



TOOLS FOR LEARNING PERSONAL & SOCIAL RESPONSIBILITY

PRIMARY (K-2)

The Virginia Standards of Learning Project



OPENPhysEd.org





TOOLS FOR LEARNING **PERSONAL & SOCIAL RESPONSIBILITY**

Created by:
Aaron Hart and Jim DeLine

Design:
Jennifer Truong

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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, working independently, following directions and rules, as well as sharing space and equipment are the primary skills emphasized. However, a variety of other learning outcomes are also addressed within the module's activities.

- **Standard 1 [K.a,b,e,g,i]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate bending, pushing, pulling, turning, and balancing on one foot (b); Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and nonlocomotor rhythmic patterns (e); Demonstrate moving at low, medium, and high levels (g); Demonstrate fast, slow, and moderate speeds (i).
- **Standard 1 [1.a,b,f,i,k]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate non locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts (b); Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Demonstrate low, medium, and high levels (i); Demonstrate fast, slow, and moderate speed movements (k).
- **Standard 1 [2.c,d]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c); Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [K.b,c,d]** Identify that the heart as a special muscle that helps the body move (b); Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- **Standard 2 [1.d,e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.a,c,d,e]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

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 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 form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Beanbag Bandages. At the end of this activity, students would complete the Pre and Goal columns for Following Directions & Rules. Safety, Sharing, and Working Independently would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the Module’s Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group’s performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

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 Worksheet 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.

This 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 | Beanbag Bandages + Set the Table (Pre Assessment – Follow Directions & Rules) | Listen, Follow Directions, Rules, Take Turns, Personal Responsibility, Appropriate Behavior, Feelings, Helpful, Clockwise, Counter-Clockwise |
| 2 | Set the Table + Hide and Seek <i>If time allows + Beanbag Bandages</i> | Around, Appropriate Behavior, Fun, Cooperation, Responsibility, Follow the Rules, Learning Environment |
| 3 | Hide and Seek + Train Tracks (Pre Assessment – Share Space & Share Equipment) | Fun, Cooperation, Responsibility, Learning Environment, Share, Work Independently |
| 4 | Soccer Tag Train Tracks + No More Monkeys... (Pre Assessment – Safety) + Keep Away | Safety, Share, Work Independently, Benefit, Physical Activity, Take Turns, Jump, Personal Responsibility |
| 5 | No More Monkeys... + Beanbag Bandage Tag | Safety, Take Turns, Appropriate, Personal Responsibility, General Space, Fast, Slow, Heart, Muscle, Physical Activity, Good Health |
| 6 | Beanbag Bandage Tag + Heavy Lifters (Pre Assessment – Work Independently) | Share, Work Independently, Follow Directions, Bend, Stretch, High, Low, Under, Near |
| 7 | Hide and Seek + Hula Hoop Igloos | Locomotor Skills, Balance, Personal Space, General Space, Rhythm, Share |
| 8 | Train Tracks + Heavy Lifters <i>If time allows + Beanbag Bandage Tag</i> | Share, Work Independently, Cooperation, Benefit, Physical Activity |
| 9 | Station Day (Post Assessments) | Academic Language Review |

MATERIALS LIST

| QTY | NAME | CODE |  USGAMES.COM |
|-----|--|----------------|--|
| 1 | <i>Basic OPEN Activity Pack [Includes all items below]</i> | 1389180 | Link to e-Store |
| 24 | Beanbags | 1064179 | |
| 12 | 12" Cones | 1093452 | |
| 24 | Poly Spots | 6070XXXX | |
| 6 | Rubber Chickens | 1369519 | |
| 6 | Rubber Bass | 7752160 | |
| 6 | Rubber Frogs | 7752460 | |
| 6 | Rubber Chickens | 7752260 | |
| 3 | Mesh Storage Bags | SNBCNETB | |
| | | | OPENPhysEd.org |
| 36 | Academic Language Cards | | OPENPhysEd.org |
| 8 | Station Cards | | OPENPhysEd.org |
| 1 | Holistic Rubric | | OPENPhysEd.org |
| 1 | Self Check Assessment | | OPENPhysEd.org |

BEANBAG BANDAGES

STUDENT TARGETS

- **Skill:** I will move safely in self-space.
- **Cognitive:** I will recognize and define at least 1 academic language vocabulary word.
- **Fitness:** I will actively participate in the activity while following class rules and protocol.
- **Personal & Social Responsibility:** I will listen to my classmates' instructions and respond appropriately.

TEACHING CUES

- Ask
- Listen
- Respond Appropriately

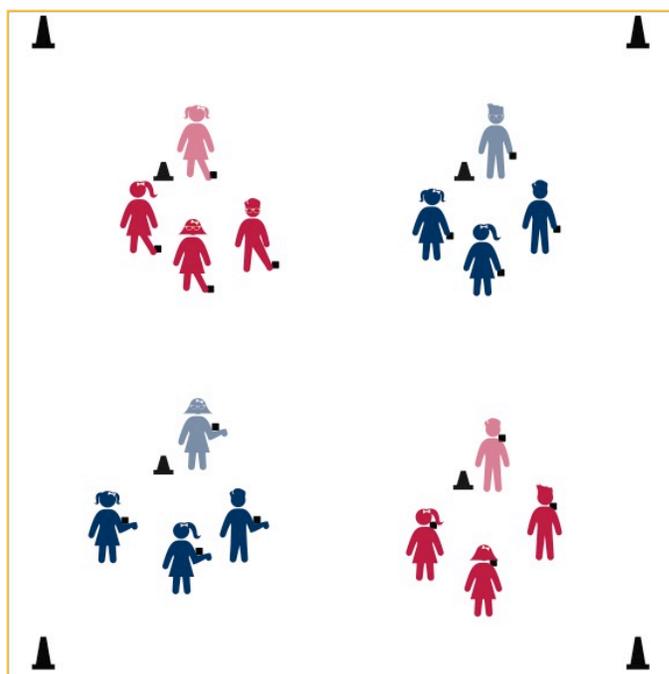
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per student
- 1 cone per group of 5 or 6 students

Set-Up:

1. Send groups of 5 or 6 students to a cone, each student with a beanbag.
2. One student is the Patient and stands next to the cone. The other students are Doctors and form an arc around the Patient.



Activity Procedures:

1. It's time to play Beanbag Bandage. The Patient was injured at recess and the doctors need to figure out where to put the bandage.
2. All together, the doctors will ask, "Where does it hurt?" The Patient picks a body part to call out and places the beanbag over the injury. For example, "My elbow hurts!"
3. All of the doctors follow along by also placing beanbags on their elbows and saying, "All bandaged up! Is that better?" The patient says, "Yes, thank you!"
4. The doctors ask again, "Where does it hurt?" The Patient says another body part, "My toes hurt!" This continues until the teacher stops play and chooses new Patients.

Grade Level Progression:

K: Teacher plays the first round as the Patient for all students. Add student Patients when the class displays the abilities to follow instructions and take turns.

1st: Begin with beanbags and then introduce other equipment such as juggling scarves, foam balls, or rubber critters.

2nd: Allow each student Patient to select the next Patient and emphasize taking turns as well as self control and acceptance.



BEANBAG BANDAGES

CHALLENGE PROGRESSIONS

- Provide different types of equipment for students to use, including items of different sizes, weights, and shapes.
- Prompt students to complete a skill before asking, “Where does it hurt?” For example, toss the beanbag into the air and catch it 3 times before asking.

MODIFICATIONS

Students participate without a beanbag. Instead of covering injuries with beanbag, students use a hand to touch the body part called out by the Patient.

ACADEMIC LANGUAGE

Listen, Follow Directions, Rules, Take Turns, Personal Responsibility, Appropriate Behavior, Feelings

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]**; Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** Can you name the different feelings that people experience?
- **DOK 2:** What feelings do you get when you’re active with friends? Why?
- **DOK 3:** If one of your friends is sad or angry, what could you do to help them feel better? Why would your choice help them?
- **DOK 1:** What is appropriate behavior?
- **DOK 2:** Can you list ways that appropriate behavior helps us learn?
- **DOK 3:** What can you do to help others understand what appropriate behavior is?

TEACHING STRATEGY FOCUS

Help students elaborate on content: Talking about and explaining feelings and emotions can be challenging for anyone, especially young children. Teachers can encourage dialog by collecting a series of short responses from the class and then asking individual students to provide evidence and examples for a selected response. For example, the class may say that activity makes them feel happy, excited, glad, and energetic. Next, choose “excited” as a response to elaborate on and let several students provide evidence to support the example.

SET THE TABLE

STUDENT TARGETS

- **Skill:** I will go counter-clockwise around the circle when it's my turn to run.
- **Cognitive:** I will listen for the music to start and stop, and I will respond quickly and appropriately when it does.
- **Fitness:** I will actively participate in physical education in order to increase my heart rate.
- **Personal & Social Responsibility:** I will follow all of the class rules and behave appropriately.

TEACHING CUES

- Pass Clockwise to the Music
- Stop when Music Stops
- Drop the Beanbag and Run Counter-Clockwise

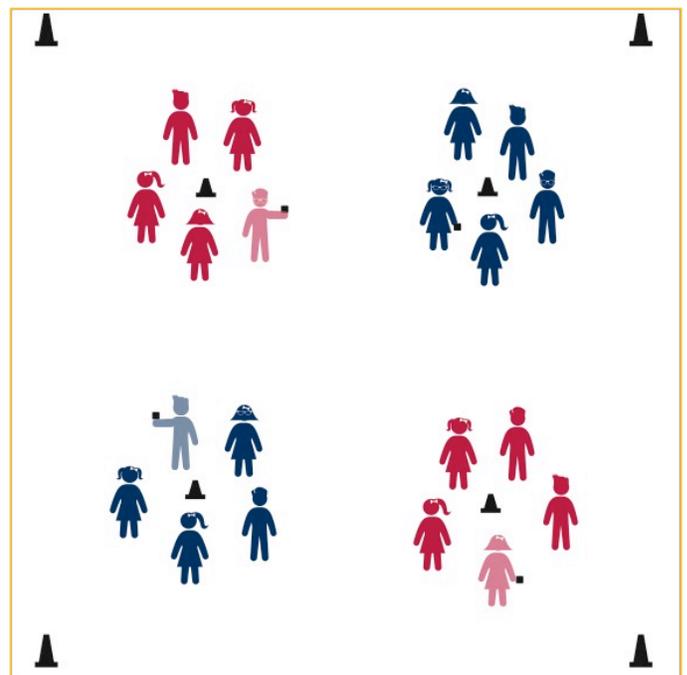
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 5 or 6 students
- 1 cone per group of 5 or 6 students
- Music and music player

Set-Up:

1. Send groups of 5 or 6 students to a cone, each group with 1 beanbag.
2. Students stand in a circle around the cone.
3. The beanbag begins with the shortest (tallest, youngest, etc.) student.



Activity Procedures:

1. One way that we can all be helpful and responsible at home is to help set the table at meal time. Let's play a game called Set the Table.
2. When the music starts, begin passing the beanbag clockwise around your circle. When the music stops, it's time to set the table. To do that, the person who is holding the beanbag will place the beanbag on the floor in front of them and then run around the circle counter-clockwise until they are standing back in their spot.
3. When the music starts again, we'll play another round.

Grade Level Progression:

K: When the music stops, teacher will call out the name of the player with the beanbag and say, "Run counter-clockwise!" while pointing in the correct direction.

1st: When the music stops, students will call out the name of the player with the beanbag and say, "Run counter-clockwise!"

2nd: When the music stops, students will move without an auditory cue. Students still forming the circle will complete an exercise while the runner is traveling (e.g., jumping jacks).

SET THE TABLE

CHALLENGE PROGRESSIONS

- Form larger circles with 2 or more beanbags.
- As runners travel counter-clockwise, players in the circle travel clockwise.

MODIFICATIONS

When the music stops, player with the beanbag performs a stationary activity or exercise.

ACADEMIC LANGUAGE

Helpful, Responsibility, Clockwise, Counter-Clockwise, Around, Appropriate Behavior

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a).
- **Standard 1 [1.a]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a).
- **Standard 1 [2.d]** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- **Standard 4 [K.c]** Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.a,d,e]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize appropriate behavior?
- **DOK 2:** How does appropriate behavior affect learning in physical education?
- **DOK 3:** How are the rules and protocol in physical education related to appropriate behavior?
- **DOK 1:** What activities would be on your list of fun ways to be physically active?
- **DOK 2:** What do you notice about the activities that you listed? What makes them fun?
- **DOK 3:** What specific examples can you talk about that would help prove to another person that an activity that you like is fun? Why did you choose those examples?

TEACHING STRATEGY FOCUS

Help students process content: This activity provides a fun way to allow young children to practice following rules and protocol in order to provide a safe and effective learning environment. However, the objective of this activity could be easily lost without an attentive and persistent debrief conversation. Ask questions that evoke thoughtful and complete answers while allowing students enough time to struggle with providing detail to support their responses.

HIDE AND SEEK

STUDENT TARGETS

- **Skill:** I will carefully pass and receive the beanbag without dropping or throwing it.
- **Cognitive:** I will listen to all of the rules of the game in order to understand how to perform.
- **Fitness:** I will actively participate in physical education while following class rules and protocol.
- **Personal & Social Responsibility:** I will show cooperation with my classmates by pretending to hide the beanbag when it is someone else's turn to hide the real beanbag.

TEACHING CUES

Hiders

- Pass and Receive when Music is On
- Stop and Hide when it's Off

Seekers

- Cover and Closer Your Eyes when the Music is On
- "Ready or Not.." When it's Off.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 5 or 6 students
- 1 cone per group of 5 or 6 students
- Music and music player

Set-Up:

1. Send groups of 5 or 6 students to a cone each group with 1 beanbag.
2. The shortest (tallest, youngest, etc.) student stands next to the cone. The other students stand in a circle around the cone.
3. The beanbag begins with the student standing in the circle.

Activity Procedures:

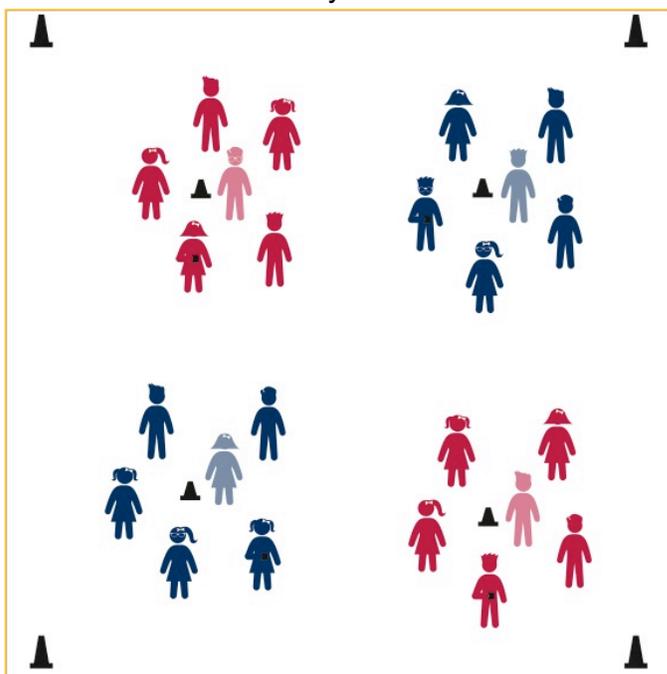
1. Playing Hide and Seek is really fun, but in order for everyone to have fun, we all have to follow the directions carefully.
2. In this game of hide and seek, the player in the center of the circle is the Seeker. She/he will try to find the beanbag.
3. When the music starts, the Seeker will close her/his eyes and the students in the circle pass the beanbag around the circle. When the music stops, everyone in the circle will hide their hands behind their backs.
4. The Seeker will say, "Ready or not, it's time to seek!" The Seeker will then open her/his eyes and try to guess who has the beanbag hidden behind their back.
5. Seekers get 1 guess. If she/he guesses correctly, she/he gets a bonus point. If she/he guesses incorrectly, all of the students in the circle get a bonus point.
6. Select a new Seeker and then play again.

Grade Level Progression:

K: Teacher directly selects the student who will hide the beanbag and the other children work together to try and trick the Seeker.

1st: Students now pass the beanbag with the music; teacher monitors the Seeker to avoid any peeking.

2nd: The game is played with little or no teacher intervention.





HIDE AND SEEK

CHALLENGE PROGRESSIONS

Students pass the beanbag in plank position. When the music stops, they quickly sit and hide the beanbag.

MODIFICATIONS

Teacher selects the student who will hide the beanbag and provides enough time for all students to “hide” before allowing the Seeker to open her/his eyes.

ACADEMIC LANGUAGE

Fun, Cooperation, Responsibility, Follow the Rules, Learning Environment

STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 [K.a,c]** Demonstrate cooperative and safe play (a); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.a,b,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Identify classroom (procedural) rules (d).
- **Standard 4 [2.a,c,d,e]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** What is cooperation?
- **DOK 2:** How did you cooperate during the game of Hide and Seek?
- **DOK 3:** What would happen to the game if some students did not cooperate?
- **DOK 1:** What is responsibility?
- **DOK 2:** What did responsibility look like in the game of Hide and Seek?
- **DOK 3:** Can you think of any other examples of activities or places where responsibility is important? Explain why you selected that example.

TEACHING STRATEGY FOCUS

Help students examine their reasoning: It is very likely that several young students will find it difficult to pretend to hide the beanbag when it’s time to cooperate as a unit. Plan for this teachable moment and use it to illustrate the need for full cooperation. In addition, allow students to accept responsibility for their actions without fear of serious consequences. Start by debriefing the results of the failed attempt at “hiding” and then allow the group to try again. If the result of the second attempt is positive and the group successfully hides the beanbag, praise the student who improved their performance and ask the class to examine all of the reasons why the improvement was so important to the group’s success. If the result of the second attempt continues to be negative, follow class protocol for gradually increasing the gravity of the consequence.

TRAIN TRACKS

STUDENT TARGETS

- **Skill:** I will travel safely within the activity area moving around my teammates as we “move our train.”
- **Cognitive:** I will be able to explain what sharing and cooperation mean during group discussion.
- **Fitness:** I will actively participate in physical education while following class rules and protocol.
- **Personal & Social Responsibility:** I will work independently with my teammates with no more than one rule reminder from the teacher.

TEACHING CUES

- Pass
- Travel Around
- Sit

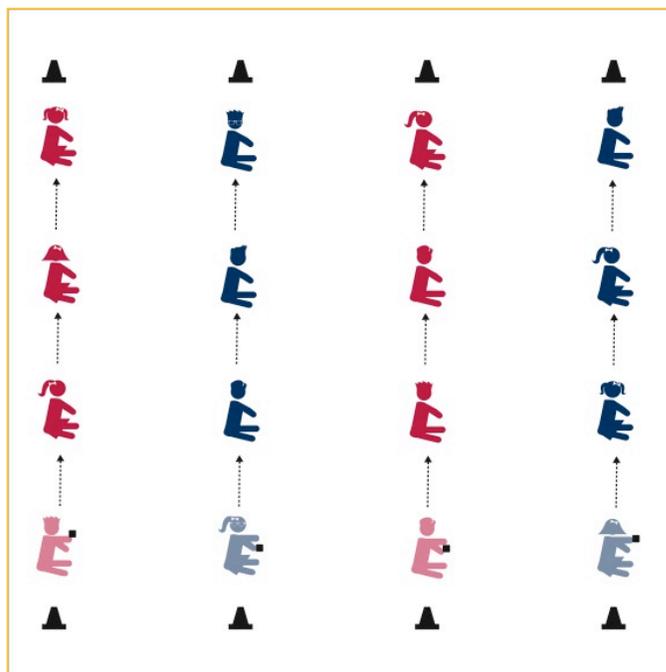
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 5 or 6 students
- 2 cones per group of 5 or 6 students

Set-Up:

1. Using cones, form 2 parallel lines approximately 20 feet apart. Number the cones across from each other 1 and 2.
2. Send groups of 5 or 6 students to a set of cones with 1 beanbag for the group.
3. Each group sits side-by-side in a single file between cones 1 and 2, starting next to cone number 1.
4. The beanbag begins with the student closest to cone 1.



Activity Procedures:

1. It’s time to send the train down the tracks!
2. On “Go”, the student with the beanbag will pass it to the next person. As soon as the pass is made, that student will get up and walk quickly to sit at the other end of the line. This sequence continues until the line makes it to the other end of the area and a student sits next to cone number 2.
3. At cone number 2, tap the beanbag to the cone and then use the same process to send it back down the tracks toward cone number 1. Continue until you hear the stop signal.

Grade Level Progression:

K: Teacher prompts each pass with a verbal cue (e.g., “Pass”), keeping all groups moving at the same pace and allowing for uniform performance corrections.

1st: Groups work independently to move the beanbag back and forth between the cones.

2nd: Students switch positions (e.g., laying head to toe) in order to change the task and increase the challenge.



TRAIN TRACKS

CHALLENGE PROGRESSIONS

Use a larger/heavier object than the beanbag in order to increase the physical challenge.

MODIFICATIONS

- Use low profile cones or poly spots to mark the open spaces between the cones to which students should move after making a pass.
- Use textured objects to help students grip and manipulate the item being passed.

ACADEMIC LANGUAGE

Share, Cooperation, Work Independently, Benefit, Physical Activity

STANDARDS & OUTCOMES ADDRESSED

- Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- Standard 4 [K.a]** Demonstrate cooperative and safe play (a).
- Standard 4 [1.a,b,c]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c).
- Standard 4 [2.c,d]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d).

DEBRIEF QUESTIONS

- DOK 1:** What does sharing mean? What does cooperation mean?
- DOK 2:** How did sharing apply to your group's performance in Train Tracks? How did cooperation apply?
- DOK 3:** How is sharing related to cooperation?
- DOK 1:** How would you describe working independently?
- DOK 2:** Your group worked independently during Train Tracks. Why is your ability to work independently important to our learning environment?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Cooperative activities can be challenging for young children. Sharing and cooperation are social skills that are still developmentally immature. By providing a small group task that can be easily accomplished, teachers can reinforce and build upon the feeling of collective accomplishment while minimizing frustration and conflict. When challenges do arise, be sure to address matters as building blocks to success and work to establish a growth mindset.

NO MORE MONKEYS...

STUDENT TARGETS

- **Skill:** I will demonstrate jumping and landing, following the teaching cues given in class.
- **Cognitive:** I will listen to and safely follow all directions without any help from the teacher.
- **Fitness:** I will stay safely active during No More Monkeys.
- **Personal & Social Responsibility:** I will use equipment and space within the activity area appropriately in order to keep my classmates and myself safe.

TEACHING CUES

Traveling Cues

- Skip
- Jump
- Find a New Bed

Jumping Cues

- Bend to Get Ready
- Extend Up
- Stretch for the Sky
- Bend to Land Soft

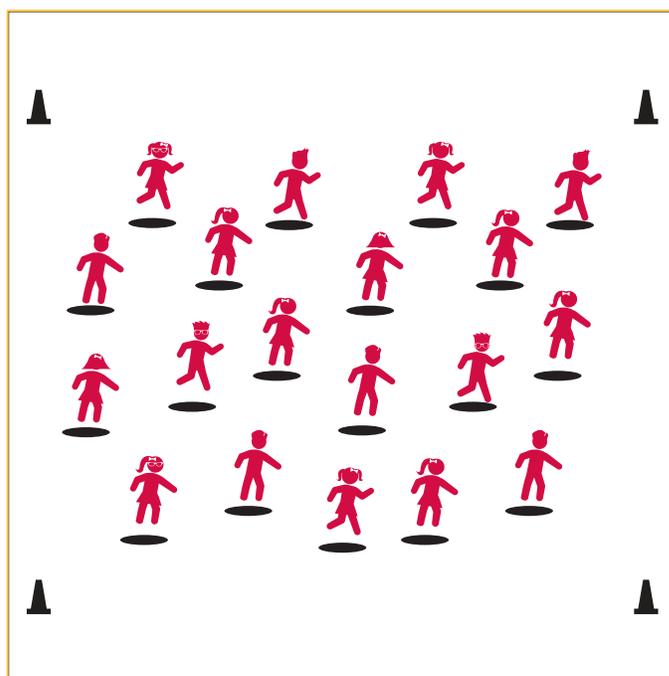
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 poly spot per student

Set-Up:

1. Scatter poly spots throughout a large activity area.
2. Each student to a poly spot.



Activity Procedures:

1. Raise your hand if you know the song *10 Little Monkeys*. It's not safe to jump on a real bed like the monkeys in the song do. To be safe, we're going to pretend that our poly spots are beds...and we're monkeys!
2. On the start signal, everyone is going to skip to find a new bed to jump on. When you get to a new bed, jump with 2 feet onto the spot and sing, "10 little monkeys jumping on the bed..."
3. When you're done with the song, skip to another bed and sing, "9 little monkeys jumping on the bed..." Continue skipping, jumping and singing until you get all the way down to 1 little monkey.
4. After you finish singing for 1 little monkey, sit crisscross on the final bed that you jumped on and sing, "No more monkeys jumping on the bed!"

Grade Level Progression:

K: Create a circle with the poly spots. Sing and then rotate as a class.

1st: Play the game as described above.

2nd: After students demonstrate the basic activity, give them a ball to dribble from one spot to the next.



NO MORE MONKEYS...

CHALLENGE PROGRESSIONS

- Change the locomotor skill used for traveling between spots.
- Give students a manipulative item to dribble/control while moving between spots.

MODIFICATIONS

Students walk between spots and/or allow student to bounce on spots without jumping.

ACADEMIC LANGUAGE

Safety, Take Turns, Appropriately, Jump, Personal Responsibility

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a).
- **Standard 1 [1.a]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a).
- **Standard 1 [2.d]** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** What does safety mean? How can you recognize safe behavior?
- **DOK 2:** How does following directions affect safety in physical education?
- **DOK 3:** What would happen during the activity No More Monkeys if someone in our class was not being safe?
- **DOK 1:** What do you know about personal responsibility?
- **DOK 2:** How can you demonstrate personal responsibility when you're working with physical education equipment?
- **DOK 3:** How is personal responsibly related to success in school?

TEACHING STRATEGY FOCUS

Preview new content: Many students have heard the song *10 Little Monkeys*. Before beginning this activity, talk about the song and ask students if the monkeys were being safe. What facts tell us that the monkeys weren't being safe? Now as you begin and complete the activity, students will have access to prior knowledge, allowing them to analyze their own performance and behavior.

BEANBAG BANDAGE TAG

STUDENT TARGETS

- **Skill:** I will perform all locomotor skills while maintaining my balance during the activity.
- **Cognitive:** I will recall and talk about activities that can make my heart stronger.
- **Fitness:** I will participate in the activity in order to make my heart beat faster.
- **Personal & Social Responsibility:** I will play the game safely without needing safety reminders.

TEACHING CUES

Skip

- Step-Hop-Step-Hop

Taggers

- Tag with Fingers
- Shoulders Only

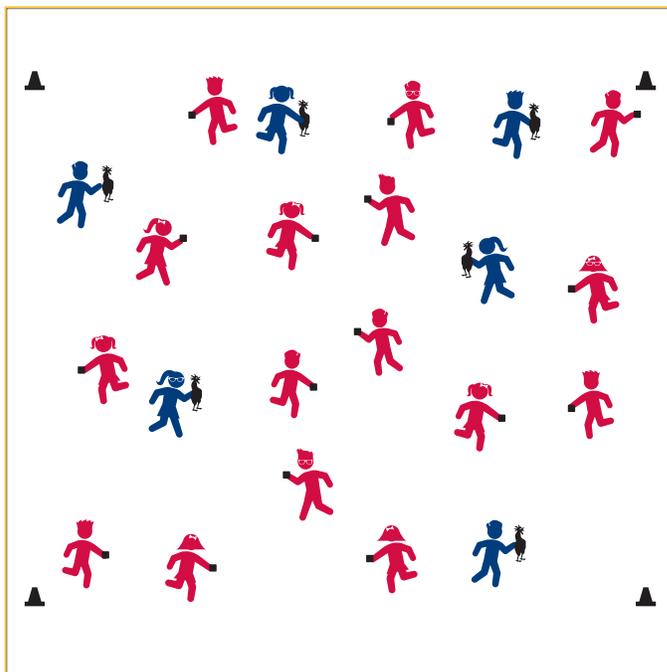
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per student
- 3-6 rubber chickens
- 4 cones

Set-Up:

1. Create a large activity area with cones as boundaries.
2. Scatter students in personal space within the boundaries. Each student with a beanbag.
3. Select 3-6 taggers and give them each a rubber chicken.



Activity Procedures:

1. Remember our game of Beanbag Bandages? Now we're going to play a tag game with some of the same rules. Boo-Boo Bandits are going to try and tag you. They're the ones with the crazy chickens. Try not to get tagged.
2. On the start signal, each Boo-Boo Bandit will do 5 jumping jacks while everyone else begins to skip around the activity area. After 5 jumping jacks, they'll skip around and try to tag as many students as they can. Bandits, be sure to tag with your hands.
3. If you get tagged, freeze and hold the beanbag above your head. To unfreeze you, another student will come be the doctor and say, "Where does it hurt?" The frozen patient will say, "My elbow (or other body part) hurts!" and place the beanbag on their elbow. The doctor will say, "All bandaged up! Get back in the game." Then both students will return to the game.
4. We'll play for 2 or 3 minutes, then freeze to select new Boo-Boo Bandits.

Grade Level Progression:

K: Start at a walking pace with only 1 Boo-Boo Bandit. Add faster movement and more taggers when you see students moving and tagging safely.

1st: Play the game as described above.

2nd: Change locomotor movements, allowing the game to move at a faster pace.

a. *Recommended Locomotor Progression for Tag Games: Walk, Gallop, Run, Slide, Skip*



BEANBAG BANDAGE TAG

CHALLENGE PROGRESSIONS

- Replace the beanbag with a ball for hand dribbling.
- Students practice bone and muscle names while identifying a body part that hurts

MODIFICATIONS

Remove the beanbags. Students simply touch the body part identified as “hurt.”

ACADEMIC LANGUAGE

General Space, Fast, Slow, Heart, Muscle, Safety, Physical Activity, Good Health

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a,i]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate fast, slow, and moderate speeds (i).
- **Standard 1 [1.a,k]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate fast, slow, and moderate speed movements (k).
- **Standard 1 [2.d]** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [K.b,c,d]** Identify that the heart as a special muscle that helps the body move (b); Explain that moving faster makes the heart beat faster (c); Demonstrate the concept of personal space (d).
- **Standard 2 [1.d,e]** Explain that the heart is a muscle that grows stronger with movement (d); Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** Can you remember the cues for tagging?
- **DOK 2:** How would you compare safe tagging with unsafe tagging?
- **DOK 3:** What other safety considerations should we think about when playing a game like Beanbag Bandage Tag? Why are those considerations important?
- **DOK 1:** What is a muscle?
- **DOK 2:** What do you know about your heart muscle?
- **DOK 2:** How does moving fast affect your heart rate?
- **DOK 3:** What other activities can you do to make your heart stronger? Why did you choose those activities?

TEACHING STRATEGY FOCUS

Help students elaborate on content: Exploring any concept in physical education with a rigorous degree of depth requires students to make inferences about what’s being presented in class. As students interpret and respond to guiding questions, require them to provide evidence and support for their conclusions.

HEAVY LIFTERS

STUDENT TARGETS

- **Skill:** I will bend and then stretch with my teammates to safely lift a beanbag high over our heads.
- **Cognitive:** I will talk about the importance of sharing and cooperation during class discussion.
- **Fitness:** I will actively participate in physical education.
- **Personal & Social Responsibility:** I will work with my teammates, sharing equipment and space in order to complete this activity's challenge.

TEACHING CUES

- Bend Knees Low
- Back Straight
- Lift High
- Move to an Open Cone

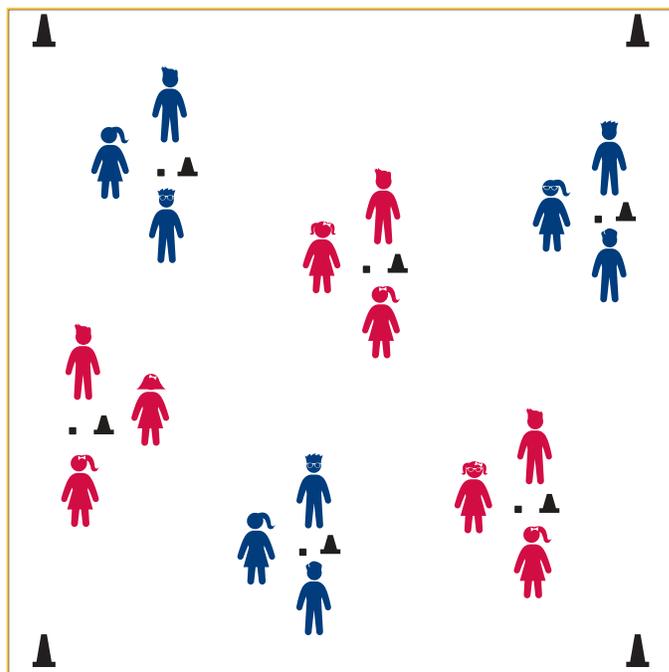
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 beanbag per group of 2 or 3 students
- 1 cone per group of 2 or 3 students
- Music and music player

Set-Up:

1. Send groups of 2 or 3 students to a cone, each group with 1 beanbag.
2. Students stand facing each other with the beanbag on the floor in between them and the cone next to them.



Activity Procedures:

1. Today your team's challenge is to lift and carry as many different "heavy boxes" (beanbags) as you can. You're going to work with your partners to lift each heavy box safely, bending your knees and keeping your backs straight. Your team will then carry it to a new cone.
2. When the music starts, you and your partners will bend to pick up a beanbag. Lift it safely over your head with everyone touching and holding it together.
3. Next, walk to an open cone where there isn't a beanbag already waiting. Safely place the beanbag next to the cone and then move as a group to a repeat with a new beanbag and a different open cone. Repeat as many times as you can before the music stops, and then freeze.

Grade Level Progression:

K: Young students may have difficulty sharing a beanbag and lifting it as a team. Substitute with a larger item such as a hula hoop.

1st: Add additional cones and beanbags in order to help students find an open cone.

2nd: Play the game as described above.



HEAVY LIFTERS

CHALLENGE PROGRESSIONS

- Use small medicine balls with an emphasis on muscular fitness.
- Vary the type of equipment provided for students to lift.

MODIFICATIONS

Use a hula hoop, students only lifting it to waist height.

ACADEMIC LANGUAGE

Share, Work Independently, Follow Directions, Bend, Stretch, High, Low, Under, Near

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [K.b,g]** Demonstrate bending, pushing, pulling, turning, and balancing on one foot (b); Demonstrate moving at low, medium, and high levels (g).
- Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- Standard 4 [K.a,c]** Demonstrate cooperative and safe play (a); Identify three classroom (procedural) rules (c).
- Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- DOK 1:** What equipment did you and your teammates share?
- DOK 2:** How did your ability to share affect your ability to move a “Heavy Box?”
- DOK 3:** What might have happened if someone in your group was not able to share equipment?
- DOK 1:** What does it mean to bend your knees? What does it mean to stretch up high?
- DOK 2:** What did you notice about your balance when you were bending and stretching?
- DOK 3:** What do you think would happen to your balance if you tried to walk from cone to cone stretched high and standing on your tiptoes? Why?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Although this activity provides a specific way to complete the challenge, each group of students will struggle with sharing and cooperation before finding a common path. Take note of the different struggles that you observe and use each example during the class debrief session. Help students understand struggle with perseverance is in itself an important skill and a part of the learning process.

HULA HOOP IGLOOS

STUDENT TARGETS

- **Skill:** I will perform locomotor skills to the rhythm of the music.
- **Cognitive:** I will respond appropriately when the music starts and stops.
- **Fitness:** I will participate in the activity in order to make my heart beat faster.
- **Personal & Social Responsibility:** I will safely share space with classmates by standing inside a hoop with others and keeping my hands and feet to myself.

TEACHING CUES

- Move to the Music
- Find an Igloo when it Stops

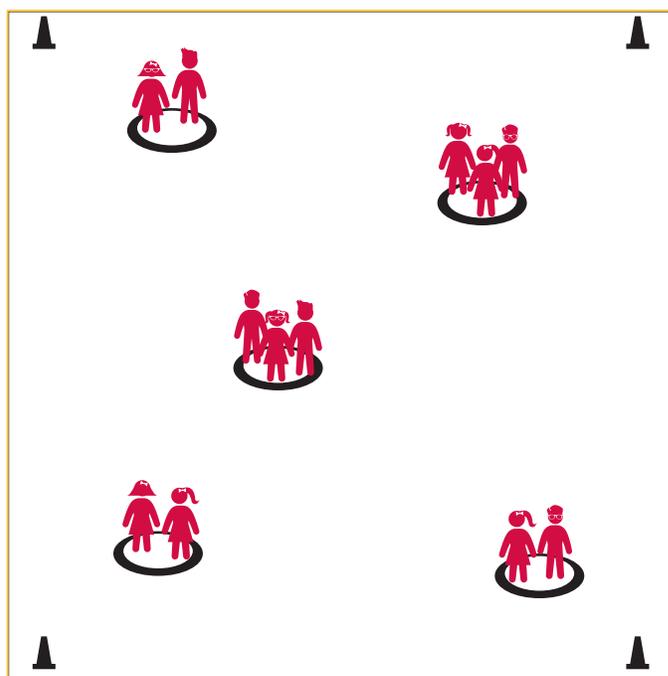
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 hoop per group of 2 or 3 students.
- Music and music player

Set-Up:

1. Scatter hoops throughout the activity area with enough space for students to travel in between them.
2. Send groups of 2 or 3 students to stand inside each of the hoops.



Activity Procedures:

1. It's cold outside and we need to share our Igloos with our friends!
2. When the music starts, we're going to carefully ice skate around our activity area without touching or stepping into a hoop.
3. When the music stops, move to the closest hoop and get inside with at least 1 friend in order to warm up your toes. If there are too many friends in a hoop, move to a different hoop with a new friend. We'll play again each time that the music starts.

Grade Level Progression:

K: Play music with a slow to moderate tempo in order to keep the pace of student movement slow and safe.

1st: Prompt students to use a variety of locomotor movements as well as levels and pathways while the music plays.

2nd: Play up-tempo music, prompting students to move using a variety of mature locomotor patterns while increasing their heart rates.



HULA HOOP IGLOOS

CHALLENGE PROGRESSIONS

- Use fewer hoops so that more students must work together in a single hoop.
- Add a manipulative object to the activity, prompting students to work safely in

MODIFICATIONS

Tie pairs of hoops together in classes with students who require more personal space. A student will then share space by moving into an individual hoop tied to a partner's hoop.

ACADEMIC LANGUAGE

Locomotor Skills, Balance, Personal Space, General Space, Rhythm, Share

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a,e]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and nonlocomotor rhythmic patterns (e).
- **Standard 1 [1.a,f]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f).
- **Standard 1 [2.c,d]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c); Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** How can you recognize personal space? How can you recognize general space?
- **DOK 2:** How would you compare/contrast the personal space of a classmate with general space?
- **DOK 3:** When else do you need to share space with others? What are some things we can do to safely share those spaces?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: Sharing space can be very challenging for young students. During the debrief discussion of this activity, draw out detailed explanations for the responses to each question. Use those details provide alternate points of view and challenge students to defend their reasoning.

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

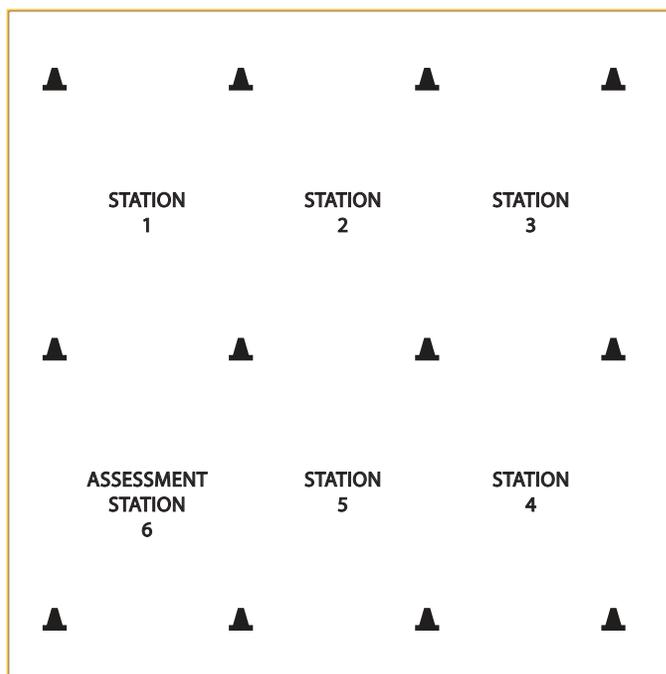
ACTIVITY SET-UP & PROCEDURE

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 performance in this module.
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 (or set time) 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, 4** [*Select outcomes from the module that you're teaching.*]

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 [K.c]** Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.a,d,e]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

FOCUS TARGETS

- ✔ **Skill:** I will use soft touches on the soccer ball in order to keep it in my personal space.
- ✔ **Cognitive:** I will read and complete the Self Assessment for Dribbling and Safety.
- ✔ **Fitness:** I will actively participate in the Teacher Says activity.
- ✔ **Personal & Social Responsibility:** I will follow directions by keeping control of my equipment and body in order to keep my classmates and myself safe and active.

ACADEMIC LANGUAGE

- ✔ Listen
- ✔ Follow Directions
- ✔ Personal Responsibility
- ✔ Clockwise
- ✔ Counter-Clockwise

SELECTED ASSESSMENT

- ✔ Personal & Social Responsibility Self-Assessment

SAMPLE LESSON PLAN

| | TRANSITION NOTES | ACTIVITY | DEBRIEF |
|--|---|---|--|
| <p>1 INSTANT ACTIVITY</p> | <p>Students enter the gym and move to the first Invisible Dumbbell station. Music is playing. Students rotate through stations at their own pace. 4 cones with 6 beanbags under each cone are set up in activity area for Skill Development activity.</p> | <p>Warm-Up: Invisible Dumbbell Stations. (from OPEN Fitness Knowledge Module)</p> | <ul style="list-style-type: none"> • What does ball control mean? • How does it apply to the game of soccer? |
| <p>2 LEARNING TASK</p> | <p>Stop instant activity by pausing music. When I say “GO,” students have 5 seconds to get shoulder to shoulder in groups of 3. Move 2 groups of 3 to each cone to make groups of 6. Students circle around each cone. Move to one group to demonstrate the activity for the class. Begin Beanbag Bandages activity.</p> | <p>Beanbag Bandages</p> | <ul style="list-style-type: none"> • Can you remember the cues for foot dribbling? • How did your ability to make quick looks around the activity area affect your success in Scramble? • What are the steps you took in the process of moving from one ball to the next? |
| <p>3 LEARNING TASK</p> | <p>“FREEZE!” Debrief Beanbag Bandages with students in groups. Use same groups for Set the Table Activity. Ask 1 student from each group to collect 5 of 6 beanbags and place them back under the cone. The 6th beanbags begin with the youngest student in each group. Use one group to demonstrate the activity.</p> | <p>Set The Table</p> | <ul style="list-style-type: none"> • How can you recognize appropriate behavior? • How does appropriate behavior affect learning in physical education? • How are the rules and protocol in physical education related to appropriate behavior? |
| <p>4 EXIT ASSESSMENT</p> | <ul style="list-style-type: none"> • Personal & Social Responsibility Self-Assessment (Follow Directions & Rules) • Grade 2: Assessment stations are set up on open sidelines. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say “GO,” return your equipment to an equipment station. Next, move to an assessment station. Collect a worksheet and crayon. When finished filling it out, give your worksheet to me and then line up. • Grades K-1: Complete Self-Assessment with all students as a class. | | |

APPROPRIATE BEHAVIOR

(noun)

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

*Phillip demonstrated **appropriate behavior** during stations by moving safely and listening for the start and stop signals.*



AROUND

(adverb)

To reach a new place or position by moving from one side of an object to the other.

*Jeff moved **around** all of the equipment in order to get to the other side of the gym.*



BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

*Lauren jumped and then landed on two feet in order to keep her **balance** and not fall down.*



BEND

(verb)

To move a body part into a curve or angle.

*I will **bend** my knees before I jump and when I land in order to jump higher and land softer.*



BENEFIT

(noun)

An advantage gained from something.

*One health **benefit** of exercise is strong muscles.*



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.*



COUNTER-CLOCKWISE

(adverb)

Movement in the direction opposite to the way that the hands of a clock move around.

*The class moved the parachute **counter-clockwise** by walking around to their right.*



FAST

(adverb)

Moving or acting at a high speed.

*Dylan was running **fast** through the cones so that no one could catch him.*



FEELINGS

(noun)

Emotional states or reactions.

*Caitlin has positive **feelings** toward being active in physical education, although sometimes she feels nervous when trying something new.*



FOLLOW DIRECTIONS

(verb)

To act according to a sequence of instructions in order to reach a goal or finish a task.

*Mandy likes to **follow directions** in physical education in order to learn how to play really fun games.*



FOLLOW THE RULES

(verb)

To act within a set of understood laws or commands in order to keep a space or activity under control.

*Students and teachers have to **follow the rules** of the school so that all students can learn and stay safe.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can move safely within the activity boundaries.*



GOOD HEALTH

(noun)

A state of being free from illness or injury.

*Physical activity and healthy eating are both important to a person's **good health**.*



HEART

(noun)

The muscular organ that pumps blood through the body.

*When Joshua plays tag in physical education class, his **heart** beats faster.*



HELPFUL

(adjective)

Being cooperative, supportive and useful.

*Andrea was very **helpful** to Mr. Hart when she showed a new student where to put equipment at the end of class.*



HIGH

(adjective/adverb)

At a level that is greater than normal.

*In order to reach the rope that was **high** above her head, Julie jumped as high as she could.*



JUMP

(verb)

To push off of a surface and into the air using the power in your legs and feet.

*Caleb likes to **jump** as high as he can during physical education class.*



LEARNING ENVIRONMENT

(noun)

Any physical location where students gain knowledge or skill.

*Mr. Kamiya's gym and Mrs. Smith's classroom look different, but they are both good **learning environments**.*



LISTEN

(verb)

To give attention to a sound in order to understand what it means or where it came from.

*Students **listen** to Mr. Hardaway talk so that they can understand how to play a game.*



LOCOMOTOR SKILLS

(noun)

The basic ways to move your body through space.

*Galloping and skipping are my favorite
locomotor skills.*



LOW

(adjective/adverb)

At a level that is less than normal.

*In order to move under the rope, Jamel had to crawl **low** to the ground.*



MUSCLE

(noun)

A bundle of fibrous tissue inside the body of a person or animal that can tighten and contract in order to move or maintain the position of body parts.

*Building **muscle** in our bodies helps us to do everyday things, like climbing on the playground and lifting gigantic invisible dumbbells.*



NEAR

(preposition)

Located a short distance away.

*Zach was standing **near** the beanbags when the game started, so he was able to quickly grab the color that we wanted.*



OVER

(preposition)

Directly above something.

*Ben held his hand **over** his head because he wanted to answer a discussion question.*



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.*



PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*It's important to respect everyone's **personal space** in physical education class so that we can all learn without feeling uncomfortable.*



PHYSICAL ACTIVITY

(noun)

Any physical movement that uses the body's energy.

*Taking a walk with my family is a great **physical activity** and helps us stay healthy.*



RESPONSIBILITY

(noun)

The state of having a duty or obligation.

*Completing the self-assessment was a **responsibility** that Jackson took very seriously.*



RHYTHM

(noun)

A strong, repeated pattern of movement or sound.

*Chris was skipping to the **rhythm** of his favorite song.*



RULES

(noun)

A set of understood laws or commands that keep a space or activity under control.

*The **rules** at recess help everyone stay active and safe.*



SAFE

(noun)

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

*Rahim stays **safe** by following all safety rules in physical education class in order to protect himself and his classmates from injury.*



SHARE

(verb)

To split or divide a portion of something with others.

*We need to **share** the beanbags with other teams so that everyone has equipment to play with.*



SLOW

(adverb)

Moving or acting at a low speed.

*Katie's movement was **slow** so it was easy for her to balance on the floor spots.*



TAKE TURNS

(verb)

When two or more people do or use something alternately.

*One way to share a single hula-hoop with a partner is to **take turns** using it.*



UNDER

(preposition)

Directly below something.

*The fluff-balls were stored **under** the cone.*



WORK INDEPENDENTLY

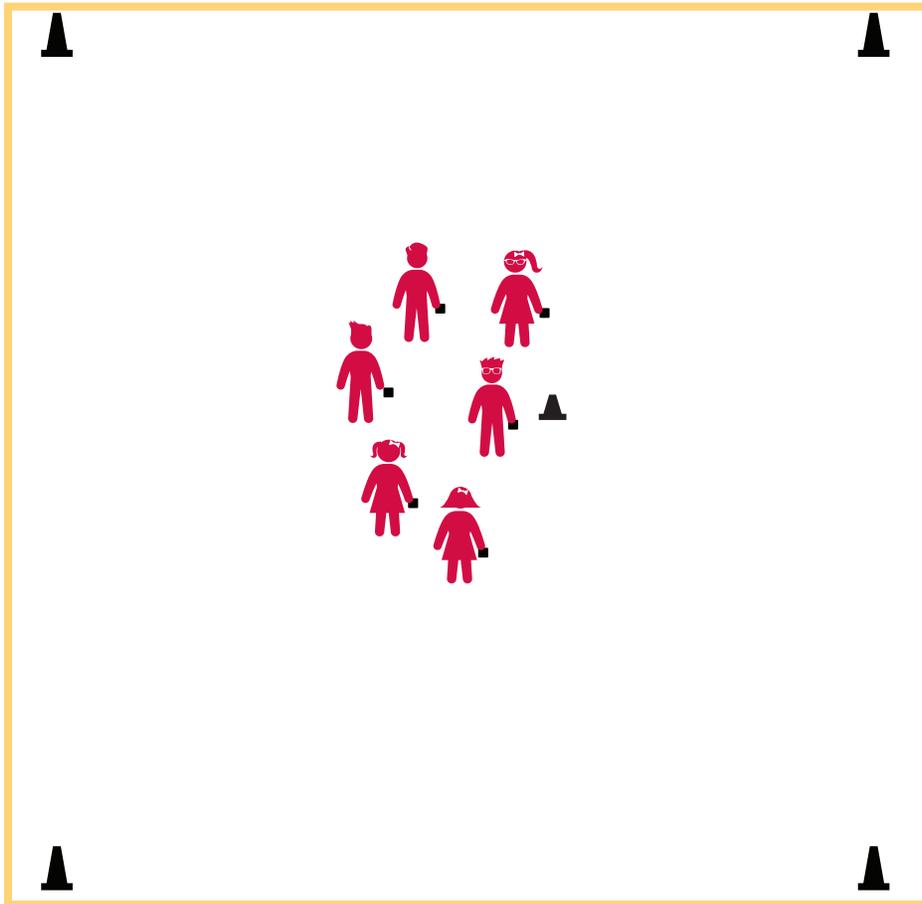
(verb)

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

*Billy and Ellen were able to **work independently** in stations while Mr. Kline assessed the performance of their classmates.*



BEANBAG BANDAGES

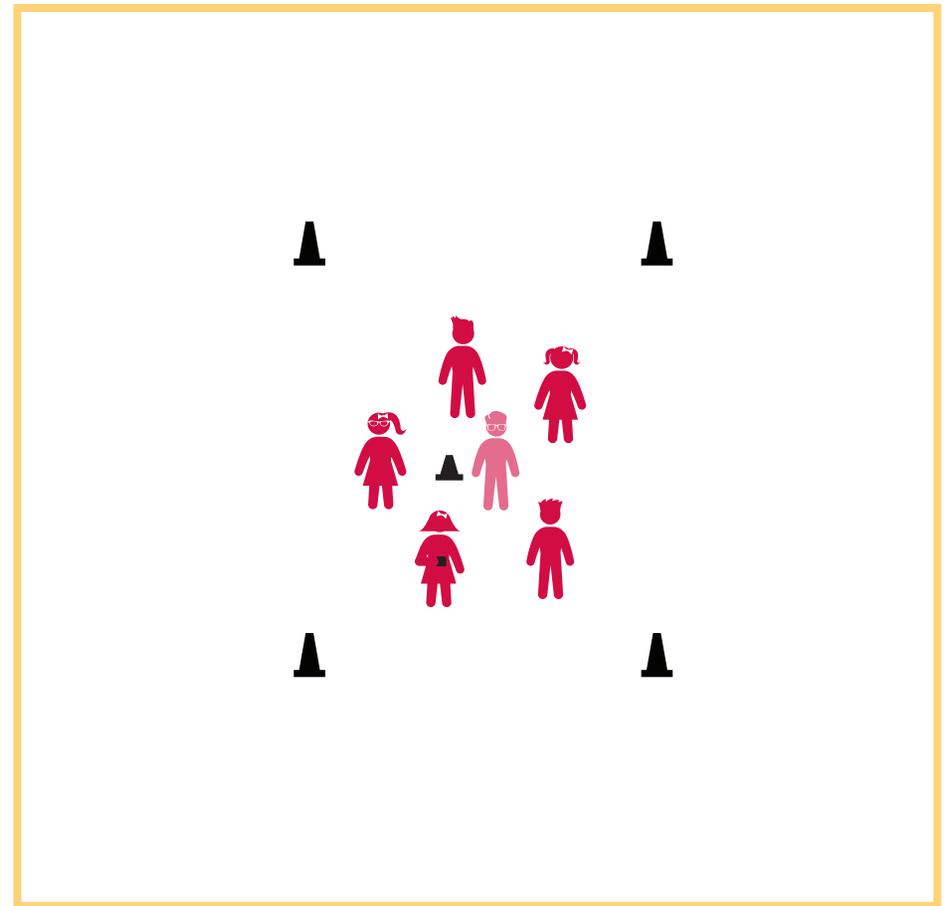


- 1.** Pick up a beanbag and play Beanbag Bandages.
- 2.** The youngest player starts as the patient.
- 3.** Change patients after every 3 injuries.



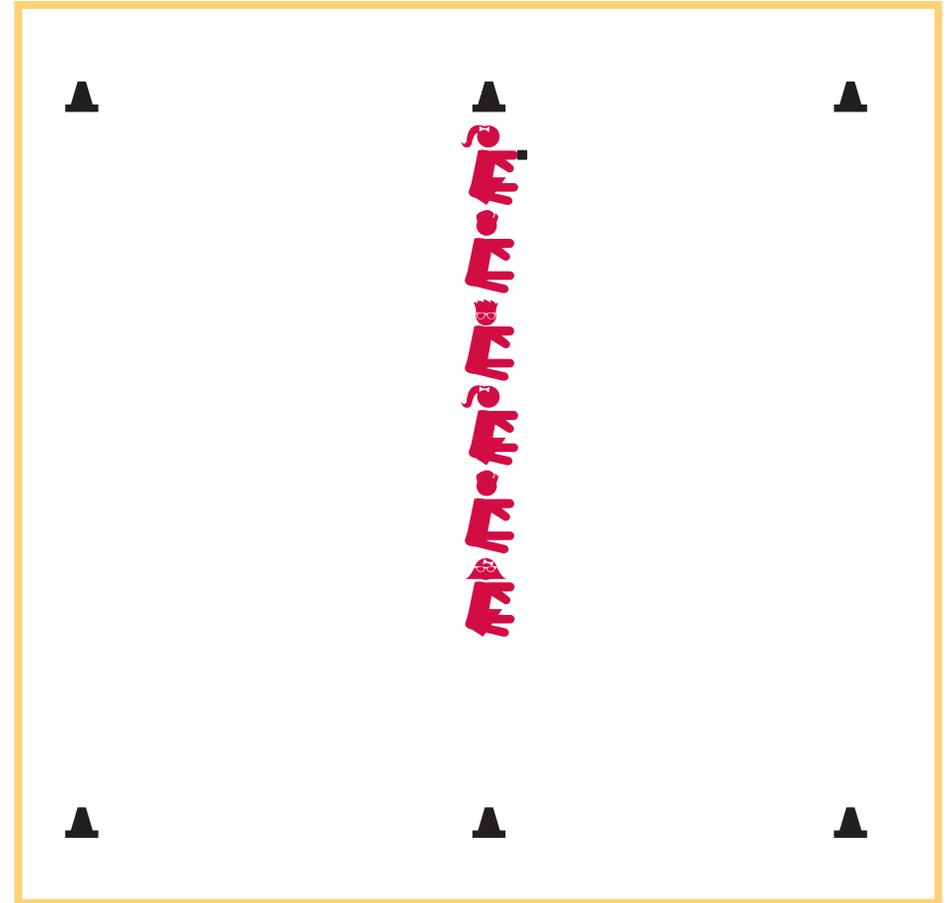
HIDE AND SEEK

- 1.** Form a circle with a Seeker in the center.
- 2.** The Seeker will count to 10-Mississippi and then say, "Ready or not, I'm opening my eyes."
- 3.** As soon as the Seeker reaches 10, all Hiders will work together to hide the beanbag.
- 4.** Take turns being the seeker, going from shortest to tallest.

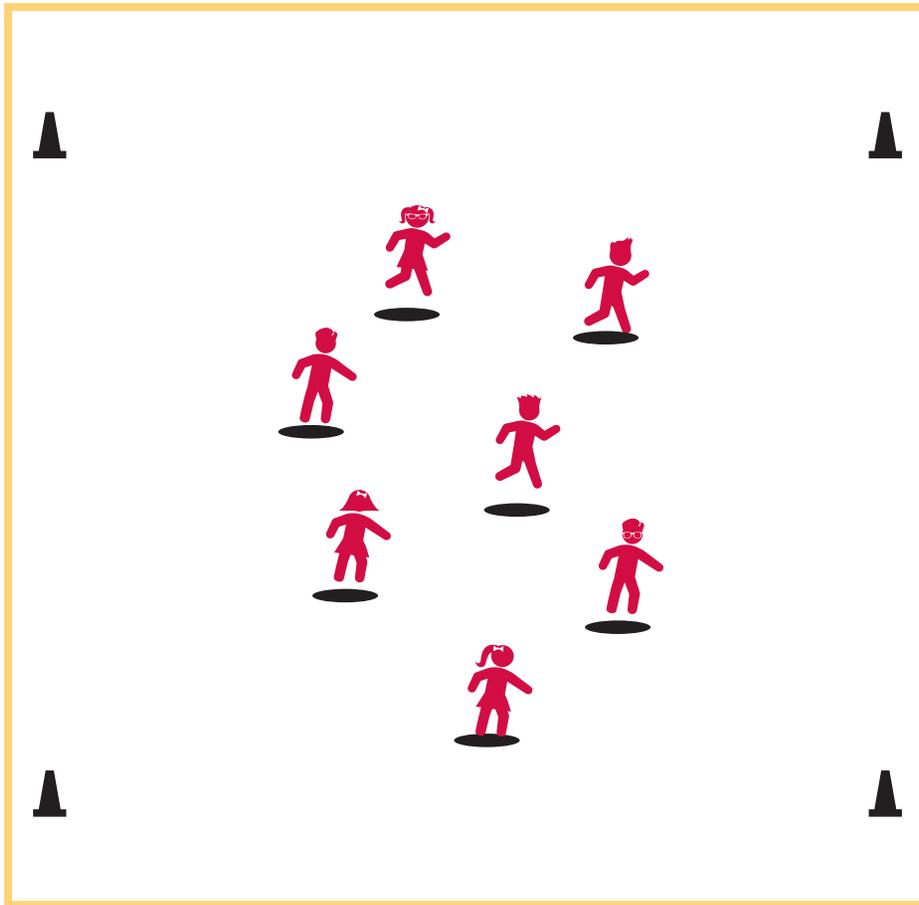


TRAIN TRACKS

- 1.** Work as a team to pass the train down the tracks. Form a line.
- 2.** Pass the beanbag to the player next to you and then move to the other end of the line.
- 3.** How many times can your team make it from one cone to the next before we change stations?



NO MORE MONKEYS...

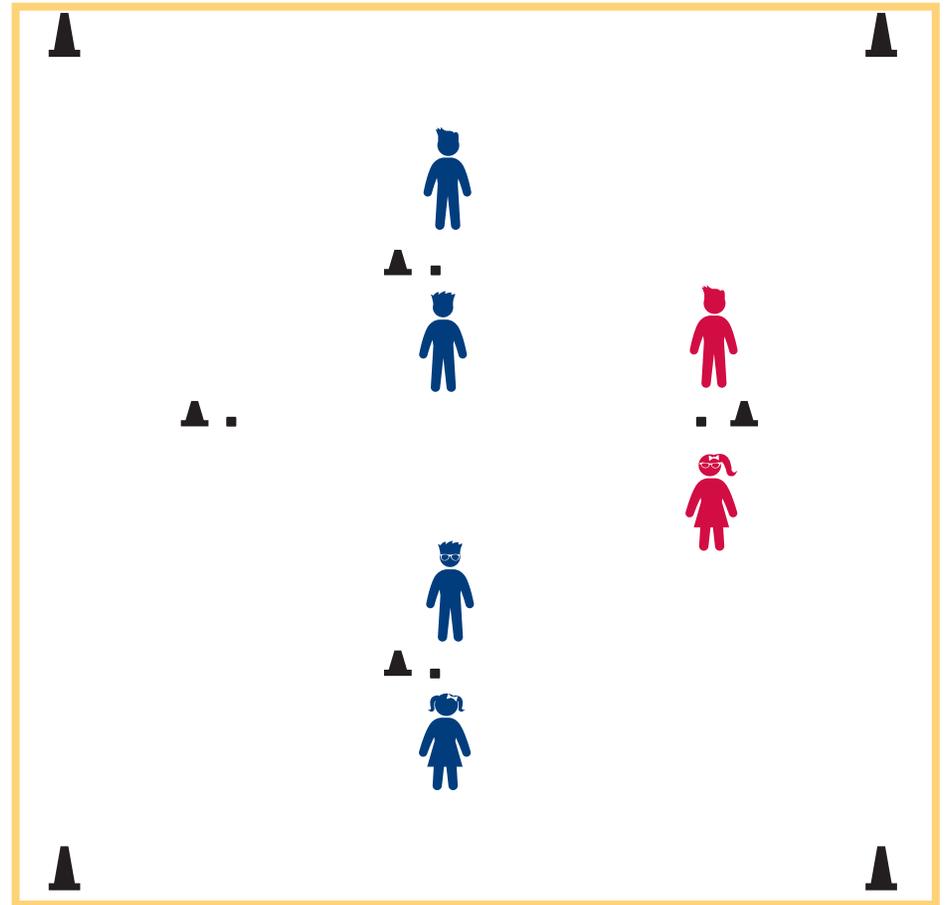


- 1.** Move to a spot and jump on it while you sing 10 Little Monkeys.
- 2.** Then, move to a new spot and sing 9 Little Monkeys.
- 3.** Can you get all the way through the song before it's time to change stations?

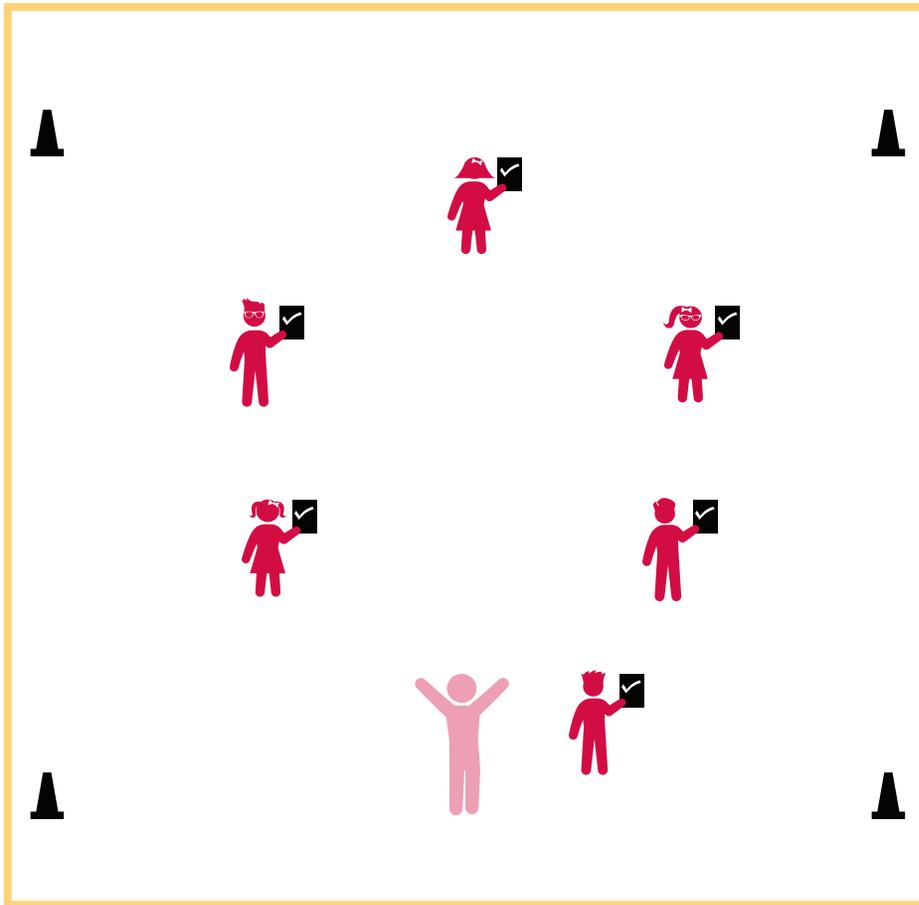


HEAVY LIFTERS

- 1.** There are 4 beanbags next to 4 cones in the station area. Work with a partner to lift a beanbag and move it to a different cone.
- 2.** Then, go and lift another beanbag and move that one to a different cone.
- 3.** How many times can you lift and move beanbags before it's time to change stations?



SELF-ASSESSMENT



- 1.** Complete the Assessment for Personal & Social Responsibility.
- 2.** When you're finished, perform as many invisible jump rope tricks as you can until the music stops.



SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your Foot Skills. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

| SKILL | PRE | GOAL | POST |
|--------------------------------------|---|--|---|
| Follow Directions & Rules |  |  |  |
| Share Space |  |  |  |
| Share Equipment |  |  |  |
| Safety |  |  |  |
| Work Independently |  |  |  |

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

| | |
|-----------------------------------|---|
| Proficient 4 | Behavior is always safe and on task. Can follow directions and rules without reminders. Shares space and equipment with peers and works independently when asked. |
| Competent 3 | Behavior is generally safe and on task. Follows directions and rules with few reminders. Demonstrates sharing of space and equipment with minimal disagreement and can work independently with few reminders. |
| Lacks Competence 2 | Behavior is often off task without regard for safety. Requires reminders in order to follow directions and rules. Has difficulty sharing space and equipment, and cannot work independently. |
| Well Below Competence 1 | Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment. Does not share space and equipment, and requires constant supervision. |

| Student Name | Score | Comments |
|--------------|-------|----------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |
| 16. | | |
| 17. | | |
| 18. | | |
| 19. | | |
| 20. | | |
| 21. | | |
| 22. | | |
| 23. | | |
| 24. | | |

| | | | |
|---|--|--|--|
| Teaching Dates of Module: | | School Year: | |
| General Comments / Notes for Planning Next Year's Module | | | |
| <input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3... | | | |
| Self-Reflection Across Danielson's Four Domains of Teaching | | | |
| Domain 1: Planning & Preparation | | | |
| 1a: Demonstrating Knowledge of Content/ 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 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... | | | |
| Domain 2: Classroom Environment | | | |
| 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 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... | | | |
| Domain 3: Instruction | | | |
| 3a: Communicating with Students | | 3d: Using Assessment in Instruction | |
| 3b: Using Questioning and Discussion Techniques | | 3e: Demonstrating Flexibility and Responsiveness | |
| 3c: Engaging Students in Learning | | | |
| <input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... | | | |
| Domain 4: Professional Responsibilities | | | |
| 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 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... | | | |
| Self-Rating with Rationale | | | |
| Choose One: | | | |
| Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1) | | | |
| Provide rationale: | | | |
| <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3 | | | |