout the activity area as home bases for each team. Spread them as far apart as possible.
2. Create 4-6 even teams. Send each team to a cone.



**Activity Procedures:**

1. The activity is called Machine Shop. It's a team charades activity. You are all engineers in a machine shop!
2. I will assign each group a machine. Your goal is make that machine come to life so that the other teams can guess what your machine is. Every person on your team must be an active participant, and you cannot speak while you are pretending to be the machine.
3. You have 3 minutes to make a plan. Be careful not to give the answer away while you work.
4. Sample machines include: school bus, elevator, lock and key, alarm clock, chainsaw, bulldozer, refrigerator, and a windmill.

**Grade Level Progression:**

**3<sup>rd</sup> – 5<sup>th</sup>:** Play the activity as described above. Use increasingly complex machines according to content covered in students' academic classes.

**MACHINE SHOP**

CHALLENGE PROGRESSIONS

Play up-tempo music and instruct students to create a rhythmic routine as their charades activity.

MODIFICATIONS

Use adult aides and specialists as group leaders to assist students who benefit from additional classroom support.

ACADEMIC LANGUAGE

Execute a Plan, Personal Responsibility, Independent, Interpersonal, Respect, Appropriate Behavior, Cooperation

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3), Reflects on personal social behavior in physical activity (4), Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a), Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does it mean when a team executes a plan?
- ✔ **DOK 2:** How does personal behavior affect a team's ability to execute a plan?
- ✔ **DOK 3:** Can you describe the sequence of steps in your team's charade performance?
- ✔ **DOK 1:** What did you like about being active with your team?
- ✔ **DOK 2:** Where can you be active with friends outside of physical education class?

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes:** Machine Shop is a great activity for helping students practice both cooperation and personal responsibility. Emphasize the importance of each team member's personal performance as an essential part of each team's success. Allow groups to perform a number of charade routines in order to encourage each team's cooperative behavior and participation in both the planning process and the performance.

**AEROBIC PATTERN PERFECTION**

**STUDENT TARGETS**

- ✓ **Skill:** I will execute all exercises with proper form, balance, and control.
- ✓ **Cognitive:** I will accurately demonstrate each aerobic pattern so my teammates can learn the routine that I studied.
- ✓ **Fitness:** I will identify the component of health-related fitness enhanced through the exercises performed in class.
- ✓ **Personal & Social Responsibility:** I will listen to as well as provide corrective feedback as a member of a learning team.

**TEACHING CUES**

- ✓ Read
- ✓ Practice
- ✓ Teach
- ✓ Practice

**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✓ 1 low profile cone per 4 students
- ✓ 4 cones
- ✓ 4 Aerobic Pattern Posters

**Set-Up:**

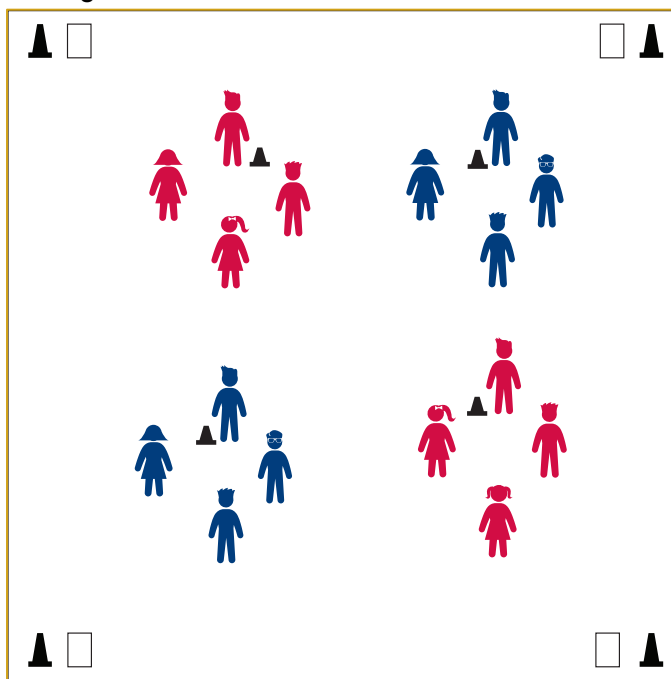
1. Set up 1 cone in each corner of the activity area. Set a different Aerobic Pattern Poster next to each cone.
2. Spread the low profile cones throughout the activity area as home bases for each team.
3. Create teams of 4 students. Send each team to a low profile cone.
4. Within each team, number students 1, 2, 3 and 4.

**Activity Procedures:**

1. This activity is called Aerobic Pattern Perfection. At the end of the game, your team will perform a perfect Aerobic Exercise Pattern.
2. There are 4 numbered Aerobic Pattern Posters in the corners of our area. When I say, "GO!" student 1 will move to Poster 1 and learn the movement pattern on that poster. Student 2 will move to Poster 2, and so on. You'll each have 3 minutes (allow more time if needed) to learn the pattern on your poster.
3. After 3 minutes, you'll hear the stop signal. Return to your team's home base so that each teammate can teach the team the Aerobic Exercise Pattern she/he learned. Put each individual pattern together into one large Perfect Aerobic Pattern Routine.

**Grade Level Progression:**

**3<sup>rd</sup> – 5<sup>th</sup>:** Play the activity as described above. Use increasingly complex patterns according to each group's developmental level.



## AEROBIC PATTERN PERFECTION

**CHALLENGE PROGRESSIONS**

- ✔ Provide muscular endurance activities on each poster in order for students to build muscular endurance exercise routines.
- ✔ Play music and provide sequential dance steps on each poster in order for students to build a dance routine.

**MODIFICATIONS**

Create basic movement sequences that match the developmental levels of all students in class.

**ACADEMIC LANGUAGE**

Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage

**STANDARDS & OUTCOMES ADDRESSED**

- ✔ **Standard 3 [E3.3-4]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4).
- ✔ **Standard 4 [E2.3-5]** Accepts and implements specific corrective teacher feedback (3), Listens respectfully to corrective feedback from others (e.g., peers, adults) (4), Gives corrective feedback respectfully to peers (5).
- ✔ **Standard 5 [E1.3-5]** Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

**DEBRIEF QUESTIONS**

- ✔ **DOK 1:** How can you recognize corrective feedback?
- ✔ **DOK 2:** How can you apply feedback to help you improve your performance?
- ✔ **DOK 1:** How can you recognize a physical activity that enhances fitness?
- ✔ **DOK 2:** Can you compare and contrast exercises that enhance aerobic fitness with exercises that enhance muscular strength?
- ✔ **DOK 3:** How is physical activity related to health-related fitness?

**TEACHING STRATEGY FOCUS**

**Help students engage in cognitively complex tasks:** Learning and then teaching content to others adds a level of cognitive complexity to which students may not be accustomed but will often respond positively. Engaging students in this way helps to illustrate the interconnected nature of the learning process and reinforces the importance of corrective feedback, revised knowledge, and purposeful practice.

## STATION DAY

### STUDENT TARGETS

- ✔ **Skill:** I will perform skill assessments to the best of my ability, following as many skills cues as I can.
- ✔ **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- ✔ **Fitness:** I will find my pulse/heart rate after each station in order to see if it is beating faster than when I'm sitting or resting.
- ✔ **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

### TEACHING CUES

- ✔ Start Activity with Music
- ✔ When Music Stops: Clean The Area and Rotate

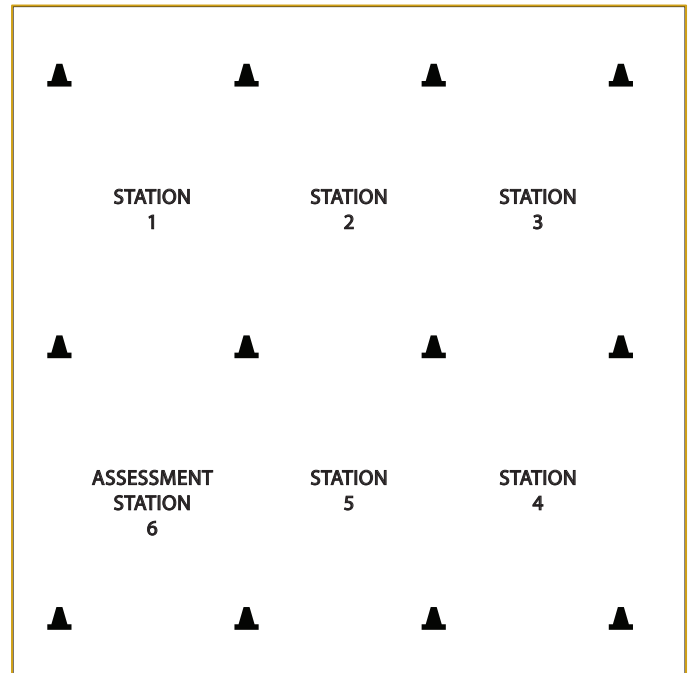
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ 24 low profile cones
- ✔ Station music and music player
- ✔ See station cards for equipment needs

#### Set-Up:

1. Using low profile cones, create 6-10 grids (depending on size of class and activity area).
2. Set station cards up on tall cones in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, with each group at a different station.



#### Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

**STATION DAY**

CHALLENGE PROGRESSIONS

Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely transitioned.

ACADEMIC LANGUAGE

*Select words from the module that you're teaching.*

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1, 2, 3, 5** [*Select outcomes from the module that you're teaching.*]
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF QUESTIONS

*Select questions from the module that you're teaching or the assessment that you're using.*

TEACHING STRATEGY FOCUS

**Organizing students to interact with content:** The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.



SAMPLE LESSON PLAN

FOCUS  
OUTCOMES

- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 4 [E5.3-4]** Recognizes the role of rules and etiquette in physical activity with peers (3), Exhibits etiquette and adherence to rules in a variety of physical activities (4).

FOCUS  
TARGETS

- ✔ **Skill:** I will look for and then recognize open space in order to guide my robots safely into it.
- ✔ **Cognitive:** I will provide one aspect of etiquette in physical education class during class discussion.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

ACADEMIC  
LANGUAGE

- ✔ Safety
- ✔ Open Space
- ✔ Actively Engage
- ✔ Etiquette
- ✔ Mirror

SELECTED  
ASSESSMENT

- ✔ Personal & Social Responsibility Self-Assessment

# SAMPLE LESSON PLAN

|  | TRANSITION NOTES   |   | ACTIVITY   |   | DEBRIEF   |
|--|--|---|--|---|---|
| <h1 style="font-size: 2em;">1</h1> <p>INSTANT<br/>ACTIVITY</p> | <p>4 cones set up as boundaries for large activity area. Students enter the gym and begin to skip in open space. Music is playing. Stop music and use 3 beanbags to identify 3 taggers for plank tag. Begin music as start signal. Play for 1 minute and then stop to change taggers. Repeat 3 times.</p>  | → | <p>Warm-Up:<br/>Plank Tag<br/>(from<br/>OPEN<br/>Fitness<br/>Knowledge<br/>Module)</p> | → | <ul style="list-style-type: none"> <li>• Can you name the components of health-related fitness?</li> <li>• Which components did we work to improve during Plank Tag?</li> </ul>                   |
| <h1 style="font-size: 2em;">2</h1> <p>LEARNING<br/>TASK</p>    | <p>Stop instant activity by pausing music. When I say “GO,” students have 5 seconds to get toe-to-toe in groups of 3. Send 1 member of each group to get 1 beanbag from 1 of the 3 equipment stations set up on the perimeter. Give instructions for Robotics Lab. Use music as start/stop signal.</p>   | → | <p>Robotics<br/>Lab</p>  | → | <ul style="list-style-type: none"> <li>• How can you recognize safe behaviors?</li> <li>• Can you predict what would happen in our Robotics Lab if we acted in ways that weren’t safe?</li> </ul> |
| <h1 style="font-size: 2em;">3</h1> <p>LEARNING<br/>TASK</p>    | <p>Freeze Robotics Lab by stopping music. Debrief Robotics Lab with students in groups. When I say “GO,” students have 5 seconds to get back-to-back with a partner. When I say “GO,” students return beanbags to equipment stations and each student gets 1 low profile cone. All students form 2 circles – 1 partner on the inside circle facing partner on the outside circle.</p>  | → | <p>Reflection<br/>Perfection</p>   | → | <ul style="list-style-type: none"> <li>• What is the definition of etiquette?</li> <li>• What can you tell me about etiquette in physical education?</li> </ul>                                   |
| <h1 style="font-size: 2em;">4</h1> <p>EXIT<br/>ASSESSMENT</p>  | <ul style="list-style-type: none"> <li>• Personal &amp; Social Responsibility Self-Assessment (Safety)</li> <li>• Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of pencils. When I say “GO,” return your equipment to an equipment station. Next, move to an assessment station. Collect a worksheet and pencil. When you’re finished filling it out, give your worksheet to me and then line up.</li> </ul> |   |  |   |   |

COOPERATIVE TRIATHLON CHALLENGE CARD

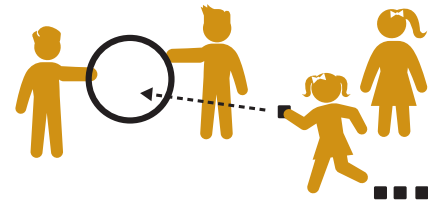
INTERMEDIATE (3-5)

Group Members: 1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**Challenge #1: Eye of the Needle**

How many tosses can you make through the hoop in 1 minute?

1. Two Holders hold the hoop pointing up and down (opening facing the Tossers).
2. Tosser-A tosses 1 beanbag at a time through the hoop to the other side.
3. When 4 beanbags are tossed, Tosser-A retrieves them all for Tosser-B.
4. Continue alternating Tossers until you hear a stop signal.



Trial 1 Result: \_\_\_\_\_

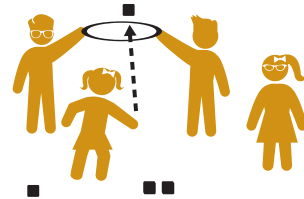
Trial 2 Result: \_\_\_\_\_

*Circle the best performance.*

**Challenge #2: Eruption**

How many tosses can you make through the hoop in 1 minute?

1. Two Holders hold the hoop above their heads (opening facing the floor).
2. Tosser-A tosses 1 beanbag at a time up and out of the hoop.
3. When 4 beanbags are tossed, Tosser-A retrieves them all for Tosser-B.
4. Continue alternating Tossers until you hear a stop signal.



Trial 1 Result: \_\_\_\_\_

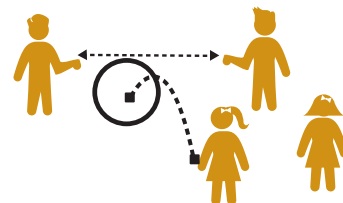
Trial 2 Result: \_\_\_\_\_

*Circle the best performance.*

**Challenge #3: Moving Target**

How many tosses can you make through the hoop in 1 minute?

1. Two Holders stand 5 steps apart and roll the hoop back and forth between them.
2. Tosser-A tosses 1 beanbag at a time through the moving hoop.
3. When 4 beanbags are tossed, Tosser-A retrieves them all for Tosser-B.
4. Continue alternating Tossers until you hear a stop signal.



Trial 1 Result: \_\_\_\_\_

Trial 2 Result: \_\_\_\_\_

*Circle the best performance.*

**Think About It – Answer the questions below on the back of this page.**

1. What does acceptance mean?
2. Can you compare and contrast the **benefits** of working with others who are more skilled with the benefits of working with those who are less skilled? (*HINT: Draw a Venn Diagram*)
3. How could we adapt or change one of our Triathlon challenges in order to help someone who is less skilled be more successful?

# AEROBIC PATTERN POSTER

## Basic Set Poster 1

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Bounce-ups

Bounce on two feet straight up and down for the full 10-count.

### 2) Right Leg Hoppers

Hop in place on your right foot for the full 10-count.

### 3) Left Leg Hoppers

Hop in place on your left foot for the full 10-count.

### 4) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Basic Set Poster 2

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Vertical Jump-ups

Jump as high as you can and then land softly. Repeat as many times possible within the full 10-count.

### 2) Marching Madness

March in place with high knees for the full 10-count.

### 3) Jogging Joy

Jog in place for the full 10-count.

### 4) Fast Feet Fire

Sprint in place for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Basic Set Poster 3

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Basic Invisible Jump Rope

Jump your invisible jump rope for the full 10-count.

### 2) Side-to-Side Jumpers

Jump back and forth over an imaginary line for the full 10-count.

### 3) Skip to Nowhere

Skip in place for the full 10-count

### 4) Hop 2

Hop twice on your right foot, then twice on your left foot. Repeat this pattern for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Basic Set Poster 4

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Bounce-ups

Bounce on two feet straight up and down for the full 10-count.

### 2) Vertical Jump-ups

Jump as high as you can and then land softly. Repeat as many times possible within the full 10-count.

### 3) Basic Invisible Jump Rope

Jump your invisible jump rope for the full 10-count.

### 4) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Advanced Set Poster 1

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Power Skip-ups

Skip straight up off of your left foot, reaching as high as you can go. Then, land and skip up off of your right foot. Repeat for the full 10-count.

### 2) High Knees Joggers

Jog in place, lifting your bent knee above your waist with each jogging step that you take. Repeat for the full 10-count.

### 3) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

### 4) Tuck Jumps

Jump straight up and quickly bring your knees in toward your chest. Release down for a soft landing. Repeat for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?





# AEROBIC PATTERN POSTER

## Advanced Set Poster 2

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Vertical Jump-ups

Jump as high as you can and then land softly. Repeat as many times possible within the full 10-count.

### 2) Single Leg Hops

Hop on your left foot for a 5-count, then hop on your right foot for a final 5-count.

### 3) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

### 4) Fast Feet Fire

Sprint in place for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Advanced Set Poster 3

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Plank Jacks

Start in straight plank position with your feet together. Pop your feet out to shoulder width and then back together. Continue for the full 10-count.

### 2) Wheel Punchers

Give yourself space for safety. With your elbows close to your body, punch straight out in front of you with your right hand, and then bring it back in while you quickly repeat the punch with your left. Continue punching for the full 10-count, quickly moving your hands in a wheel-like motion.

### 3) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

### 4) Flutter Kick Swimmers

Lay on your back with your arms straight to you sides. Lift your legs about 6 inches off the floor. Keeping your legs straight and off the floor, alternate bringing your feet up and down for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# AEROBIC PATTERN POSTER

## Advanced Set Poster 4

Complete each exercise for a count of 10-Mississippi before moving to the next exercise. Practice, perfect, and remember this routine. Continue practicing for at least 3 minutes. After you have the sequence memorized, go back and teach your teammates.

Find your pulse *before* you practice this routine. Does it feel fast or slow?

### 1) Power Skip-ups

Skip straight up off of your left foot, reaching as high as you can go. Then, land and skip up off of your right foot. Repeat for the full 10-count.

### 2) Vertical Jump-ups

Jump as high as you can and then land softly. Repeat as many times possible within the full 10-count.

### 3) Jumping Jacks

Perform basic Jumping Jacks with a clap at the top for the full 10-count.

### 4) Plank Jacks

Start in straight plank position with your feet together. Pop your feet out to shoulder width and then back together. Continue for the full 10-count.

Find your pulse *after* you've practiced this routine. Does it feel faster or slower?



# ABILITY

(noun)

**Skill or proficiency in a particular area.**

*Belle has the **ability** to cooperate with her classmates and often shows good leadership.*



# ACCEPTANCE

(noun)

**The willingness to receive an idea or situation or to receive an individual into a group.**

*James was happy that the group showed him **acceptance** by teaching him the game that they were playing.*



# ACTIVELY ENGAGE

(verb)

**To participate in an activity while showing genuine interest and a desire for excellence.**

*Caroline **actively engages** in physical education class in order to get as much physical activity as possible.*



# APPROPRIATE BEHAVIOR

(noun)

**The correct way to act or conduct oneself in a particular situation.**

---

*Phillip demonstrated **appropriate behavior** during the Robotics Lab activity by moving safely and watching out for other robots.*



# BENEFIT

(noun)

**An advantage gained from something.**

*Having fun with your friends is one **benefit** of being active with a group.*





# COOPERATION

(noun)

**The process of working together for a common goal or outcome.**

*Keeping our Phys. Ed. equipment in good condition takes **cooperation**. We all have to work together to use things the way they were meant to be used and to put them back where they belong when class is over.*



# CRITIQUE

(verb)

**To evaluate the details of an idea or performance.**

*Gayle was asked to **critique** Ashley's presentation of the aerobic routine after they had practiced their performance.*



# DIRECTION

(noun)

**The course along which something moves.**

*Caleb decided to change **direction** by stopping, turning, and going back to where he started.*



# ENCOURAGEMENT

(noun)

**Support, confidence, or hope offered by someone or some event.**

---

*Paul offered his friends **encouragement** by telling them how much their skills had improved during their practice.*



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

*John followed class **etiquette** in physical education class by taking turns with equipment and listening respectfully to the ideas of others.*



# EXECUTE A PLAN

(verb)

**To carry out a course of action in order to achieve a goal.**

*Our team will create and then **execute a plan** in order to move all of the foam balls from one hoop to the other.*

# FEEDBACK

(noun)

**Information provided in reaction to a performance, action, or piece of work.**

*Mrs. Hart gave Deedi positive **feedback** about her outstanding aerobics routine performance.*



# FORCE

(noun)

**Strength or power used on an object.**

*William used too much **force** when he pushed the foam ball and it flew out of the gym doors.*





# HEALTH BENEFIT

(noun)

**An improvement to a person's overall wellbeing resulting from a physical activity or food choice.**

---

*Stress reduction is a **health benefit** of physical activity.*



# HEALTH-RELATED FITNESS

(noun)

**A group of 5 physical characteristics that contribute to a person's overall wellbeing. The 5 components of Health-Related Fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.**

*Finding a variety of physical activities that you like is a good way to improve and maintain all five components of **health-related fitness**.*



# INDEPENDENT

(adjective)

**Free from outside control or lead.**

*Vinnie was **independent** during physical education class and worked hard without Mr. Fox watching him.*



# INTERPERSONAL

(adjective)

**Relating to communication and interaction between people.**

*Kari's **interpersonal** behavior helped her team talk through their plan for beating the challenge activity.*



# MIRROR

(verb)

**To match or imitate the movement of another person or object.**

*Faith **mirrored** Katrina's movements perfectly while they practiced their dance routine.*

# PEER

(noun)

**A person of the same age, group, or ability as another specified person or group.**

*When Fred and Tom talk about how to work together during the game, it is a **peer-to-peer** conversation because they're both on the same team.*



# PERSONAL RESPONSIBILITY

(noun)

**A commitment to act in a way that shows respect for self and others while being accountable for honoring commitments and duties.**

*Maddie takes **personal responsibility** in class by using equipment the right way and always working hard to improve her skills.*



# PRAISE

(verb)

**To express approval or appreciation for someone or something.**

*Ms. Osborne **praised** the students by giving each of them an awesome fist-bump after they put the equipment back where it belonged.*





# REFEREE

(noun)

**An official who watches and judges game or match play closely in order to ensure that the rules are followed.**

*Cooper was an excellent student **referee** because he paid close attention to the game and knew all of the rules.*



# RELATIONSHIP

(noun)

**The way that two or more concepts, objects or people are connected.**

*In physical education class, we're learning about the **relationship** between hard work and success.*



# RESPECT

(verb)

**To appreciate someone or something as a result of their abilities, qualities, or achievements.**

*I **respect** my classmates because they always come to class and work hard to improve.*



# RHYTHM

(noun)

**A uniform pattern of sound or movement.**

*It's fun to march to the **rhythm** of the music.*



# SAFETY

(noun)

**The condition of being protected against physical, social, and emotional harm.**

*During physical education class, Rahim follows all rules related to **safety** in order to protect himself and his classmates from injury.*



# SOCIAL INTERACTION

(noun)

**The way that people relate and respond to each other when in pairs or groups.**

*The **social interaction** of the class during field days was very positive because the students gave one another a lot of encouragement.*



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

*Joshua's group worked together to develop a **strategy** for beating Mr. Stone's cooperative challenge.*



# SUCCESS

(noun)

**The accomplishment of a goal or purpose.**

*Daniel was able to achieve **success** after listening to Mr. Grove's feedback and practicing the skill cues.*





# TEAMWORK

(noun)

**The combined action and effort of a group of people working toward a goal or purpose.**

*Taylor's group displayed excellent **teamwork** during the Down and Back Relay as they quickly moved all of the objects across the activity area.*



# WORK INDEPENDENTLY

(verb)

**To do a physical or mental activity without needing the help or direction of a teacher or other authority figure.**

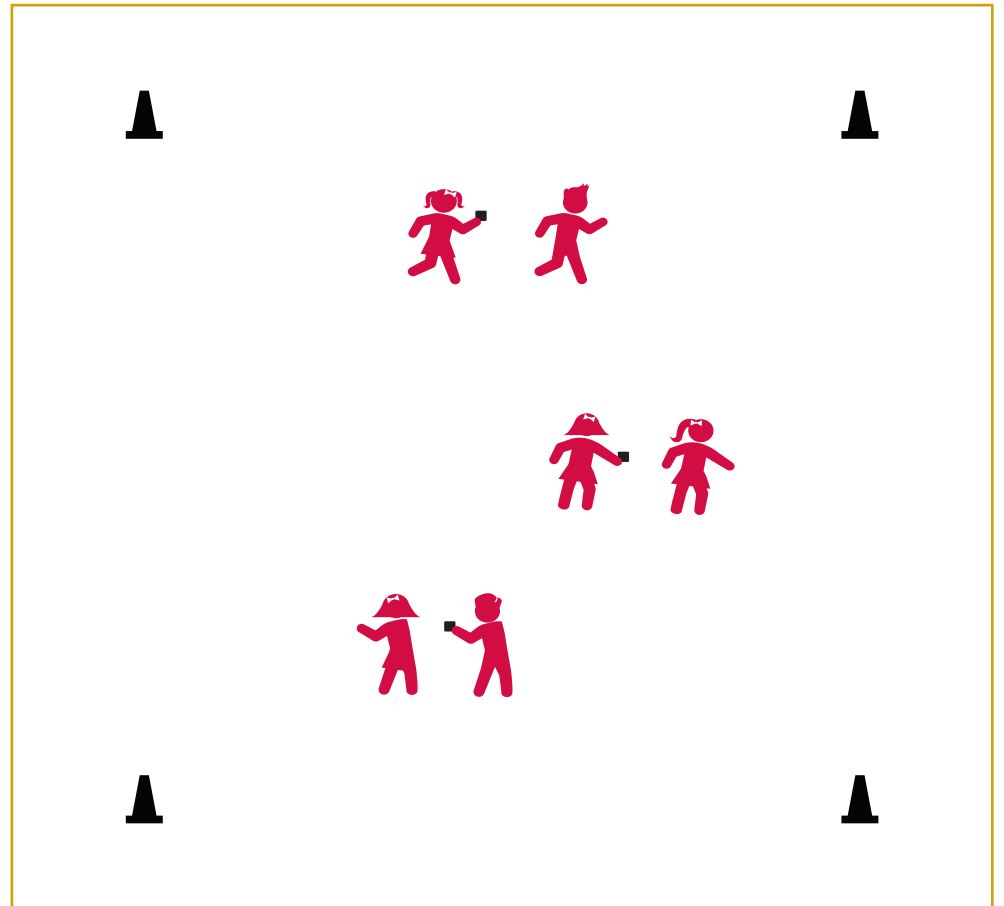
*Finn's team was able to **work independently** to solve the challenge activity while Mr. Kline helped classmates that needed more information.*



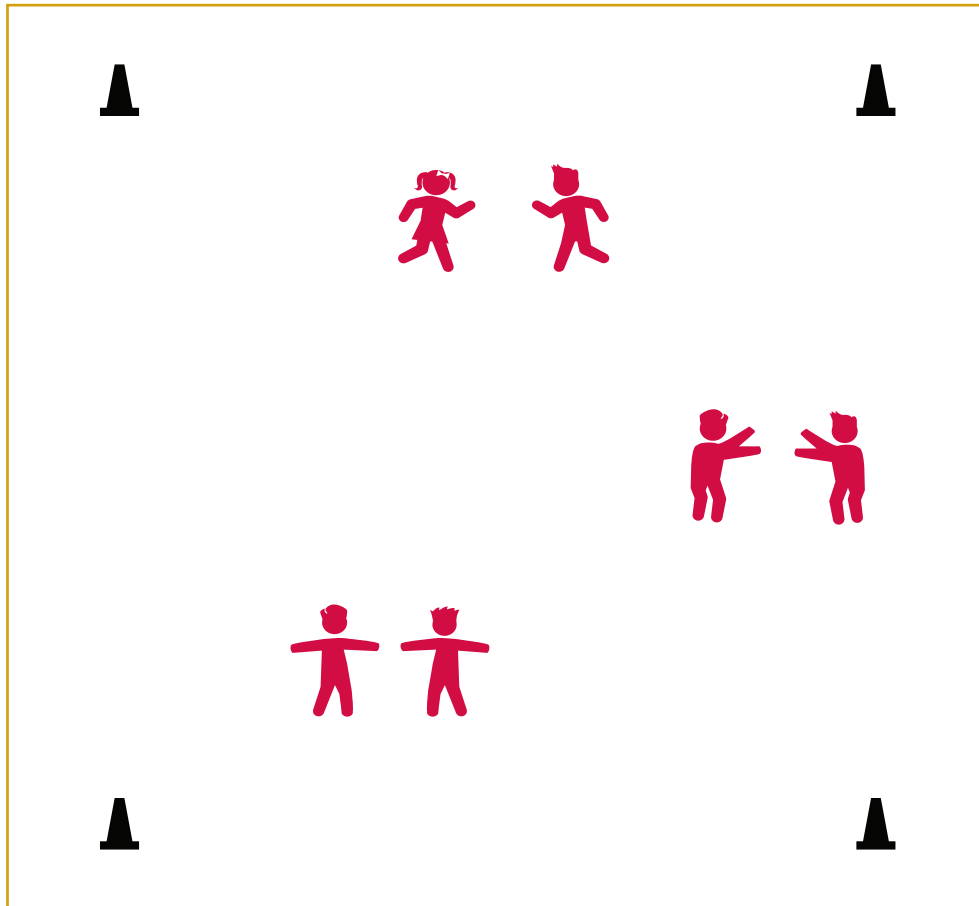
# ROBOTICS LAB

## HOW TO PLAY

- 1.** Work with a partner. One of you is a robot and the other is the engineer with a remote control (bean bag).
- 2.** Safely control the robot as they march forward by tapping them on the shoulder to turn them 90 degrees to the right or left.
- 3.** Robots, when you get to the station boundary or to an obstacle, march in place and avoid collisions.



# REFLECTION PERFECTION



## HOW TO PLAY

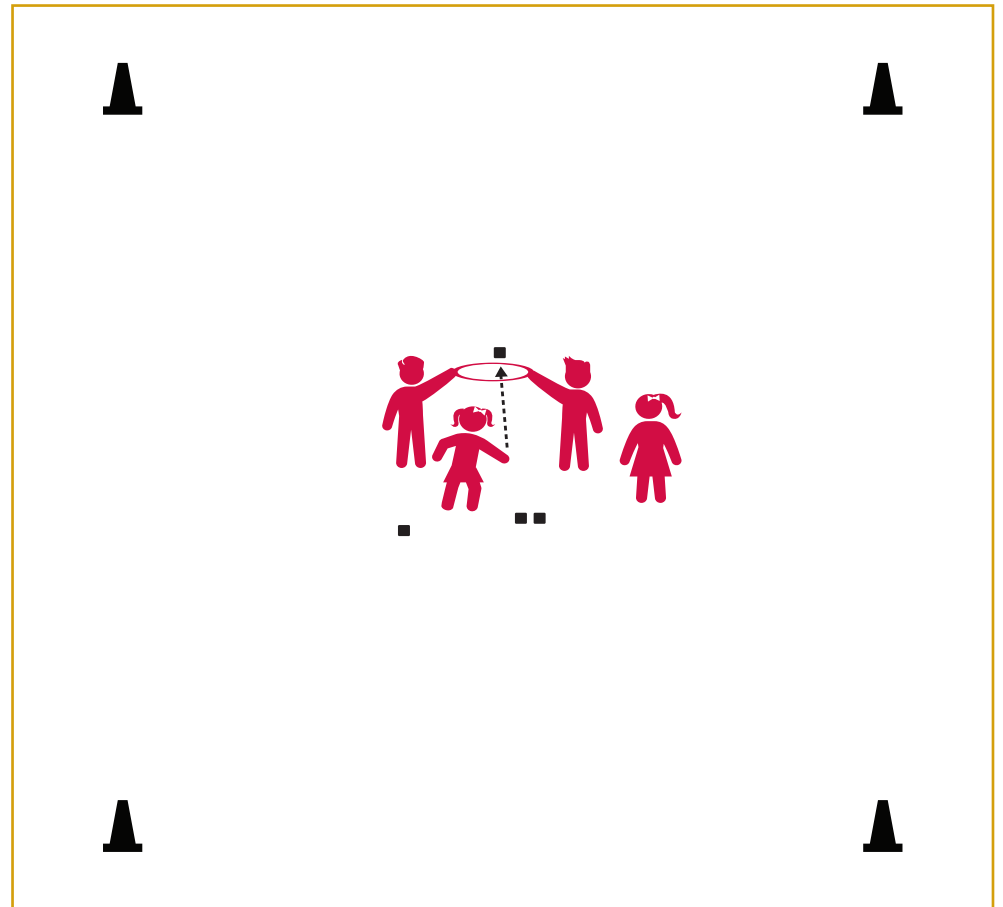
- 1.** Work with a partner. One of you is a fitness instructor and the other is a mirror image of the fitness instructor.
- 2.** As the fitness instructor performs exercises to improve the 5 components of fitness, the mirror image will copy the fitness instructor's movements.
- 3.** Switch roles after 5 exercises.



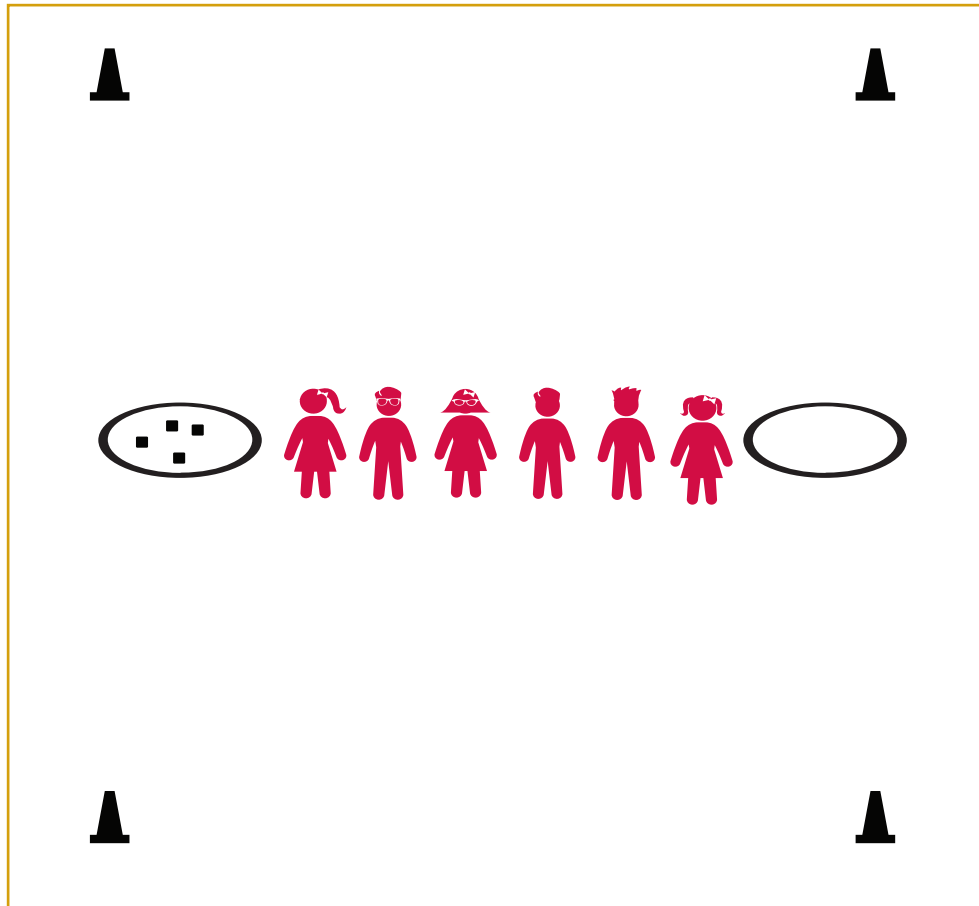
# ERUPTION

## HOW TO PLAY

- 1.** Work in small groups to see how many tosses you can make through the hoop before it's time to rotate to the next station.
- 2.** Holders will hold the hoop above their heads (opening facing the door) while the tossers toss the beanbags up and out of the hoop.
- 3.** Change roles after every 10 tosses.



# DOWN AND BACK RELAY



## HOW TO PLAY

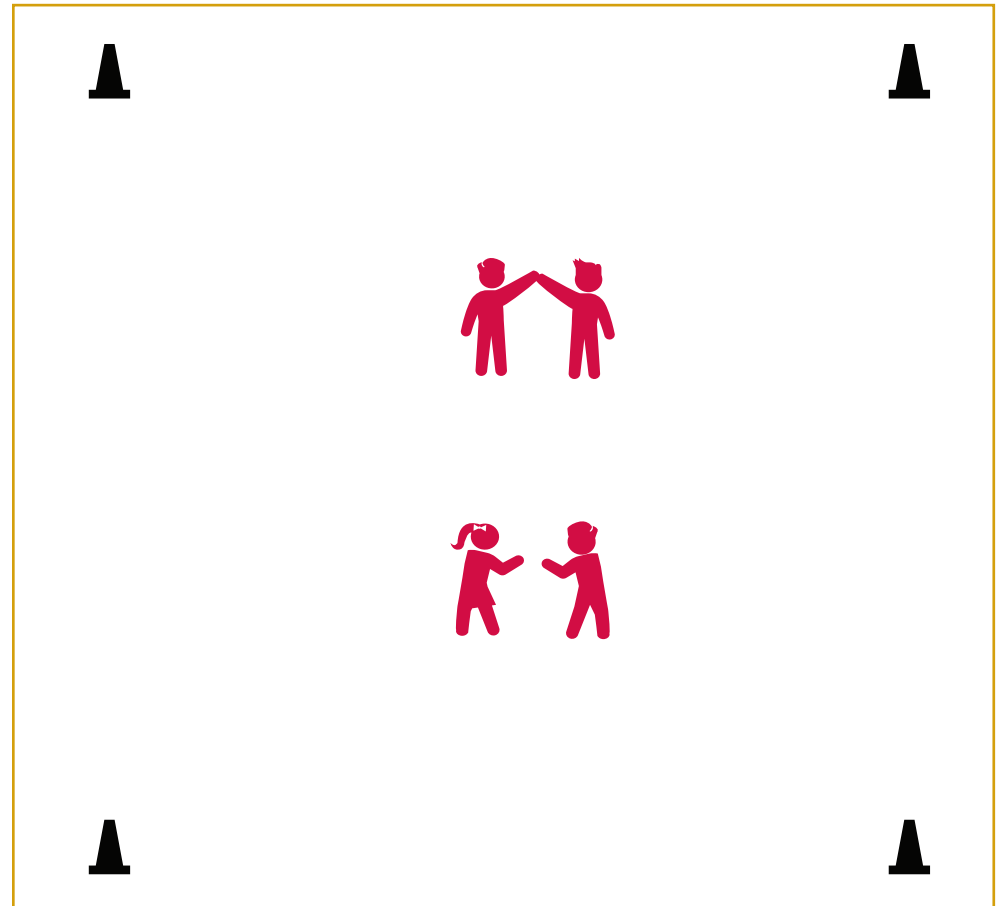
- 1.** Work in small groups to see how many times you can send the pile of foam balls and bean bags back and forth between the hoops before it's time to rotate to the next station.
- 2.** Remember: only hold 1 object at time; pass objects to the person next to you (don't skip anyone).
- 3.** All objects must make it to the opposite hoop before you reverse directions.



# MACHINE SHOP

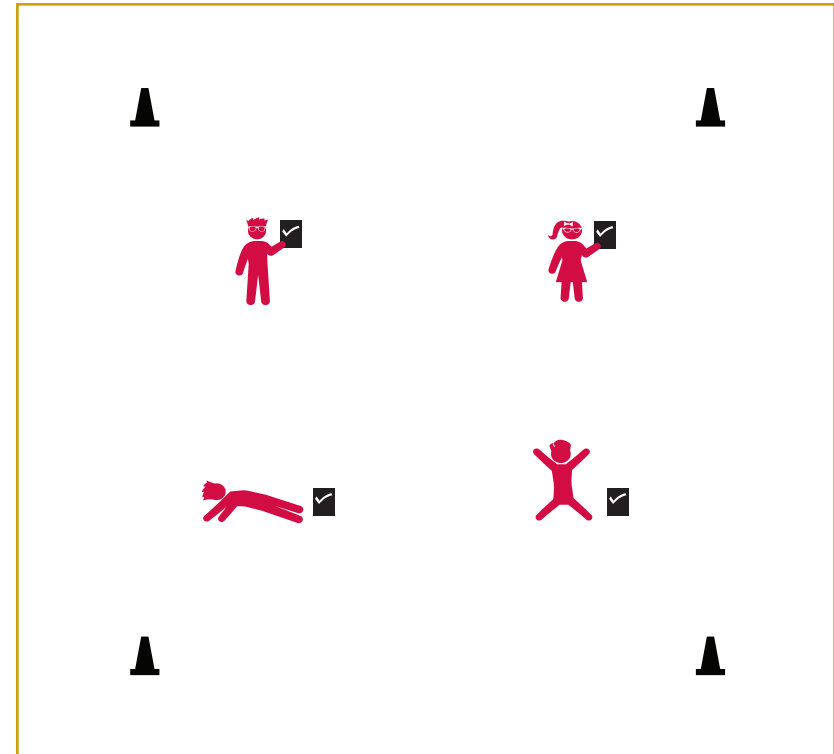
## HOW TO PLAY

- 1.** Work with a partner to think of a machine that you can bring to life (act out) so that another pair of students can guess what your machine is.
- 2.** Both you and your partner must be active participants, and you can't speak while you are pretending to be the machine.
- 3.** Take turns with the other pair and play as many rounds as you can before it's time to rotate to the next station.



# SELF-ASSESSMENT

1. Complete the Assessment for Personal and Social Responsibility.
2. When finished, perform the following exercise sequence until it's time to rotate to the next station.
  1. plank position for 5-Mississippi
  2. 10 squats
  3. 20 jumping jacks

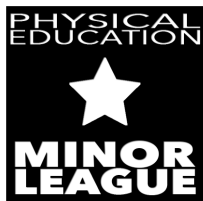




**SELF-ASSESSMENT**

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



**Level 1:**

I'm in the **Minor Leagues**. I wish I could do this better. And so I will keep trying my best to improve.


















**Level 2:**

I'm in the **Major Leagues**. Practice is helping and I will keep trying my best to improve.



**Level 3:**

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

| SKILL                         | PRE   | GOAL   | POST  |
|-------------------------------|---|--|---|
| <b>Safety</b>                 |  |  |  |
| <b>Cooperation</b>            |  |  |  |
| <b>Interpersonal Behavior</b> |  |  |  |
| <b>Receiving Feedback</b>     |  |  |  |
| <b>Following Etiquette</b>    |  |  |  |

### HOLISTIC PERFORMANCE RUBRIC

INTERMEDIATE (3-5)

**GRADE:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_

|  |  |
|--|--|
| <b>Proficient<br/>4</b>                | Consistently exhibits personal responsibility, appropriate behavior, and safety principles in all settings. Works independently for extended periods of time. Works cooperatively with others and demonstrates acceptance and the ability to praise peers appropriately.   |
| <b>Competent<br/>3</b>                 | Generally exhibits personal responsibility, appropriate behavior, and safety principles with minimal reminders. Works independently for short periods of time and responds well to reminders. Works cooperatively with others and works with peer groups with minimal distraction. Generally accepts others of both higher and lower skill levels. |
| <b>Lacks<br/>Competence<br/>2</b>      | Needs regular reminders in order to stay on task. Occasionally displays unsafe behaviors. Has difficulty working in groups.  |
| <b>Well Below<br/>Competence<br/>1</b> | Displays unsatisfactory effort. Often displays unsafe behaviors and refuses to work in groups.   |

| Student Name | Score | Comments |
|--------------|-------|----------|
| 1.           |       |          |
| 2.           |       |          |
| 3.           |       |          |
| 4.           |       |          |
| 5.           |       |          |
| 6.           |       |          |
| 7.           |       |          |
| 8.           |       |          |
| 9.           |       |          |
| 10.          |       |          |
| 11.          |       |          |
| 12.          |       |          |
| 13.          |       |          |
| 14.          |       |          |
| 15.          |       |          |
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| 18.          |       |          |
| 19.          |       |          |
| 20.          |       |          |
| 21.          |       |          |
| 22.          |       |          |
| 23.          |       |          |
| 24.          |       |          |

|  |  |
|--|--|
| Teaching Dates of Module:  | School Year:                                     |
| <b>General Comments / Notes for Planning Next Year's Module</b>  |  |
| <input checked="" type="checkbox"/> Comment 1<br><input checked="" type="checkbox"/> Comment 2<br><input checked="" type="checkbox"/> Comment 3...                       |  |
| <b>Self-Reflection Across Danielson's Four Domains of Teaching</b>   |  |
| <b>Domain 1: Planning &amp; Preparation</b>  |  |
| 1a: Demonstrating Knowledge of Content/<br>Pedagogy  | 1d: Demonstrating Knowledge of Resources         |
| 1b: Demonstrating Knowledge of Students  | 1e: Designing Coherent Instruction               |
| 1c: Selecting Instructional Outcomes   | 1f: Designing Student Assessments                |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3...              |  |
| <b>Domain 2: Classroom Environment</b>   |  |
| 2a: Evidence of Respect and Rapport  | 2d: Managing Student Behavior                    |
| 2b: Establishing a Culture for Learning  | 2e: Organizing Physical Space                    |
| 2c: Managing Classroom Procedures  |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3...              |  |
| <b>Domain 3: Instruction</b>   |  |
| 3a: Communicating with Students  | 3d: Using Assessment in Instruction              |
| 3b: Using Questioning and Discussion<br>Techniques   | 3e: Demonstrating Flexibility and Responsiveness |
| 3c: Engaging Students in Learning  |  |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3...              |  |
| <b>Domain 4: Professional Responsibilities</b>   |  |
| 4a: Reflecting on Teaching   | 4d: Participating in a Professional Community    |
| 4b: Maintaining Accurate Records   | 4e: Growing and Developing Professionally        |
| 4c: Communicating with Families  | 4f: Showing Professionalism                      |
| <input checked="" type="checkbox"/> Reflection 1<br><input checked="" type="checkbox"/> Reflection 2<br><input checked="" type="checkbox"/> Reflection 3...              |  |
| <b>Self-Rating with Rationale</b>  |  |
| <b>Choose One:</b><br><b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>   |  |
| Provide rationale:<br><input checked="" type="checkbox"/> Evidence 1<br><input checked="" type="checkbox"/> Evidence 2<br><input checked="" type="checkbox"/> Evidence 3 |  |