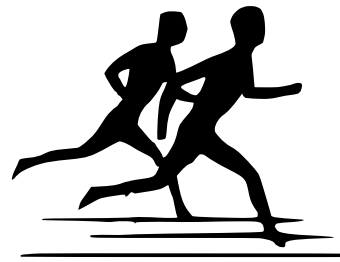


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@OPENPhysEd



OPEN PHYSED

Fitness Fun - Let's Go!



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Award Winner

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26 years of teaching



#TEACHERSHELPINGTEACHERS



Sign Up for OPEN



- **Step 1:** Visit www.OPENPhysEd.org
- **Step 2:** Select “Register for FREE here”
- **Step 3:** Complete the Form
- **Step 4:** Click “Register”

A screenshot of the OPEN registration page. At the top, the OPEN logo is displayed with the tagline "Online Physical Education Network" below it. Below the logo is a search bar with the text "Go to...". A prominent "Register" button is visible. Below the button, a paragraph of text states: "Registration is FREE. We will absolutely respect your privacy. This registration system helps us protect the OPENPhysEd.org Website, while providing you with ongoing announcements, free curriculum resources and occasional email notifications. Thank you for taking the time to set up a membership profile." Below this text is the heading "Register New Account" followed by five input fields labeled "Username", "Email", "First Name", "Last Name", and "Password".

Today's Outcomes:



- Connect attendees to **OPEN** resources.
- Get all participants to move and actively engage in the process of using OPEN.
- Create an atmosphere of collaboration and sharing
- Be creative! Be safe! Know your limits.
- Connect STEM

1-Minute Fitness Challenges

STUDENT TARGETS

- ✔ **Skill:** I will successfully demonstrate 1 jump-rope skill.
- ✔ **Cognitive:** I will discuss and identify the components of a health-related fitness plan.
- ✔ **Fitness:** I will design a fitness plan with a variety of different physical activities that I enjoy.
- ✔ **Personal & Social Responsibility:** I will work cooperatively with classmates, participating with and accepting all skill levels.

TEACHING CUES

- ✔ Begin on the Start Signal
- ✔ Stay Active in Your Station Area
- ✔ On Stop Signal, Reset Station Equipment and Rotate to the Next Station

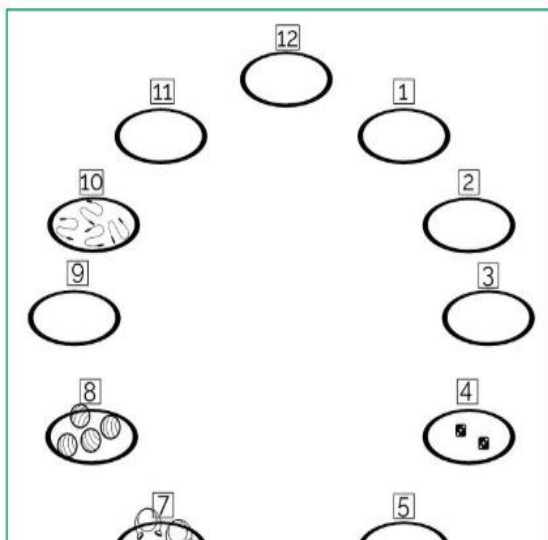
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

1. Create a large circle or grid with hula-hoops, identifying each station with numbered station cards.



Activity Procedures:

1. Today we're going to complete a series of 1-Minute Fitness Challenges by working in stations and then rotating after 1 minute.
2. Look at the station number where you're starting. Be sure to start with the same number on your challenge card (teachers provide an example). Write down how many repetitions of each exercise or challenge you complete. I will be at Station 12 helping with your individual assessment.
3. When you hear the stop signal, clean your station area and then rotate to the next station.

Grade Level Progression:

- 3rd: Provide detailed instruction for each station and post discussion questions at Station 12. This will allow you to circulate and supervise all stations.
- 4th: Provide a brief overview of each station and use Station 12 for individual assessments.
- 5th: Give students 1 minute to read and review the challenge card, then check for understanding. Use Station 12 to explain the Fitness Plan Assessment Worksheet (Fitness Lesson 1 Exit Assessment).

SHADOW BALL

STUDENT TARGETS

- ✔ **Fitness:** I will stay actively engaged and keep my body moving.

TEACHING CUES

- ✔ Be Aware of Your Surroundings
- ✔ Work Together
- ✔ Have Fun

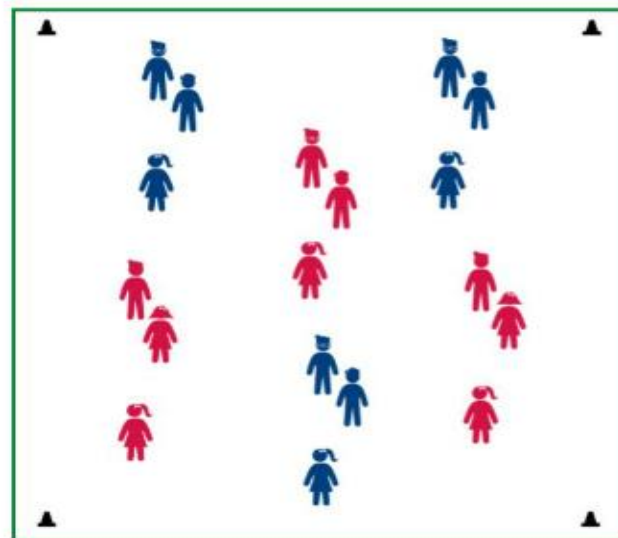
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Music: [Sweet Georgia Brown \(Brother Bones & His Shadows\)](#)
- ✔ Signal (whistle, drum, noise maker, etc.)

Set-Up:

1. Students in groups of 3.
2. Scatter groups throughout the activity area.



Activity Procedures:

1. During the 1920s, 30s, & 40s, black athletes were not permitted to play baseball in the major leagues with white players. As a result, they formed their own league called the Negro Baseball League.
2. The Negro League was a very successful business during the Great Depression era, and the players soon became popular amongst fans of all skin colors.

HOOP IT UP

Ultimate

STUDENT TARGETS

- **Skill:** I will throw a flying disc with proper form.
- **Cognitive:** I will discuss the components of passing and receiving in combination with locomotor patterns.
- **Fitness:** I will work to increase my heart rate, running from the start line to catching position.
- **P&S Responsibility:** I will cooperate with my teammates as we work toward a common goal.

ACTIVITY SET-UP & PROCEDURE

Equipment:

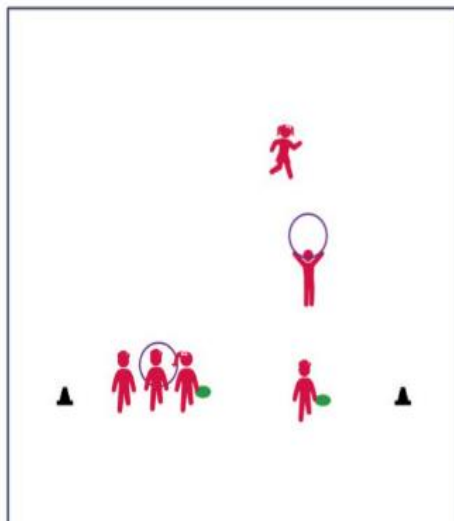
- 1 disc per team of 3 students
- 1 hula hoop per team of 3 students
- 2 cones

Set-Up:

1. Group students into teams of 3.
2. Provide each team with 1 hula hoop and 1 flying disc.
3. Number students 1, 2, and 3. 1 starts as thrower; 2 as holder; 3 as catcher.
4. Create a long start line using 2 cones. All groups begin on the start line.

TEACHING CUES

- Throwing Shoulder to Target
- Step with Same Foot
- Snap Wrist and Follow Through



Activity Procedures:

1. It's time for Hoop It Up! The object is for your team to score points by throwing the disc through the hoop and catching it before it hits the ground.
2. All 3 players begin on the start line. Player 1 has the disc, player 2 has the hoop, and player 3 is ready to run. On the start signal, player 2 will run out into open space and hold the hoop up as a target.
3. Player 1 will attempt to throw the disc through the hoop while player 3 runs into open space to the spot where the disc will land.
4. Score 2 points if the disc goes through the hoop and is caught by player 3. Score 1 point if the disc does not go through the hoop but is still caught by player 3. Score 1 point for throws through the hoop but not caught.
5. Rotate after each throw: Thrower to holder; holder to catcher; catcher runs to the start line and becomes the thrower.

Grade Level Progression:

- Use a variety of tossable objects (foam balls, football, etc.).

BALANCE TAG

STUDENT TARGETS

- **Skill:** I will keep my body still while balancing on different body parts for 5-10 seconds.
- **Cognitive:** I will identify the cues for holding a balance for 5-10 seconds.
- **Fitness:** I will continue moving during the tag game to ensure an increase in my heart rate.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by showing good sportsmanship if tagged.

ACTIVITY SET-UP & PROCEDURE

Equipment:

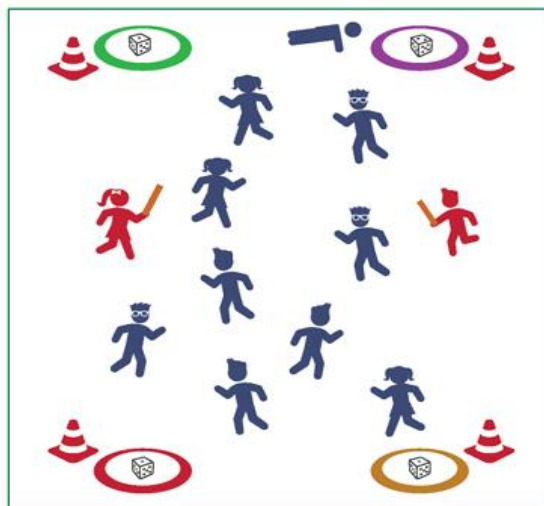
- Cones for boundaries (minimum of 4)
- 4 Hoops
- 4 Dice
- 2-3 Noodles for taggers

Set-Up:

1. Place cones around the perimeter of the tag area and place a hoop with a die inside on each of the four corners.
2. Identify 2-3 taggers and have them hold a noodle outside of the cones (you could also use a foam ball for the taggers if needed). All other students spread out inside the coned area.

TEACHING CUES

- Tight muscles when balancing
- Move safely and quickly
- **TEACHERS: Review Safety Checklist**



. Today's activity is called Balance Tag. This is a tag game that will help us also practice balancing. The taggers will use noodles for tagging. 2. When I say "GO!" begin moving by walking or jogging inside the boundary cones. The taggers will complete 5 jumping jacks outside the cones before they begin. 3. If you are tagged, you will go to one of the 4 hoops at the corners and roll the die. The number you roll is how many body parts you will balance on for 5-10 seconds. For example, if you roll a 4 then you will need to choose 4 different body parts to balance on for 5-10 seconds. After completing the balance, you will return to the game.

Plank Tag

STUDENT TARGETS

- ✔ **Skill:** I will safely dodge taggers by keeping my eyes up and alert.
- ✔ **Cognitive:** I will define warm-up and cool-down.
- ✔ **Fitness:** I will remain actively engaged in class with no teacher reminders.
- ✔ **Personal & Social Responsibility:** I will discuss and demonstrate behaviors that contribute to a positive physical activity environment.

ACTIVITY SET-UP & PROCEDURE

Equipment:

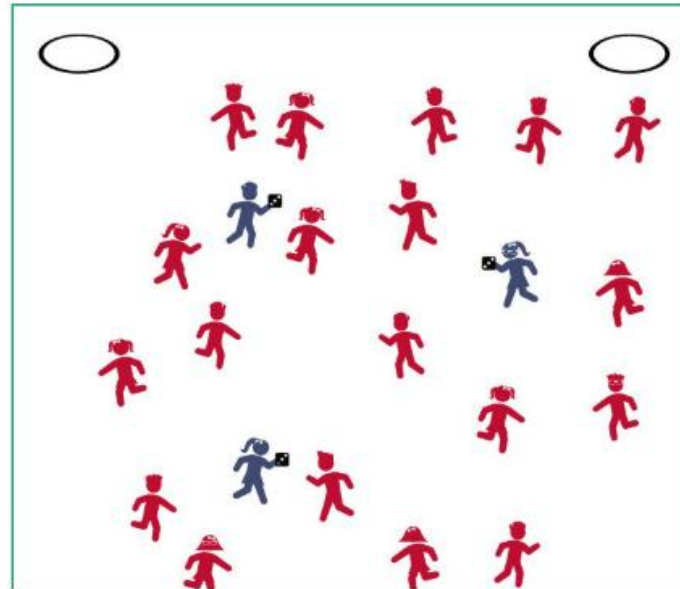
- ✔ 4 hoops
- ✔ 3 foam dice or other small manipulative to identify taggers.

Set-Up:

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

TEACHING CUES

- ✔ Move at a Safe Pace
- ✔ Watch Where You're Going
- ✔ Taggers: Tag with Fingers, Shoulders Only



Activity Procedures:

1. Today we're going to work on improving our health-related fitness by playing Plank Tag.
2. When I say "GO!" begin playing at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them. If you're tagged, move into forward or side plank position.
3. To be freed, a classmate must come to you and name a fruit or vegetable. (Don't repeat the same food twice.)
4. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

- 3rd: Keep the pace at a speed walk, students performing only standard planks when tagged.
- 4th: When students demonstrate safe movement, increase the pace to a skip or gallop. Add side planks.
- 5th: Add a single pushup right after the fruit or vegetable is named.

3-WAY TAG

Personal & Social Responsibility

STUDENT TARGETS

- **Skill:** I will move into open space to avoid being tagged.
- **Cognitive:** I will discuss strategies for chasing and fleeing.
- **Fitness:** I will actively engage in order to increase my heart rate.
- **P&S Responsibility:** I will tag safely and follow all instructions.

TEACHING CUES

- Bean Bags Tag "Nothing"
- "Nothing" Tag Foam Balls
- Foam Balls are Protected From Bean Bags.

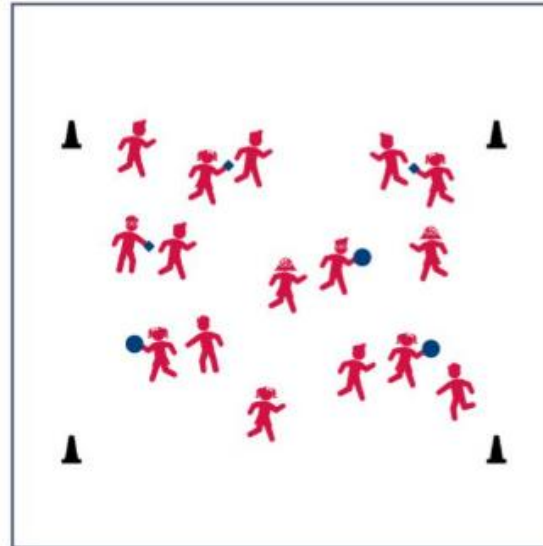
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 foam ball per 3 or 4 students
- 1 bean bag per 3 or 4 students
- 4 low-profile cones

Set-Up:

1. Create a large activity area using cones as boundaries.
2. Randomly distribute foam balls and bean bags to students.
3. Scatter students in the activity area.



Activity Procedures:

1. This is 3-Way Tag. The object is to avoid being tagged. We'll start at a galloping pace.
2. Players with bean bags can only tag players with nothing. Players with a foam ball are protected from taggers with bean bags.
3. However, players with nothing can tag players with foam balls. Then they take the foam balls in order to gain protection from bean bags. There are no tag-backs allowed.
4. Be sure to tag safely on the upper arm and shoulder with a flat, open hand.



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#TEACHERSHELPINGTEACHERS



BUILDING SKILLS WITH ACADEMIC LANGUAGE



CHALLENGE

(noun)

A task or situation that tests someone's abilities, skill and/or knowledge.

Each Minute to Win challenge is a test of our teamwork and focus.



FAILURE

(noun)

A lack of success.

The team knew that their second attempt was a failure. However, they also realized that they learned a lot during that attempt about how to improve.



MOTIVATION

(noun)

The reason for acting or behaving in a particular way. A desire to accomplish something.

Julius found the motivation he needed to stay focused and help his team improve their performance.



COACHABLE

(adjective)

Ready and capable of being taught and trained to do something better.

Reese is a coachable student who listens to advice and works to get better in each practice session.



FEEDBACK

(noun)

Information about a product or performance which is used for improvement.

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and communication.



SUPPORT SYSTEM

(noun)

A group of people who are ready and willing to give someone help in the form of advice, resources, encouragement, etc.

Angel and Izzi are Simon's support system. They always encourage him to keep trying and celebrate with him after he finds success.



ACADEMIC LANGUAGE RESOURCES

Academic Language List GPT:
[\[CLICK HERE\]](#)



#TEACHERSHELPINGTEACHERS



KICKBALL TAG

Fielding Games

STUDENT TARGETS

- ✓ **Skill:** I will kick the ball into fair territory.
- ✓ **Cognitive:** I will discuss the importance of cooperation in team games.
- ✓ **Fitness:** I will actively participate in Kickball Tag.
- ✓ **PSR:** I will cooperate with my teammates to make outs while we are playing as the fielding team.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 playground or foam ball
- ✓ 2 spot makers (home base & pitcher's mound)
- ✓ 4 low profile cones to mark area boundaries

Set-Up:

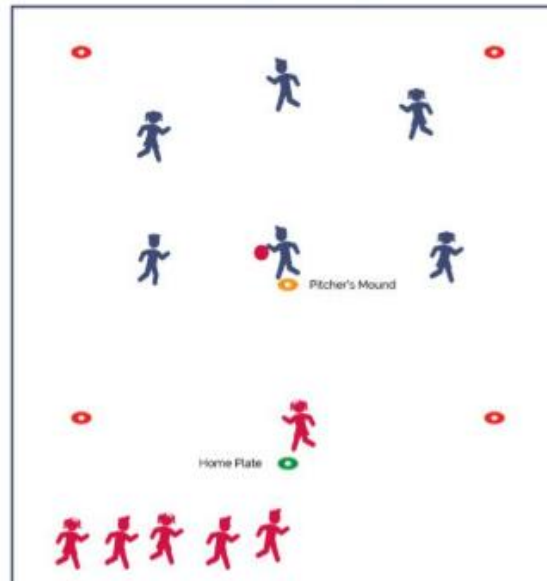
1. Use 4 cones/spots to create an extra-large activity area.
2. Place 1 spot maker as home base and 1 as the pitcher's mound.



TEACHING CUES

Kick

- ✓ Plant Foot
- ✓ Lean In
- ✓ Shoelaces
- ✓ Swing Through



Activity Procedures:

1. It's time to play Kickball Tag! The object is for the kicker to score runs by tagging as many fielding players and she/he can before an out is made.
2. As soon as the ball is kicked into fair territory, the kicker will chase and attempt to tag the fielding players. At the same time, fielding players will make at least 3 passes to get the ball to the pitcher's mound. Fielders cannot run with the ball—it must advance through accurate passes. As soon as the ball reaches the pitcher's mound, the fielding team yells, "OUT!"
3. Switch sides after each player on the kicking team has a chance to kick.

Grade Level Progression:

K-2nd: Kickers kick a stationary ball.

3rd-5th: Kickers kick a pitched ball. Increase the number of passes required for an out.



STRETCH ARM STRONG

STUDENT TARGETS

- **Skill:** I will participate in dynamic stretching activities that involve locomotor movements and balance activities.
- **Cognitive:** I will discuss the difference between static and dynamic stretches.
- **Fitness:** I will perform all dynamic stretches with a focus on form and safety.
- **Personal & Social Responsibility:** I will work with others by following the rules and etiquette of the game.

TEACHING CUES

- Tag Safely
- Make Passes to Close Space and Help Execute a Tag
- Tag Safely

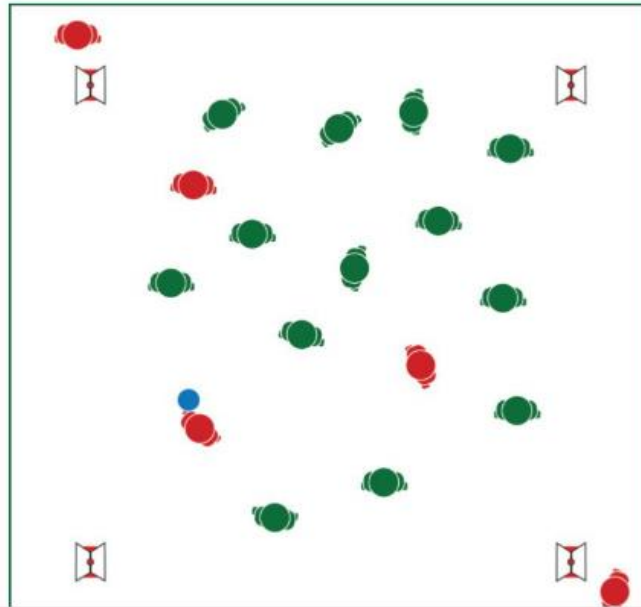
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 foam ball
- 4 cones for boundaries
- 4 task tents
- 4 Stretch Arm Strong Task Cards

Set-Up:

1. Create an activity area using 4 cones.
2. Place task cards in task tents and display them on the cones.
3. Students scattered in the area.
4. Designate 1 player as the Super Stretch Student (tagger). The Super Stretch Student starts with the foam ball.
5. Create multiple games for large class sizes.



The object of the game is for the Super Stretch Student to build an army by tagging other players with the foam ball. Once tagged, players will find a Stretch Arm Strong Task Card, perform all dynamic stretches on the card, and then reenter the game as a member of the Stretch Arm Strong Army.

3. The Super Stretch Student can pass the ball to new teammates in order to quickly gain an advantage and tag others with super stretch powers.
4. When everyone but 1 player has been tagged, that player wins and becomes the next Super Stretch Student.

Roll the Dice

STUDENT TARGETS

- ✓ **Skill:** I will travel through the activity area at a controlled and moderate pace in order to maintain a safe environment.
- ✓ **Cognitive:** I will complete my Fitness Portfolio with my personalized fitness data and reflections.
- ✓ **Fitness:** I will demonstrate fitness activities that work to improve health-related fitness.
- ✓ **Personal & Social Responsibility:** I will listen to and implement teacher suggestions for improvement.

Equipment:

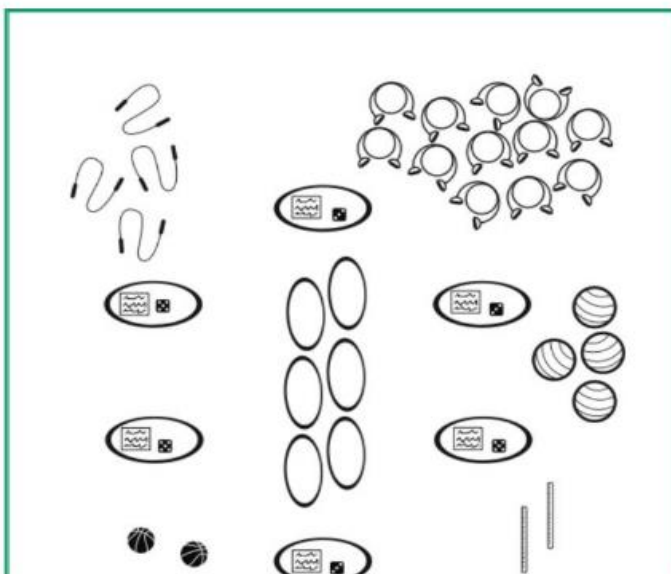
- ✓ 4 jump ropes
- ✓ 12 hula hoops
- ✓ 12 exercise bands
- ✓ 4 exercise balls
- ✓ 2 rulers or yardsticks
- ✓ 2 balls that bounce
- ✓ 6 Fitness Dice Charts
- ✓ 1 Fitness Portfolio per student

Set-Up:

1. Create safe equipment zones by placing jump ropes, hoops, exercise bands, exercise balls, meter sticks, and balls in separate areas.
2. Lay 6 hoops down in 2 staggered rows, with

TEACHING CUES

- ✓ Roll the Dice
- ✓ Read the Chart
- ✓ Complete the Activity
- ✓ Repeat



Activity Procedures:

1. The purpose of the Roll the Dice activity is to review the areas of fitness that we've learned about in this module. During the activity, I'll be meeting with each of you to review fitness test scores and identify areas that you can focus on in order to maintain or improve your fitness.
2. On the start signal, you and your partner will go to a die and roll it. This is not a race, so be sure to take turns in a respectful way. After you roll the die, look at the Fitness Dice Chart to see what exercise you'll need to complete.
3. Together, you and your partner will then move to the appropriate equipment and complete the exercise. Next, return to any die and roll again. Continue until you hear me say freeze.

Grade Level Progression:

- 3rd: Implement the activity as written above.
- 4th & 5th: During the dice activity, meet with each student. Review student fitness scores and, if possible, the healthy fitness zone (HFZ) for each assessment. If possible, print out a FITNESSGRAM report and identify ways that each student can improve. If possible, FITNESSGRAM reports should help guide this discussion.

Reflection & Debrief



Share any of the following:

- 3 Things I learned**
- 2 Things I want to try**
- 1 Question I still have**



Comments and Questions

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Please share and tag me in any of your pictures!

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Depth of Knowledge

DOK Question Stems for Physical Education

DOK 1: Recall [Define, copy, and recognize content.]

- Can you remember the cues for (skill / task)?
- What is (skill / task / concept)?
- What would you include on a list about (skill / task / concept)?
- How would you describe (skill / task / concept)?
- How would you perform (skill / task)?
- What does (vocabulary) mean?

DOK 2: Skill/Concept (Perform simple tasks, compare, summarize.)

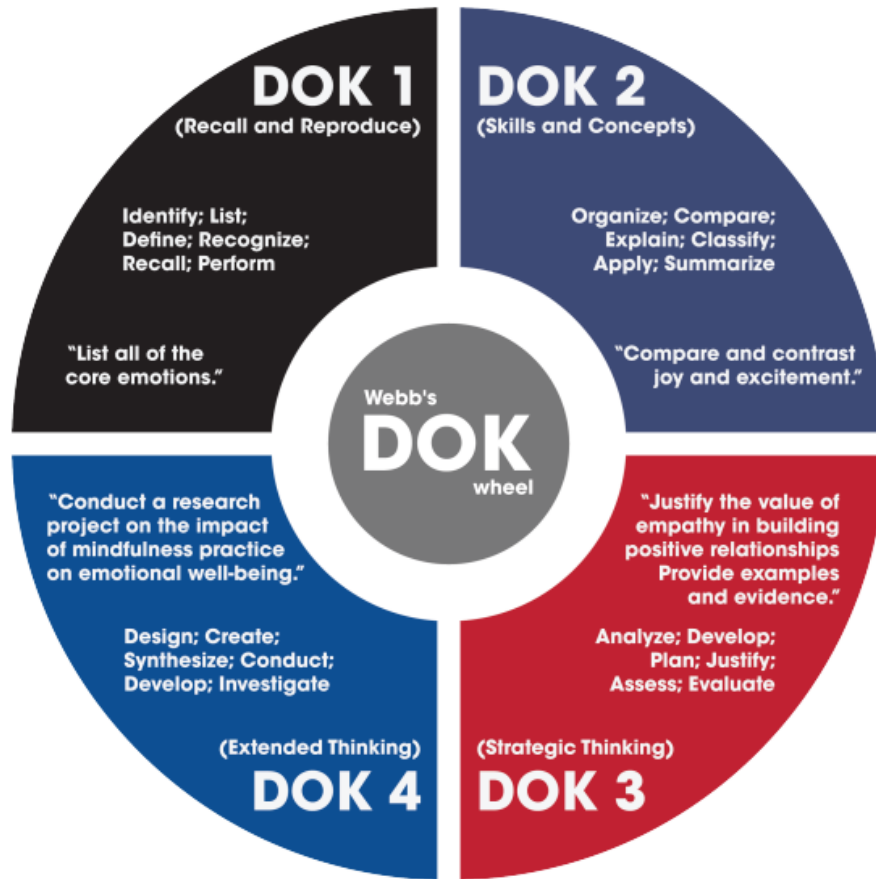
- How did (concept) affect (performance)?
- How would you apply (skill / concept) in (task / environment)?
- How would you compare and/or contrast (skill / task / concept) with (another skill / task / concept)?
- What do you know about (skill / task / concept / environment)?
- What did you notice about (environment / performance)?
- How would you summarize (skill / task / concept / performance)?

DOK 3: Strategic Thinking (Plan and apply learning based on evidence.)

- How is (skill / concept / task) related to (performance / skill / concept / task)?
- How would you adapt (a task) to create a different (task)?
- Can you predict the outcome of (a task / performance)? Give details and reasoning to support your prediction.
- How would you describe the sequence of (performance / task)?
- Can you formulate a theory for (concept)? How would you test your theory?
- What facts would you select to support (concept)? Can you elaborate on why you chose those facts?

DOK 4: Extended Thinking (Use learning to solve problems or work creatively.)

- Develop a comprehensive (performance) plan.
- Develop a practice plan to improve your skill.
- Create a performance utilizing skills and concepts previously learned. Describe how the performance is a personal expression.
- Identify areas of weakness and design a plan for personal improvement.
- Using information from (skill / fitness) assessment, analyze the positive and negative consequences of past (performance / habits / routines).
- Design and conduct an experiment / assessment. Then, gather information to development alternative explanation for the results.



DEPTH OF KNOWLEDGE RESOURCES

- DOK Wheel & Question Stems: [PDF]
- DOK Question Set Gen GPT: [CLICK HERE]



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