



INSTANT **ACTIVITIES**

ELEMENTARY (K-5)

A PUBLIC SERVICE OF



NOTES:



MODULE OVERVIEW

ABOUT THIS MODULE

Physical educators know and understand the need to get students active and engaged as soon as they enter the PE classroom. This collection of instant activities serves to help teachers get students moving quickly while also providing meaningful learning tasks designed to work toward grade-level outcomes. The activity plan has been simplified to keep instruction concise yet effective, planting seeds of awareness that will grow throughout the entire school year.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- ✔ **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).
- ✔ **Standard 3 [E1.K;1;2;4]** Identifies active play opportunities outside physical education class (K); Discusses the benefits of being active and exercising/playing (1); Describes large-motor and/or manipulative physical activities for participation outside physical education class (2); Analyzes opportunities for participating in physical activity outside physical education class (4).
- ✔ **Standard 3 [E2.K-5]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); 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 3 [E3.K-2b]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity (1); Identifies physical activities that contribute to fitness (2b).
- ✔ **Standard 3 [E6.K-2]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the “good health balance” of nutrition and physical activity (2).
- ✔ **Standard 3 [E6.3-5]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy & unhealthy foods (1); Identifies foods that are beneficial for pre-/post-physical activity (3); Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).
- ✔ **Standard 4 [E6.4]** Works safely with peers and equipment in physical activity settings (4).
- ✔ **Standard 5 [E3.2-3]** Identifies physical activities that provide self-expression (2); Reflects on the reasons for enjoying selected physical activities (3).

ASSESSMENT

Depth of Knowledge debrief questions are provided on each instant activity plan to guide quick, formative assessment after the activity. These questions can also be used on class exit slips to provide a check for understanding and as an artifact of student learning.



MODULE OVERVIEW

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INSTANT **ACTIVITIES**



Ahh, Umm, Err

Created by: Jim DeLine

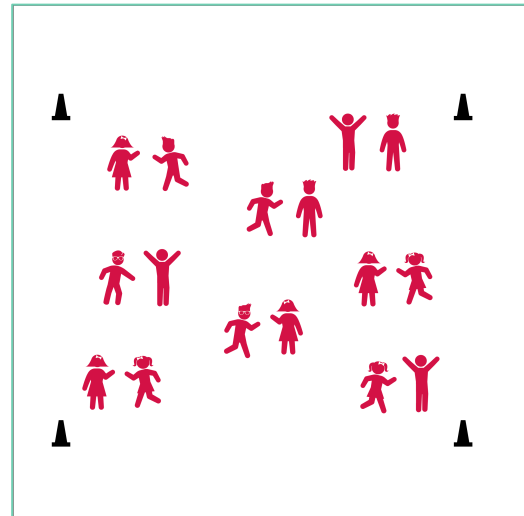
STUDENT TARGETS

- ✔ **Fitness:** I will articulate the relationship between food choices and personal health.
- ✔ **Personal & Social Responsibility:** I will follow the rules of the physical education learning environment.

TEACHING CUES

- ✔ Stay Active
- ✔ Act Responsibly

ACTIVITY SET-UP & PROCEDURE



Equipment:

- ✔ None

Set-Up:

1. Pair students.
2. Each pair safely spaced in the activity area.

Activity Procedures:

1. It's time for the Ahh, Umm, Err Challenge! The object is for the Storyteller to tell their partner a story without saying, "Ahh," "Umm," or "Err."
2. When you hear me yell, "Huddle Up!" all Storytellers will hustle in to our huddle. I'll give you a story-starter. On, "Break!" hustle back to your partner (the Active Listener) and begin telling your story.
3. All Active Listeners must stay active while the Storyteller is talking. Do invisible jump ropes, invisible dumbbell exercises, or something else that's safe and active.
4. If an Active Listener catches a Storyteller saying, "Ahh," "Umm," or "Err," put both hands in the air and say, "STOP! GOTCHA!" Then, choose an exercise that both partners must do until you hear me say, "Huddle Up!"
5. Then, change roles and repeat so we can play again!

Grade Level Progression:

K – 2nd: Choose a familiar story for students to retell to their partner. Collaborate with classroom teachers to use literature they are reading in Language Arts.

3rd – 5th: Prompt students to retell the details of nonfiction work (e.g., how food choices impact personal health, how to prepare a healthful meal, or historical events).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.5]** Analyzes the impact of food choices relative to physical activity, youth sports & personal health (5).
- ✔ **Standard 4 [E2.K-2]** Acknowledges responsibility for behavior when prompted (K); Follows the rules/parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is personal responsibility?
- ✔ **DOK 2:** How would you apply personal responsibility to this activity?
- ✔ **DOK 3:** How is personal responsibility related to your food choices and your personal health?

AROUND THE WORLD R,P,S

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will work safely and demonstrate responsible behaviors during Around the World R,P,S.

TEACHING CUES

- ✔ Be fair
- ✔ Be aware
- ✔ Be safe

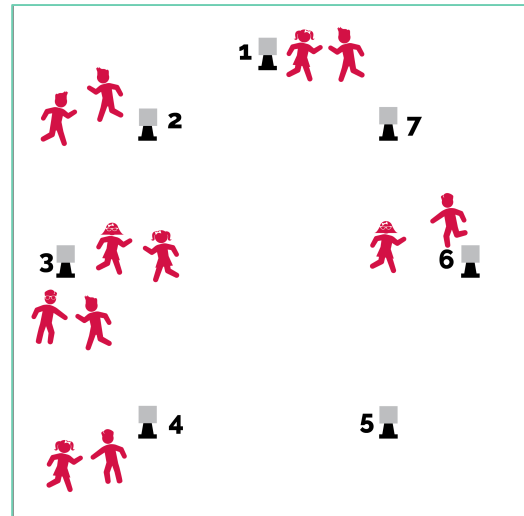
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 7 cones for boundaries
- ✔ World Zone Card
- ✔ 7 Task Tents

Set-Up:

1. Print 7 Around the World Zone Cards and use Task Tents to attach each to a cone.
2. Place the 7 cones around the perimeter of the playing area. Spacing can vary based on group size, age/fitness level, and space available.
3. Have all students begin at the Zone 1.



Activity Procedures:

1. Today we're going to warm up our bodies by playing Around the World Rock, Paper, Scissors.
2. When I say "GO!" please walk to Zone 1. At Zone 1, find a partner and play 1 game of Rock, Paper, Scissors.
3. If you win, please move to Zone 2 and play again. If you lost, play again with a new partner.
4. If you lose at Zone 2 or higher is when you have a choice. You can "Wait" or you can choose to "Challenge," and immediately play again with a new partner at that zone.
5. If you chose to "Wait," then perform 5 exercises of your choice (push-ups, jumping jacks, etc.). Once finished, find a new partner at that zone to play against.
6. If you chose "Challenge" and win, then you are safe and move up a zone. However, if you "Challenge" and lose, then you must go back to Zone 1!

Grade Level Progression:

- K:** Students play at Zone 1 as described. Have all students move to Zone 2 and play with someone new.
- 1st – 2nd:** "Full-Body-Style" instead of using hands to play. Rock = Bend knees, arms in; Paper = Legs straddles, Arms out; Scissors = Legs & Arms staggered. Students jump 3 times and then make their symbol!
- 3rd – 5th:** Instead of just 5 exercises to "Wait," use math (i.e. double the zone #... Zone 4 = 8 exercise).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [S4.E1]** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is an example of a responsible behavior?
- ✔ **DOK 2:** How do responsible behaviors affect our learning environment in physical education class?
- ✔ **DOK 3:** What facts can you use to encourage others to use responsible behaviors? Why did you choose those facts?

FARMVILLE

Created by Andy Pickett

STUDENT TARGETS

- ✔ **Fitness:** I will actively participate in Farmville.
- ✔ **Personal & Social Responsibility:** I will demonstrate safe behaviors while I participate in Farmville.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware and Move Safely

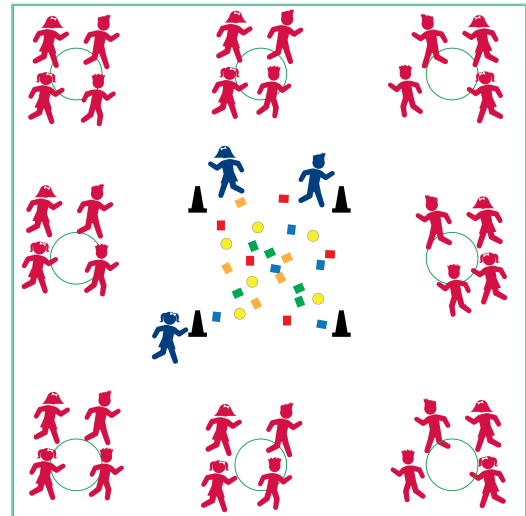
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ A lot of Beanbags or fluff balls (2 per student)
- ✔ 6 foam balls
- ✔ 4 cones
- ✔ 8 hoops or jump ropes
- ✔ 1 scarf or flag belt per student (optional)

Set-Up:

1. Create a “chicken coup” square with the 4 cones in the center of the play area. Scatter bean bags and foam balls in the chicken coup.
2. Space hoops/jump ropes around perimeter as “nests,” with 1 nest per team.
3. Create 8 equal teams, 1 per nest. Designate 2 or 3 students as “farmers.”



Activity Procedures:

1. Let’s get warmed-up with a game of Farmville! The object of the game is for farmers to protect the eggs and super-eggs in the coup from the chickens who are trying to take them back to their nests.
2. Farmers can pull a chicken’s flag feathers to send her/him back to the nest. Once back at the nest chickens put their flag feathers back on and try again.
3. The game continues until all eggs are collected by the chickens. Eggs are worth 1 point, super eggs are worth 5 points (if you want to keep score).

Grade Level Progression:

K – 2nd: To help chickens, make the coup square a safe, no-tag zone.

3rd – 5th: If students prove to be safe and responsible, add a toss and catch back to the nest. With this variation, use a variety of foam balls instead of bean bags.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E1.K-5]** Actively participates/engages in physical education class... (K-5).
- ✔ **Standard 4 [E6.K-5]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K)... Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize safe behavior in the game Farmville?
- ✔ **DOK 2:** What did you notice about our game with respect to safety? Can you give examples of safe behaviors / unsafe behaviors?
- ✔ **DOK 3:** How is safety related to learning in physical education class?

FIDDLESTICKS

Written by: Jim DeLine

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate responsibility and demonstrate self-control while chasing and fleeing.

TEACHING CUES

- ✔ Watch Where You Go
- ✔ Control Your Speed
- ✔ Tag Safely

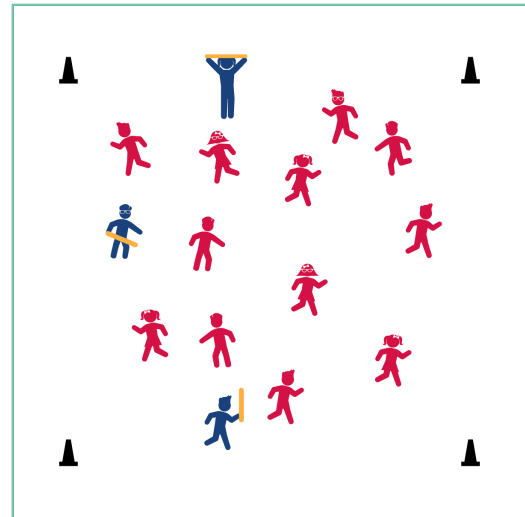
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 3 to 5 foam noodles
- ✔ Cones to create boundaries
- ✔ Music and music player

Set-Up:

- Using 4 cones, create a large playing area.
- Scatter students in general space.
- Give 3 to 5 noodles (depending on size of the group) to students designated as taggers.
- Use music as a start/stop signal.



Activity Procedures:

- It's time to play a tag game called Fiddlesticks! The object of the game is to flee from taggers so you don't have a noodle when the music stops. This is a skipping and galloping game – choose one of those locomotor skills.
- When the music starts, taggers will begin to skip or gallop - working to tag other players with a noodle. When tagged with a noodle, the player tagged takes the noodle, complete 3 high-lows (or other exercise), and then becomes a new tagger. Taggers cannot throw or toss the noodle for any reason.
- When the music stops, players with a noodle say, "FIDDLESTICKS!" Players without a noodle say, "CHA-CHING!"
- Replay as many times as you want.

Grade Level Progression:

K – 2nd: Play the game as written. Change locomotor skills to meet learning objectives.

3rd – 5th: Students fleeing are dribbling basketballs. Taggers are "defenders" working to tag the basketball with the noodle. When tagged, players swap the ball for the noodle and change roles.

STANDARDS & OUTCOMES ADDRESSED

Standard 4 (E1.K-2) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2). 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) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is self-control?
- ✔ **DOK 2:** How do you demonstrate self-control in the game Fiddlesticks?
- ✔ **DOK 3:** How is self-control related to learning in class? How is it related to safety?

FIRST THINGS FIRST

STUDENT TARGETS

- ✔ **Fitness:** I will safely participate in order to increase my heart rate and warm up my body.
- ✔ **Fitness:** I will demonstrate my knowledge of exercises that I can do on my own that will keep my body healthy.

TEACHING CUES

- ✔ Move with body control.
- ✔ Cooperate and work together.
- ✔ Choose to be safe. This is not a race but an assignment.

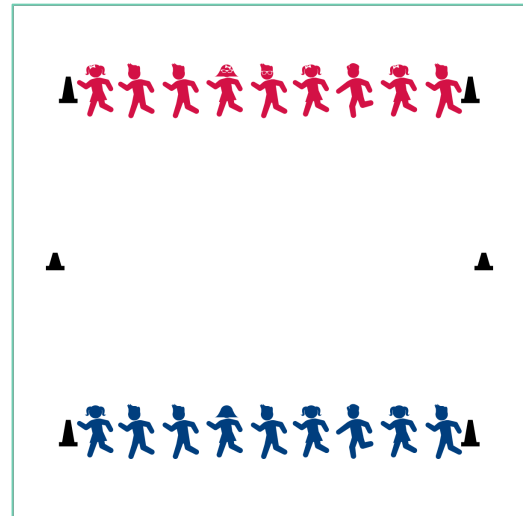
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 6 cones or spot marker to mark lines.

Set-Up:

1. Create 3 parallel lines 8-10 yards apart. Two home lines on the ends and a center line in the middle.
2. Students are in pairs. Partners facing each other on opposite home lines.



Activity Procedures:

1. The objective of the activity is to create a sequence of 4-6 moves.
2. Designate one side of the gym to be the “First-Things-First Partner.” This group will create the first move
3. On “Go!”, partners travel together and stop at the center line. First-Things-First Partner creates a move or exercise that both partners do together. For example, burpee, hip bump, low five, super hero pose, etc. When finished, partners return to their respective lines.
4. Next, the other line becomes Second-Things-Second Partner. On “Go!” partners return to the center line, repeat the first move, and now add a Second-Things-Second Move. When done with both moves, partners return to their respective lines.
5. Repeat with the first group; now the Third-Things-Third Partner. Finish with the second group and call them Last-Things-Last Partners. The result will be a sequence of 4 moves or exercises that pairs complete at the center line. (Feel free to add more moves.)

Grade Level Progression:

K – 2nd: Teach food groups. Whole Grains – wave hands and arms high above head. Fruit – jump up high and pick fruit from tree branches. Vegetables – push a shovel into the ground and dig up the vegetable. Lean Protein – pose in a double bicep flex position. Dairy – pretend to milk a cow.
3rd – 5th: Play the song *Chariots of Fire* and have students complete moves in slow motion.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [S3]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); 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).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are some things you can do at home to stay active?
- ✔ **DOK 2:** What do you know about why it is important to stay healthy and active?

FOOD IS FUEL TAG

STUDENT TARGETS

- ✔ **Fitness:** I will identify foods that provide good fuel for my body.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Safe Tagging

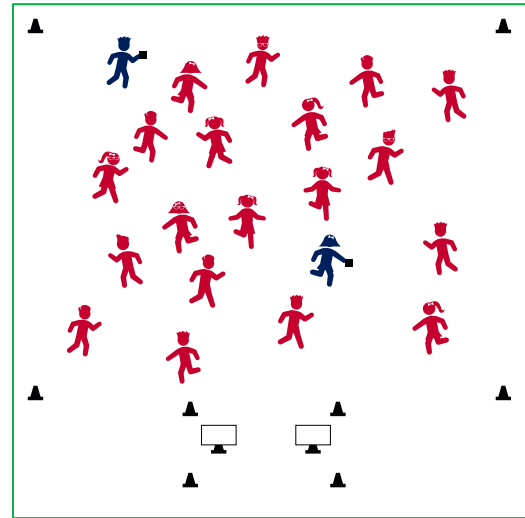
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 8 cones for boundaries and the “garden” area
- ✔ Bean bags or rubber critters to identify taggers
- ✔ Garden Reentry Posters
- ✔ Task Tents (optional)

Set-Up:

1. Create a large playing area using 4 cones.
2. Use 4 cones to create a garden reentry area.
3. Scatter students in the activity area.
4. Give bean bags to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we’re going to warm up our bodies for physical education class by playing Food is Fuel 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.
3. If you’re tagged, move to the “garden” (area on sidelines marked with cones) and pick fruits and veggies that provide good fuel for your body. There are different sections of the garden marked with activity signs to help you know what type of food you’ll be picking. For example, one sign says, “Do 3 squats to pick and fuel-up with 3 carrots.”
4. Complete the activity and return to the game.
5. Freeze when you hear the stop signal and we’ll change taggers.

Grade Level Progression:

K: Keep the pace at a speed-walk. Provide only 1 Garden Reentry Poster.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop. Provide 2 or more Garden Reentry Posters.

3rd – 5th: Allow students to create their own Garden Reentry Posters. Prompt them to analyze the food choices based on their activity preferences and personal health goals.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.3]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Identifies foods that are beneficial for pre- and post-physical activity (3); Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What foods from the garden did we use to fuel our body?
- ✔ **DOK 2:** How can these foods help fuel our activity?
- ✔ **DOK 3:** How is nutrition and food choices related to personal health?



FUEL COLLECTOR

STUDENT TARGETS

- ✔ **Fitness:** I will identify foods that are good to eat before I am active.

ACTIVITY SET-UP & PROCEDURE

Equipment:

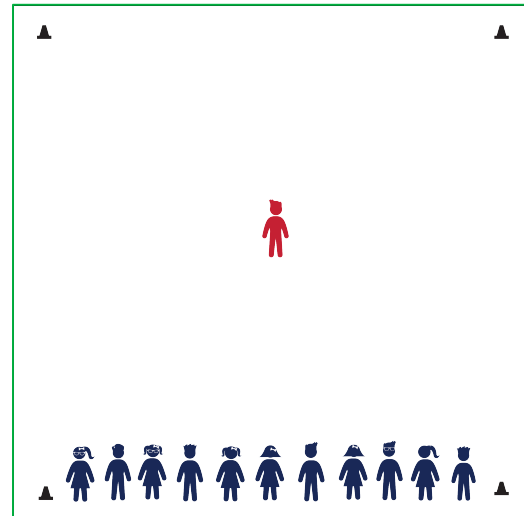
- ✔ 4 cones for boundaries

Set-Up:

1. Use 4 cones to create a large playing area.
2. All students on the end line, standing in a straight line.
3. Give each student a title of either “Fruit,” “Vegetable,” or “Water.”
4. Choose one student to begin the game as the “Fuel Collector” and send her/him to the center of the playing area.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Tag Safely



Activity Procedures:

1. Today we’re getting ready for the Big Event (a race or sport event), and the Fuel Collector needs to eat foods that are good for her/him before the event to fuel her/his body. These foods are fruits and vegetables for energy, as well as water for hydration.
2. (This tag game is similar to *Spiders and Flies*.) When I say “GO!” the Fuel Collector will call out either “fruit,” “vegetable,” or “water.” If the Fuel Collector calls “fruit,” everyone assigned Fruit will run to the other side while the Fuel Collector tries to tag them.
3. If you’re tagged while attempting to get to the other side, join the Fuel Collector in the middle and help tag other students in the next round.

Grade Level Progression:

K: Play several practice rounds at a speed-walking pace. During practice, have students raise their hands before running across the area. This will help everyone understand who is supposed to run.

1st - 2nd: Choose different locomotor movements for students to perform across the activity area.

3rd – 5th: Have the Fuel Collector call a specific snack, such as “apple.” The students identify each snack as either a fruit, a vegetable, or water in order to run at the correct time.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.3]** Identifies foods that are beneficial for pre- and post-physical activity.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What type of foods are beneficial for before and after physical activity?
- ✔ **DOK 2:** Why is it better to have these foods instead of other foods?

HIGH-5 BANK ACCOUNT

STUDENT TARGETS

- ✔ **Cognitive:** I will discuss the importance of a warm-up.
- ✔ **Fitness:** I will stay actively engaged and warm up my body.

TEACHING CUES

- ✔ High 5 Gently and Safely
- ✔ Move Safely and Quickly

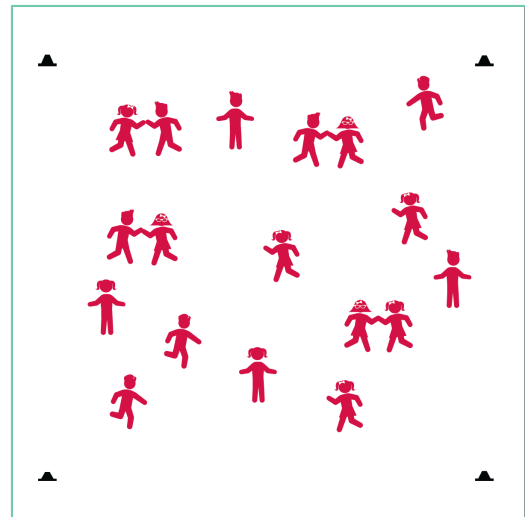
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones to create boundaries

Set-Up:

1. Create a large activity area using 4 cones.
2. Scatter students in activity area.



Activity Procedures:

1. This activity is called High 5-Bank Account. The object is to take as many high-5's to the bank as you can in 2-minutes.
2. On the start signal move to another player and give her or him a high-5. Then, quickly move to someone else and get another high-5.
3. As soon as you collect 5 high-5's, take them to the bank by doing do 5 jumping jacks. You now have 5 high-5's in the bank. Repeat this sequence as many times as you can in 2 minutes. Keep track of how many high-5's you put in the bank.

Grade Level Progression:

K: Play game as described above.

1st - 2nd: Play the game using a variety of locomotor skills.

3rd - 5th: Choose a variety of fitness tasks to replace jumping jacks.

Middle School: Add a dribbling task.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.K-5]** Actively engages in physical education class (K-5);
- ✔ **Standard 3 [M12.6]** Describes the role of warm-ups and cool-downs before and after physical activity (6).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a warm-up?
- ✔ **DOK 2:** Why is it important to warm-up your body before exercise/physical activity?
- ✔ **DOK 3:** What other fitness concepts could be addressed using this activity?
- ✔ **DOK 4:** How could this activity be modified to become more (or less) vigorous? How can we prove that this modification has worked?

HOT HOT HOT

Written by: Jim DeLine

STUDENT TARGETS

- ✔ **Fitness:** I will follow along with the Movement Leader, warm-up my muscles, and prepare for PE class.

TEACHING CUES

- ✔ Choose an Exercise or Dance Move that is Safe
- ✔ Follow the Movement Leader. Copy Their Movements.

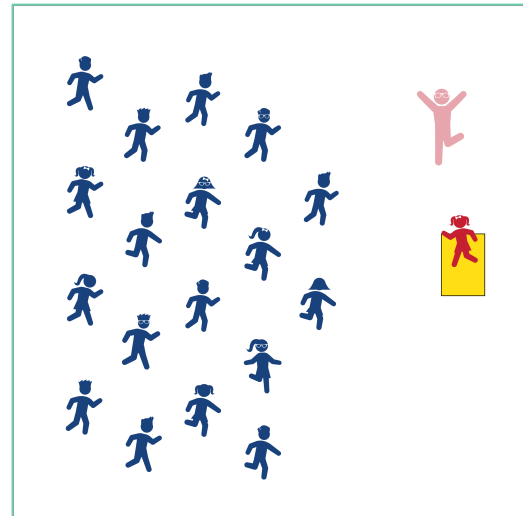
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Music: *Hot Hot Hot*, by Buster Poindexter & His Banshees of Blues ([iTunes Link](#))
- ✔ Small “stage,” (e.g., 2 folded mats side-by-side)
- ✔ 1 poly spot per student

Set-Up:

1. Scatter students, each with a poly spot to mark their space. Or, have them stand in file formation on permanent spots already marked.
2. Create a small stage in front of the class (2 folded gymnastic mats side-by-side work well).



Activity Procedures:

1. Today’s Instant Activity is called Hot, Hot, Hot! If you want to be the Movement Leader raise your hand when I ask, “Who’s feeling hot hot hot?”
2. Together we will ask the Movement Leader, “What you got got got?”
3. The Movement Leader hustles to the stage, and leads the class in a safe exercise or dance move for 15-20 seconds. The rest of us copy the movement.
4. After 15-20 seconds, I’ll ask everyone to tell our Movement Leader they are, “Hot Hot Hot!” For example, “Tell Kurt he’s Hot Hot Hot!” Respond back together, “You’re Hot Hot Hot!”
5. I’ll ask again, “Who’s feeling Hot Hot Hot?” Raise your hand, and the class will ask you to, “What you got got got?” It’s okay if you don’t want to be the Movement Leader, but everyone should try the exercise move that the Movement Leader is doing.

Grade Level Progression:

- ✔ **K – 2nd Grade:** The Movement Leader actively pantomimes a sports skill or activity and the class has to guess what they are doing (dribbling a ball, jumping rope, etc.).
- ✔ **3rd – 5th Grade:** Give students time to create dance moves or exercises in pairs (this is a great station activity). In the next round of Hot Hot Hot, call pairs to be Movement Leaders.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [S3]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); 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).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a leader?
- ✔ **DOK 2:** What did you notice about a particular leader’s movement or dance move?
- ✔ **DOK 3:** How could you change their exercise or move and create your own?

NAME NOODLE

STUDENT TARGETS

- ✔ **Cognitive:** I will discuss the importance of following class rules and how my behavior relates to learning.

TEACHING CUES

- ✔ Listen
- ✔ Respond
- ✔ Stay Safe

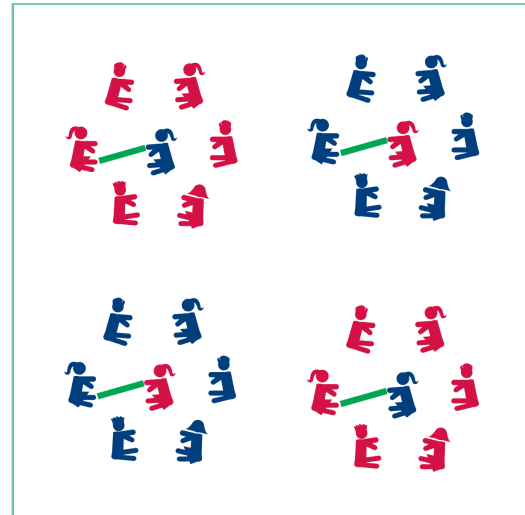
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam noodle per 7 students
- ✔ 1 spot marker per 7 students

Set-Up:

1. Create groups of 7 students.
2. In each group, 6 students form a circle with 1 student in the center holding the foam noodle and sitting on the spot marker.
3. Students on the outside of each circle sit with their legs extended and feet in the center of the circle.
4. Circles should be just large enough so that the student in the center can reach the outside feet with the noodle.



Activity Procedures:

1. It's time to learn names and test our reaction time. This activity is called Name Noodle. The object of the game is for the player in the center to use the noodle to tag the foot of the player whose name is called.
2. If the player whose name is called calls a new name before being tagged, the player in the middle must quickly react and work to tag the new player's foot. If a player's foot is tagged before a new name is called, that player moves to the center and becomes the new tagger.
3. If all names in the circle are called without anyone being tagged, the tagger chooses a new person to take her/his place.

Grade Level Progression:

K – 2nd: The teacher plays as the tagger and remains in the center until students understand and can follow the game's directions.

3rd – 5th: No name can be repeated until all players' names are called.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.K-5]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); 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).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a rule?
- ✔ **DOK 2:** How does following class rules affect our games and activities?
- ✔ **DOK 3:** How is following rules related to learning in class? How did it relate to your ability to learn and practice your classmates' names?

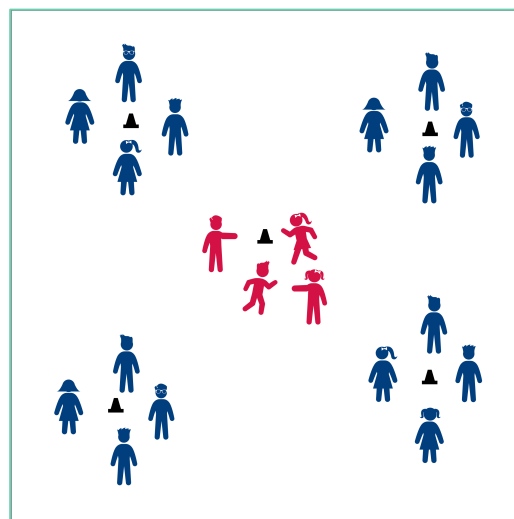
STUDENT TARGETS

- ✔ **Cognitive:** I will define and discuss the importance of etiquette.
- ✔ **Personal & Social Responsibility:** I will demonstrate the established protocol for the Mannequin Challenge.

TEACHING CUES

- ✔ Strike A Pose
- ✔ Be Expressive

ACTIVITY SET-UP & PROCEDURE



Equipment:

- ✔ Teacher's choice (or none at all)

Set-Up:

1. Create groups of 2 to 20.
2. Send groups to different areas of the room, with enough space to quietly discuss their challenge without other groups hearing their discussion.
3. Give each group an emotion, character trait, or scene.

Activity Procedures:

1. Let's have a little fun with a #PEMannequinChallenge! (Use the #MannequinChallenge Info Card to provide students with background and historical information about this challenge.)
2. The object of this challenge is for your group to express your given emotion (character trait or scene) as mannequins for the rest of the class to guess.
3. You'll be given 3 minutes (or set time) to discuss and plan your mannequin poses. When your group gets a "pause button signal," freeze and strike a mannequin pose for the other groups to observe. After guessing and discussing your group's scene, we'll move on to the next group.

Grade Level Progression:

K – 2nd: Complete this activity as a class. Give all students an emotion or character trait to express and then give the "pause button signal" for all students to follow. Take video or photographs so that students can see their scene

3rd – 5th: Complete the activity as described above, with groups working independently.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E5.K-5]** Recognizes the established protocol for class activities (K); Exhibits the established protocols for class activities (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); 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).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does the work etiquette mean?
- ✔ **DOK 2:** Why is it important to follow etiquette in physical education class?
- ✔ **DOK 3:** How might etiquette be related to a person's emotions in different social settings? (Provide students with a specific example of a social setting to discuss.)



PICK A CARD

STUDENT TARGETS

- ✔ **Fitness:** I will identify foods from each food group.

TEACHING CUES

- ✔ The 5 food groups that make up a healthy diet are: Fruits, Vegetables, Grains, Protein, Dairy

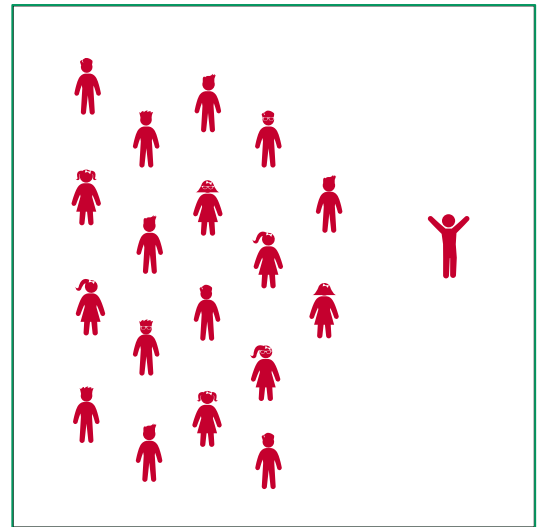
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Deck of Cards
- ✔ Pick a Card Challenge Posters

Set-Up:

1. Students are scattered in personal space.



Activity Procedures:

1. Today we're going to warm-up and practice naming foods for each food group with a game called Pick a Card.
2. I'll walk around and let one student pick a card from the deck. We'll complete different challenges depending on what suit the card comes from. The number on the card will tell us how many of each challenge we must complete.
3. Spades: Do (card #) Invisible Jump Ropes; Clubs: Do (card #) Jumping Jacks; Hearts: Name (card #) Fruits and Veggies; Diamonds: Name (card #) Grains, Protein, Dairy.
4. *Examples: 7 of Hearts = Name 7 Fruits and Veggies; Jack of Clubs = 10 Jumping Jacks.*

Grade Level Progression:

- K – 1st:** Play the game as described above. Teacher names the foods while students repeat.
- 2nd – 3rd:** Students name foods individually and aloud (this will sound a little chaotic).
- 4th – 5th:** Add fitness equipment into the challenges. Students take turns naming foods while classmates repeat.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 3 [E6.1]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the “good health balance” of nutrition and physical activity (2).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the 5 food groups?
- ✔ **DOK 2:** Who can tell the class why it's important to eat foods from the different food groups throughout the day?

ROCKY R,P,S

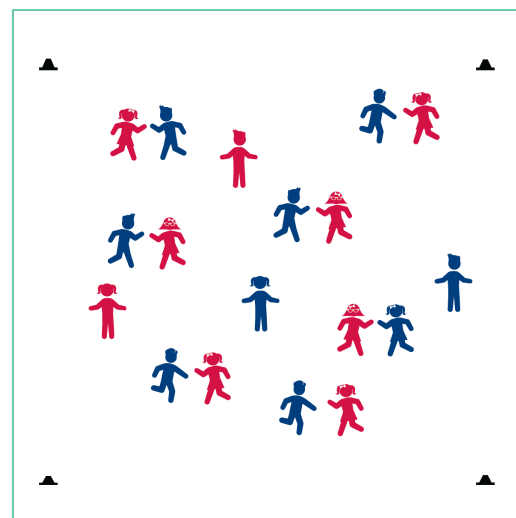
STUDENT TARGETS

- ✔ **Fitness:** I will perform invisible jump rope skills while waiting for a new opponent.
- ✔ **Personal & Social Responsibility:** I will demonstrate the Spirit of the Game in my attitude and actions.

TEACHING CUES

- ✔ Spirit of the Game
- ✔ Work Hard
- ✔ Have Fun

ACTIVITY SET-UP & PROCEDURE



Equipment:

- ✔ Awesome Rocky music like *Eye of the Tiger* ([iTunes](#))

Set-Up:

1. Students in pairs.
2. Pairs scattered in the activity area.
3. Pump up awesome Rocky music!

Activity Procedures:

1. Today's activity is called Rocky Rock, Paper, Scissor. The object of the game is to win Rocky's championship belt by beating your opponent in a series of Rock, Paper, Scissor battle rounds.
2. When I say "GO!" begin your RPS battle. The player that loses Round 1 will drop to 1 knee. If that player wins Round 2, she/he can stand back up on two feet and the opposite player will drop to 1 knee.
3. Play continues until a player falls through the following cycle: drops to 1 knee, drops to 2 knees, drops to plank position for 3 seconds (this is a technical knock-out "TKO"). Each time a player wins a round, she/he regains a position (e.g., if on 2 knees and wins, move back up to 1 knee only).
4. When a match is complete each player finds a new challenger to battle.

Grade Level Progression:

K: Students play 1 round of RPS and then move to a new partner.

1st – 2nd: Play activity as described.

3rd – 5th: Introduce the championship tournament. When a student is TKO'ed, he/she becomes a trainer for the winner. Each time there is a TKO – all trainers transfer to the winner of the match. Continue play until there are only 2 RPS Boxers left (all others are trainers). Then begin the championship match.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 (E5.K-5):** Recognizes the established protocol for class activities (K); Exhibits the established protocols (1); Recognizes the role of rules and etiquette in teacher-designed physical activities (2); Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules (4); Critiques the etiquette involved in rules of various game activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does Spirit of the Game mean?
- ✔ **DOK 2:** What do you know about Spirit of the Game?
- ✔ **DOK 3:** How is Spirit of the Game related to competitive activities like Rocky RPS?

SHADOW BALL

STUDENT TARGETS

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

ACTIVITY SET-UP & PROCEDURE

Equipment:

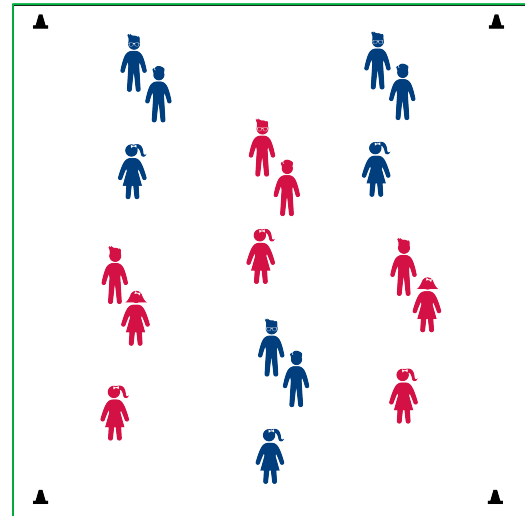
- ✔ Music: [Sweet Georgia Brown \(Brother Bones & His Shadows\)](#)
- ✔ Signal (whistle, drum, noise maker, etc.)

Set-Up:

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

TEACHING CUES

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



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.
3. Black players were just as skilled as white players in the major leagues, and their games were exciting to watch. In fact, it was so entertaining that fans would come early just to watch warm-ups.
4. Shadow Ball was a fan favorite. It is a game of imaginary baseball invented by the Indianapolis Clowns. It quickly spread to all the teams. Players pantomime throwing, catching and hitting using an invisible baseball.
5. Your group of 3 will play an imaginary baseball game using invisible equipment. One of you is the pitcher, one of you is the batter, and one of you is the catcher. Every 15-20 seconds, I will signal you to change positions.
6. Remember to stay in your space and be careful of others. Get busy when you hear the music.

Grade Level Progression:

- K – 2nd:** Play in groups of 2 with an imaginary game of catch. Add a 3rd player when appropriate.
3rd – 5th: Prime Time TV – Use commands such as “pause,” “rewind,” and “slow motion” to add challenge and interest for older students.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 5 [E3.2]** Identifies physical activities that provide self-expression (2); Reflects on the reasons for enjoying selected physical activities (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe Shadow Baseball to a friend or family member?
- ✔ **DOK 2:** What did you notice about the other players in your group while you were playing?

SLAM BALL

STUDENT TARGETS

- ✔ **Fitness:** I will demonstrate quick reaction time when receiving a ball thrown by my opponent.
- ✔ **Personal & Social Responsibility:** I will demonstrate fair play.

TEACHING CUES

- ✔ Aim for target
- ✔ Move to ball
- ✔ Soft hands to catch

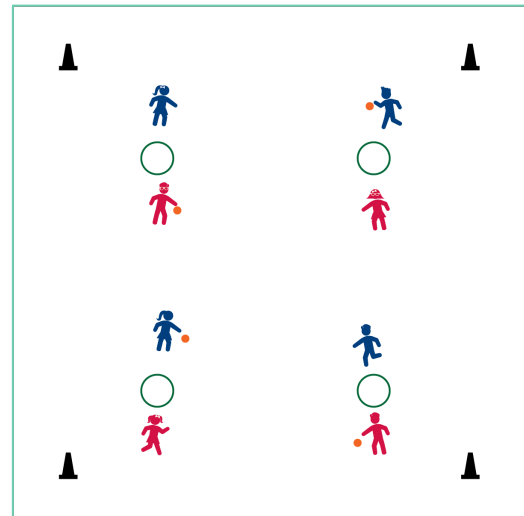
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 hoop per 2 (or 4) players
- ✔ 1 ball (e.g. 6" PG Ball) per 2 players

Set-Up:

1. Two players stand on opposite sides of a hoop at least one step away.
2. If sharing a hoop, two other players can stand perpendicular at the same hoop.
3. One player starts holding the ball.



Activity Procedures:

1. Today's activity is called Slam Ball. The object of the game is to successfully throw and catch the ball using a hoop as a target.
2. When I say "GO!" the first player throws the ball into the hoop. The second player attempts to catch it.
3. Scoring:
 - a. Ball does not hit inside the hoop (point for receiving player)
 - b. Ball hits inside hoop, but does not bounce at least 1 step away from hoop (point for receiving player)
 - c. Ball hits inside hoop and bounces over the head of the receiver (point for receiving player)
 - d. Ball is not successfully caught by receiving player (point for serving player)
 - e. BONUS RULE: If a player wins 3 points in a row, they get to choose a new type of ball.
4. If sharing a hoop with 4 players and the two balls collide, this is a 'slam' and the two players that threw the ball switch opponents.

Grade Level Progression:

K: Allow students to practice bouncing and catching a ball without hoops or opponents.

1st – 2nd: Focus on teamwork by counting the number of catches players can make without using scoring.

3rd – 5th: Play the game as described.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 (E14.3):** Throws overhand, demonstrating critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does reaction time mean?
- ✔ **DOK 2:** How did reaction time affect your performance in slam ball?
- ✔ **DOK 3:** How would you adapt slam ball to make it easier or more difficult?

TOSS THREE

STUDENT TARGETS

- ✔ **Skill:** I will accurately toss and catch with a partner.
- ✔ **Fitness:** I will stay actively engaged and warm up my body.

TEACHING CUES

- ✔ Look for Hands Up, Eyes Ready
- ✔ Step with Opposition, Tick Tock Toss
- ✔ Two Handed Catch with Soft Hands

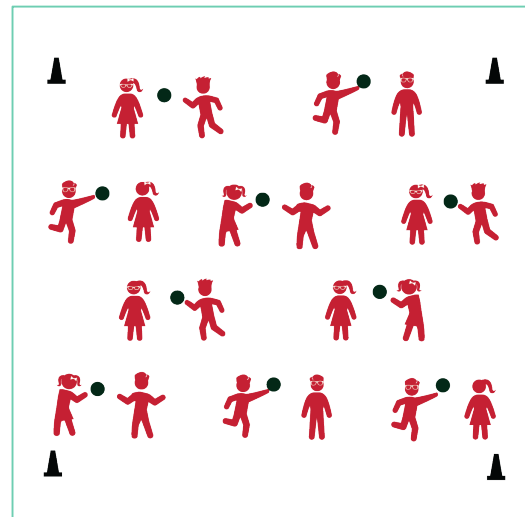
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 ball per 2 students
- ✔ 4 cones

Set-Up:

1. Create a large activity space using 4 cones to mark boundaries.
2. Scatter pairs of students throughout the activity area. Each pair with a ball.



Activity Procedures:

1. Today we're going to think about the five food groups while we practice tossing and catching skills.
2. The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.
3. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
4. With each toss, name a food from the Grain food group (change food groups each round).
5. Freeze when the music stops.

Grade Level Progression:

K: Play the game with a balloon or yarn ball. Add the nutrition element only after students have mastered the toss/catch task.

1st - 2nd: Play the game as described at a walking pace.

3rd - 5th: Add a variety of locomotor skills. Alternate passing tasks (e.g., basketball bounce pass, floor hockey passing, etc.).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does "accurate" mean?
- ✔ **DOK 2:** How does the accuracy of a toss affect a person making a catch?
- ✔ **DOK 3:** What do you think the purpose of this activity is? Can you support your answer with facts and examples?

TUG BOAT TAG

Written by: Jim DeLine

STUDENT TARGETS

- ✔ **Personal & Social Responsibility:** I will demonstrate responsibility and work safely with my partner.

TEACHING CUES

- ✔ Work Together
- ✔ Communicate with your Partner
- ✔ Pulling the Ring is NOT Safe

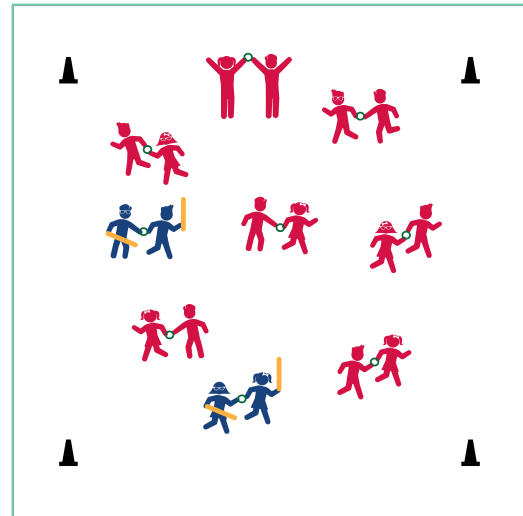
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Cones to designate activity are suitable for a tag game
- ✔ Deck rings (1 per pair)
- ✔ 2 foot noodles (2 per every 10 pairs)

Set-Up:

- Using 4 cones, create a large playing area.
- Pair students. Each pair holds a deck ring.
- Give 4 noodles to 2 pairs (each partner holds 1 noodle in the outside hand and the deck ring in the inside hand).



Activity Procedures:

- Pairs are “No-Tug Tug Boats.” They must skip around the space without “tagging themselves.” The following is a list of ways pairs can tag themselves: A) Pulling, tugging, or jerking their partner; B) Bumping into other pairs; C) Falling down; D) Coming apart (not letting go of the deck ring); E) Stepping out of bounds.
- Pairs that “tag themselves” put the ring on the ground and do 5 high-lows (squat and touch the ground then jump up high) before returning to the game.
- Taggers attempt to tag Tug Boats with noodles (taggers do 5 high-lows if they let go of the deck ring).
- When tagged, Tug Boats stop and makes a draw bridge by lifting their ring high in the air.
- To get unfrozen, another Tug Boat must travel under the draw bridge.
- Note: Taggers can tag a pair if they are stopped doing hi-lows because they “tagged themselves.” In fact, this is a good strategy for the taggers to use.

3rd – 5th Grade Progressions:

- To get unfrozen another Tug Boat has to go under, then around, and under a second time.
- The taggers do not have to be connected. They are Patrol Boats and work individually.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [S4.E6]** Works safely with peers and equipment in physical activity settings (4).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How did you know you and your partner were working well together?
- ✔ **DOK 2:** How did working together or not working well together impact your effort?
- ✔ **DOK 3:** How could you and your partner develop strategies that would help you work better together, or fix any problems you might have experienced?

TURKEY TAG

Created by: Jim DeLine & Aaron Hart

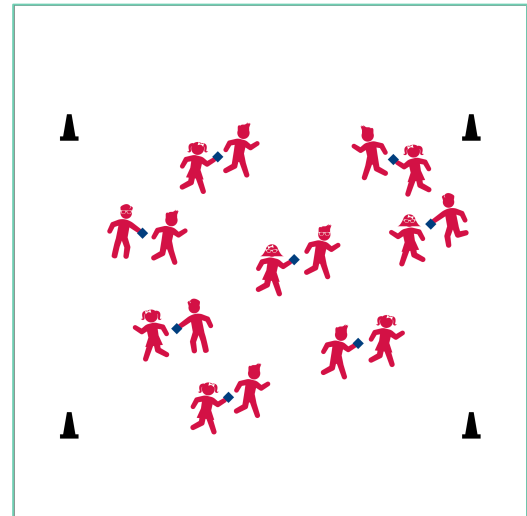
STUDENT TARGETS

- ✔ **Fitness:** I will recognize the effect that being physically active has on my body (e.g., increase HR, sweat, etc.).
- ✔ **Fitness:** I will discuss the good health balance of good nutrition and physical activity.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings

ACTIVITY SET-UP & PROCEDURE



Equipment:

- ✔ 1 beanbag, foam ball, OR critter per pair
- ✔ Music and player

Set-Up:

1. Pair students.
2. Each pair with a beanbag (or other tossable), safely spaced in the activity area.

Activity Procedures:

1. It's time for Turkey Tag! The hunter will try to catch the turkey, and the turkey will try to escape the hunter.
2. When the music starts, begin tossing the beanbag back and forth with your partner. When the music stops, the partner with the beanbag is the hunter! Speed walk through open space with the hunter chasing the turkey and the turkey fleeing the hunter. *(If you have vegetarians in the class, they can be Farm Sanctuary Agents working to catch the Turkeys to keep them safe from becoming Thanksgiving dinner.)*
3. When the music starts again, Hunters who tagged their turkey get 1 dessert point. Turkeys who did not get tagged get 1 day-of-freedom point.
4. This activity is an oldie-but-goody. Switch it up to meet the season and theme of your class. Elves vs Gingerbread Men, King Kong vs His Prey, Sharks vs Shark Bait – whoo-ha-ha.

Grade Level Progression:

K-2nd: Begin with students in two parallel lines. Student can only move straight to and from the end lines.

3rd – 5th: Students can move throughout the activity area. Increase from a speed walk to a gallop, from a gallop to a skip, and from a skip to beyond!

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E3.K-1]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger with exercise/play and physical activity (1).
- ✔ **Standard 3 [E6.2]** Recognizes the “good health balance” of good nutrition with physical activity.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a healthy food that you might eat at a holiday meal?
- ✔ **DOK 2:** What do you know about balancing holiday meals with physical activity?
- ✔ **DOK 3:** What facts would you select to support being physically active with your family during the holiday season?

YUM YUM YUM

STUDENT TARGETS

- ✔ **Fitness:** I will recognize foods that are healthy to eat and good for my body.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ None

Set-Up:

1. Students are scattered in personal space.

Activity Procedures:

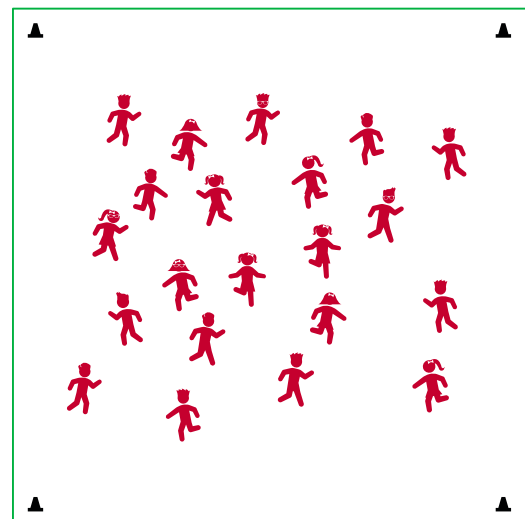
1. The objective of this activity is to identify healthy and unhealthy foods.
2. I'm going to call out different foods. When you hear a Green Light Food, run in place as fast as you can and holler, "Yum, Yum, Yum!" When you hear a Red Light Food, get in plank position and holler, "Whoa, time to slow down!"

Grade Level Progression:

- K – 1st:** Say the food name and the light color to help students begin identifying foods correctly.
- 2nd – 3rd:** Call out Green Light foods from the different My Plate food groups. Students respond with the name of the food group before running in place. Instead of Green/Red Light foods, call out foods that are beneficial before physical activity (Fresh Fruits, Veggies, Water). These beneficial foods will be Green Light Foods.
- 4th – 5th:** Have individual students take turns calling out different foods to their classmates. Add a push-up after students holler, "Whoa..."

TEACHING CUES

- ✔ Green Light Foods are good to eat almost any time (e.g., fresh fruits, veggies, & whole grains)
- ✔ Red Light Foods are "once in a while foods" that can be unhealthy if you eat too much too often.



STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.1]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the "good health balance" of nutrition and physical activity (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is an example of a Green Light Food? A Red Light Food?
- ✔ **DOK 2:** What are different ways that we can tell Green Light Foods and Red Light Foods apart?

TAG OF THE MONTH



STAR WARS TAG

Written by: Joey Feith
ThePhysicalEducator.com

STUDENT TARGETS

- ✔ **Fitness:** I will safely and actively participate in Star Wars Tag while showing respect for self and others.

TEACHING CUES

- ✔ Hoops Stay Flat on Ground
- ✔ Avoid Stepping on Hoops
- ✔ Control of Your Movement

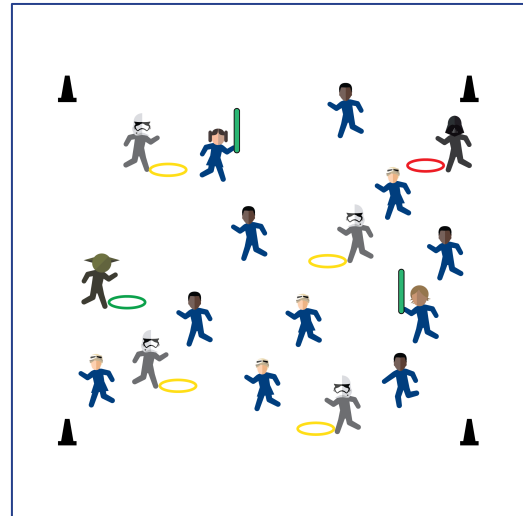
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Pinnies (3 colors, e.g. white, black, green)
- ✔ Hula hoops (3 colors, e.g. yellow, red, green)
- ✔ Foam noodles
- ✔ 4 cones to create boundaries
- ✔ Star Wars Tag Language Cards
- ✔ Star Wars Tag Chapter 6 Story Starter

Set-Up:

1. Create a large play area using 4 cones.
2. Scatter students throughout the area.
3. Organize equipment safely on the sideline, to be used in progression chapters.



Activity Procedures:

1. Today's instant activity is called Star Wars Tag. It's a story broken up into five chapters.
2. **One:** Rebels. All students are Rebels. The object is to explore the star system while avoiding other rebels. On the start signal, begin skipping (running, etc.) in the boundaries. Freeze on the stop signal.
3. **Two:** Stormtroopers. With new Rebel activity, the Empire is sending in Stormtroopers. Storm troopers wear white pinnies and have yellow blasters (hoops). They tag Rebels by sliding the hoops across the floor using their feet. If a hoop tags a Rebel they Freeze. Continue until all Rebels are frozen.
4. **Three:** Rebel Leaders. The Rebel Alliance is sending Luke Skywalker & General Leia to free frozen Rebels by tapping them with lightsabers (foam noodles). Stormtroopers can freeze Luke and Leia!
5. **Four:** Darth Vader. Darth Vader is joining the battle to deal with Luke and Leia! He has a black pinnie and a red blaster (hoop). If tagged by Vader, rebels put on a white pinnie and become storm troopers. If Luke or Leia get tagged, they drop their lightsaber. Any rebel can pick it up and continue.
6. **Five:** Return of the Jedi. Master Yoda has joined the action. He has a green pinnie & blaster. If a Stormtrooper is tagged by Yoda, return the pinnie and blaster and become a Rebel. As masters of the Force, both Yoda and Vader are immune to all blaster attacks (including each other's).

STANDARDS & OUTCOMES ADDRESSED

Standard 3 [S3] Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); 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).

DEBRIEF QUESTIONS

- DOK 1:** What is chasing? What is Fleeing?
- DOK 2:** What do you know about chasing and fleeing in physical education? In sport?
- DOK 3:** How is safety related to chasing and fleeing?

PUMPKIN PATCH TAG

STUDENT TARGETS

- ✔ **Fitness:** I will recognize what happens to my breathing and heart rate when I move fast.

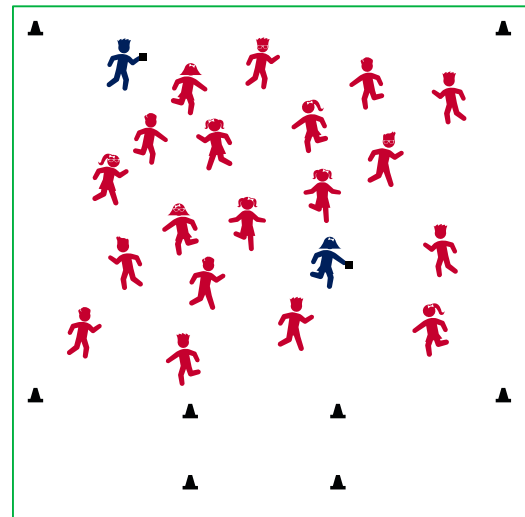
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ 4 cones to show the pumpkin patch boundary
- ✔ 2-4 bean bags to identify taggers

Set-Up:

1. Create a large playing area using 4 cones.
2. Create a designated area to represent the pumpkin patch.
3. Scatter students in the activity area.
4. Pick 2-4 students to be the taggers (depending on class size and room size). Give each one a bean bag to identify them as taggers.



TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Safe Tagging

Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Pumpkin Patch 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.
3. If you're tagged, go into the pumpkin patch (designated area) and do 5 Pumpkin Pick-Ups (i.e., squats).
4. After you've completed the Pumpkin Pick-Ups, you can reenter the playing area.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed-walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop.

3rd – 5th: When students enter the pumpkin patch, have them choose any exercise that contributes to their fitness before reentering the game.

STANDARDS & OUTCOMES
ADDRESSED

- ✔ **Standard 3 [E3.K]** Recognizes that when you move fast, your heart beats faster and you breathe faster.
- ✔ **Standard 3 [E3. 2b]** Identifies physical activities that contribute to fitness.

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What happened to your breathing/heart rate when we were active?
- ✔ **DOK 2:** Why does exercise make your breath/heart rate faster?
- ✔ **DOK 1:** What muscles were being used when you were in the pumpkin patch?
- ✔ **DOK 2:** What other exercises could you do to help your fitness while you're in the pumpkin patch?



HARVEST TAG

STUDENT TARGETS

- ✔ **Fitness:** I will name each of the 5 food groups and discuss why each food group is important.

ACTIVITY SET-UP & PROCEDURE

Equipment:

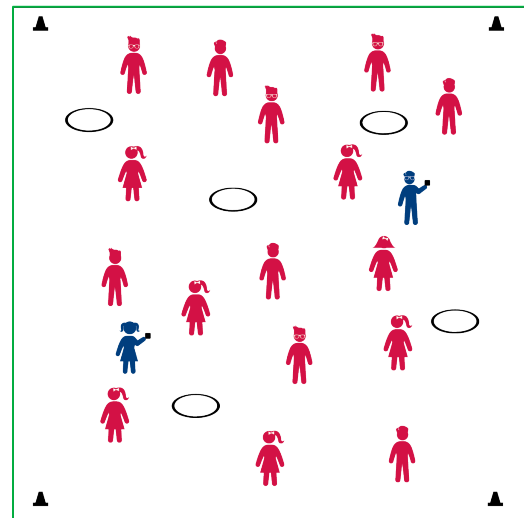
- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers
- ✔ 4-5 hula hoops

Set-Up:

1. Use the cones to create a large activity area.
2. Scatter students in the activity area.
3. Spread the hula hoops out within the activity area.
4. Give bean bags to 2 or 3 students to identify them as taggers

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Tag Safely



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Harvest 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.
3. If you're tagged, move inside a hula hoop and wait there for 4 other players to join you, forming a group of 5 people. (If you don't have hula hoops available, students can link arms to form the group.)
4. The hula hoop represents a plate, and the 5 people in the hoop represent the healthy food groups you should include in every meal (Fruits, Vegetables, Protein, Grains, and Dairy).
5. As soon as you have a group of 5, everyone in that group is free and reenters the game.
6. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed-walk. When the students find a group of five, have them hold up individual numbers (1-5) with their hands to show that there are five people.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop. Have the students recite the five food groups before they can be unfrozen.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.2]** Recognizes the "good health balance" of nutrition and physical activity.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the five food groups that make up a healthy meal?
- ✔ **DOK 2:** What are some examples of foods from each group?
- ✔ **DOK 3:** Why is it important to eat foods from each food group?

SNOWMAN TAG

STUDENT TARGETS

- ✔ **Fitness:** I will identify different activities that contribute to my fitness.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Safe Tagging

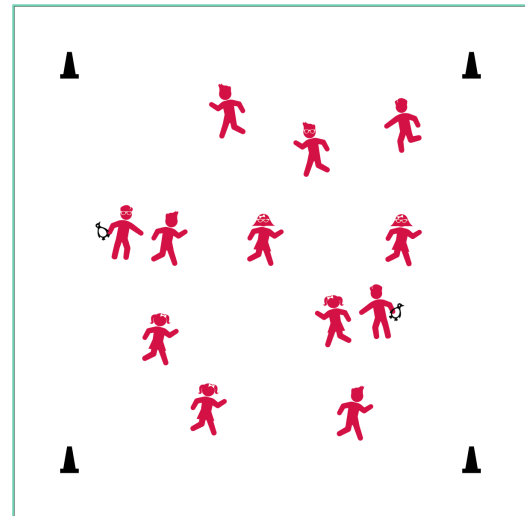
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Create a large playing area using the 4 cones.
2. Scatter students in the activity area.
3. Identify 2 or 3 taggers by giving them bean bags or critters.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Snowman Tag.
2. When I say "GO!" we'll begin at a speed-walking pace. The taggers will do 5 jumping jacks to give you time to move away from them.
3. If you're tagged, crouch down and hug your knees so you look like the base of a snowman.
4. To be freed, a classmate will come over and stack their fists, one-by-one, on top of each other to form a snowman with 3 fists. As you stack hands say "1, 2, 3, snowman!" On, "Snowman!" you're then free and can continue playing.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Use a speed-walking pace.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop.

3rd – 5th: When the students finish creating snowmen with their hands, add a star jump before returning to the game. Add a basketball, soccer, or floor hockey dribble as an extended challenge.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E3.2]** Identifies physical activities that contribute to fitness (2b).
- ✔ **Standard 3 [E1.4]** Analyzes opportunities for participating in physical activity outside of physical education class (4).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What winter activities can you do outside of physical education class that contribute to your fitness?
- ✔ **DOK 2:** How do these activities contribute to your fitness? Provide facts as support.

RESOLUTION TAG

STUDENT TARGETS

TEACHING CUES

- ✔ **Fitness:** I will perform all of the reentry tasks while analyzing personal choices that impact my personal health.

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Safe Tagging

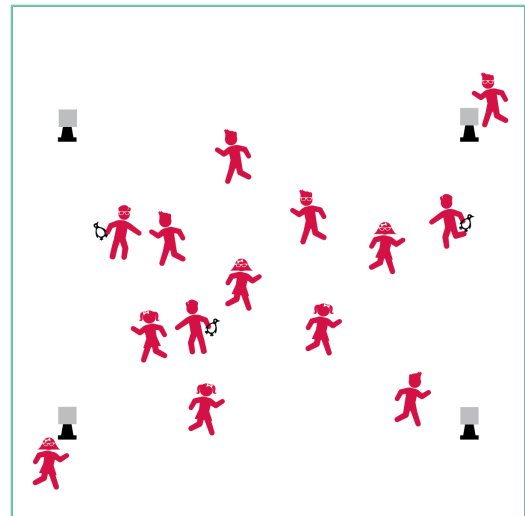
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers
- ✔ Resolution Tag Reentry Cards

Set-Up:

1. Create a large playing area using 4 cones.
2. Scatter students in the activity area.
3. Give bean bags to 2 or 3 students to identify them as taggers.
4. Place a Reentry Card on each of the 4 perimeter cones.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Resolution 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.
3. If you're tagged, go to 1 of the 4 corners and read the Reentry Card with a task and resolution category.
4. To be freed, complete the task and shout your resolution.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Create 1 reentry area with the teacher guiding students who come to complete the task.

1st - 2nd: Create 4 reentry areas as indicated above. However, provide 1 area with teacher guidance for students who do not read well.

3rd - 5th: Play the game as described above.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.5]** Analyzes the impact of food choices relative to physical activity, youth sports, & personal health (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a personal choice?
- ✔ **DOK 2:** What are some personal choices that can have an impact on your health?

HEART TAG

STUDENT TARGETS

- ✔ **Fitness:** I will identify ways that I can make my heart healthy and strong.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 20 cones for activity areas
- ✔ Bean bags or rubber critters to identify taggers
- ✔ 40 poly spots

Set-Up:

1. Create 4 playing areas (4 chambers of the heart) with 1 long area in the middle (the lungs).
2. Scatter 10 poly spots in each of the 4 areas.
3. Scatter students in the activity areas.
4. Send 1 student to each chamber with a bean bag to identify them as taggers.

Activity Procedures:

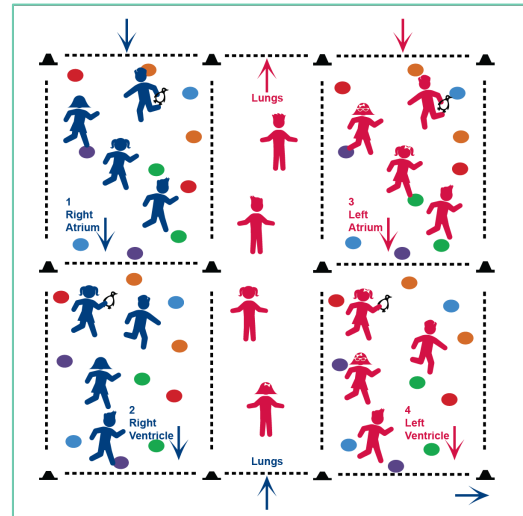
1. Today we're going to warm up our bodies for physical education class by playing Heart Tag.
 2. There are 4 playing areas. These are the different chambers of the heart. The long middle area represents the lungs. You are the blood flowing through the heart.
 3. To get through each heart chamber, you must step on five different poly spots (without getting tagged). Then you can go to the next chamber. Poly spots represent foods that keep your heart healthy from each of the 5 food groups.
- Teaching Tip:** Teach the flow of student movement before adding Taggers.
4. The taggers represent things that can make your heart unhealthy (such as tobacco). If you touch 5 spots and make it through the chamber without being tagged, you can move to the next chamber. If you're tagged, though, you must step on 5 more spots before you can continue to the next chamber. Taggers may not re-tag a person in that has already been tagged. When a student enters a new chamber, they can be tagged again.
 5. Follow the flow, going from chambers 1-2-3-4. In order to travel from chamber 2 to 3, the blood goes through the lungs to become oxygenated. When you enter the lungs, do 10 jumping jacks, and then move to chamber 3. When you make it through all 4 chambers, circulate around the body by jogging back to chamber 1.
 6. On "GO!" begin playing at a speed-walking pace. Freeze on the stop signal and we'll change taggers.

Grade Level Progression:

- 1st – 2nd: Have the students play the game as described
- 3rd – 5th: Switch the locomotor movement to skip, jog, gallop, etc.
- 6th – 8th: Students call out the chamber they are entering (R Atrium, R Ventricle, Lung, L Atrium, L Ventricle)

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of Your Surroundings
- ✔ Safe Tagging



STANDARDS & OUTCOMES ADDRESSED
DEBRIEF QUESTIONS

- ✔ **Standard 3 [E3.1]** Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity (1).
- ✔ **DOK 1:** What are some things people do that are NOT good for their hearts?
- ✔ **DOK 2:** Why are these things bad for our heart?
- ✔ **DOK 2:** What are some ways that we can keep our heart healthy and strong?

SAY "CHEESE" TAG

STUDENT TARGETS

- ✔ **Fitness:** I will be able to name healthy foods in order to be freed during our tag game.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

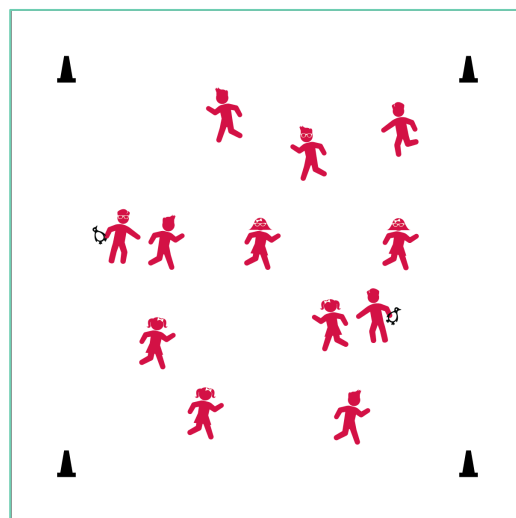
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Create a large playing area, using four cones.
2. Scatter students in the activity area.
3. Give bean bags to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Say Cheese 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.
3. If you're tagged, freeze in your favorite selfie pose.
4. To be freed, someone will come over to take a selfie with a person who is frozen. When taking a selfie, say the name of a favorite fruit or veggie instead of saying 'cheese'. For example, "Say Broccoli!" Then, both students will say "broccoli" while pretending to take a selfie.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop. Change food groups that they have to say throughout the activity.

3rd – 5th: Students could do an 'action shot' for their picture. They can add their favorite invisible jump rope trick when they say a food and take a picture.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.1]** Differentiates between healthy and unhealthy foods (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What type of foods are beneficial for before and after physical activity?
- ✔ **DOK 2:** Why is it better to have these foods compared to other foods?

TAX DAY TAG

STUDENT TARGETS

- ✔ **Fitness:** I will be able to describe what happens to my heart when I exercise.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

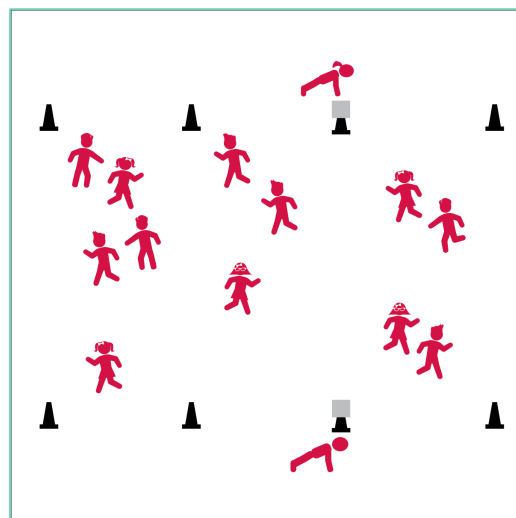
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 8 cones for boundaries

Set-Up:

1. Create a large playing area, using four cones.
2. Divide the area into three sections.
3. Scatter students in the first section of the playing area.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Tax Day Tag. The object of the game is to make as many Tag-Dollars as you can and get to a higher tax bracket.
2. When I say "GO!" begin playing at a speed-walking pace. Everyone is a tagger.
3. Each tag equals five dollars. You are responsible for keeping track of your earnings. Once you get 100 dollars, you will go to the next tax bracket.
4. Before entering the next bracket do 10 jumping jacks, then begin to tag others in the new bracket. There are three tax brackets.
5. Freeze when you hear the stop signal.
6. Teachers: Stop and reset the game when there are only a few students that haven't made it past the first bracket.

Grade Level Progression:

K: Students can count by one's and work up to 10 dollars.

1st – 2nd: Change the locomotor movement from a fast walk to a skip.

3rd – 5th: Have students do a math problem at the end of zone 3 (Sample question involves a percentage. Modify the problem based on grade/ability level).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.1]** Actively engages in physical education class (1).
- ✔ **Standard 3 [E3.K]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** If you were actively engaged in this activity, what should your heart be doing?
- ✔ **DOK 2:** Why does your heart beat faster?

FLOWER POWER TAG

STUDENT TARGETS

- ✔ **Fitness:** I will be able to identify healthy foods from the vegetable and fruit groups.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

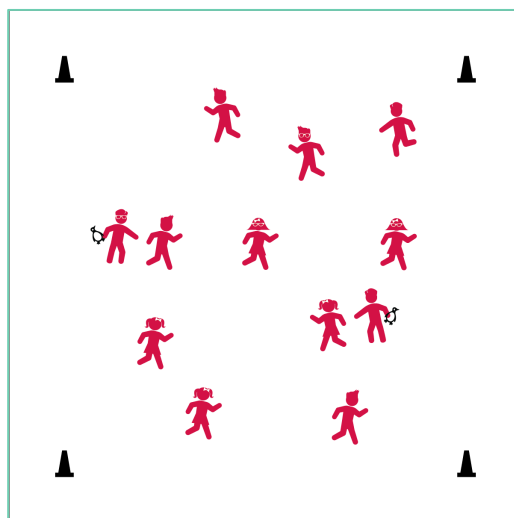
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Use 4 cones to create a large playing area.
1. Scatter students in the activity area.
2. Give critters or bean bags to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Flower Power Tag.
2. When I say "GO!" you will become a seed and begin playing at a speed-walking pace. Taggers will do 5 jumping jacks to give you time to move away from them.
3. If you're tagged, turn into your favorite flower. Stand tall with your arms connecting over your head to form a circle.
4. To be freed, another student will transform into a bee, fly over, and pollinate your flower by giving it a double high five. This will make the flower turn back into a seed allowing both students to continue playing.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop.

3rd – 5th: Along with a few taggers, designate a few students to be permanent bees who will be the only people that are allowed to unfreeze all of the flowers. When all of the bees become tagged, reset the game.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E3.1]** Actively engages in physical education class (1).
- ✔ **Standard 3 [E3.1]** Differentiates between healthy and unhealthy foods (1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** There are seeds for flowers, are there any foods that have seed in them?
- ✔ **DOK 2:** Why is it important to eat a variety of fruits and vegetables.?

JUNE BUG TAG

STUDENT TARGETS

- ✔ **Fitness:** I will work on abdominal/core strength by holding June Bug pose for 10 seconds before re-entering the tag game.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

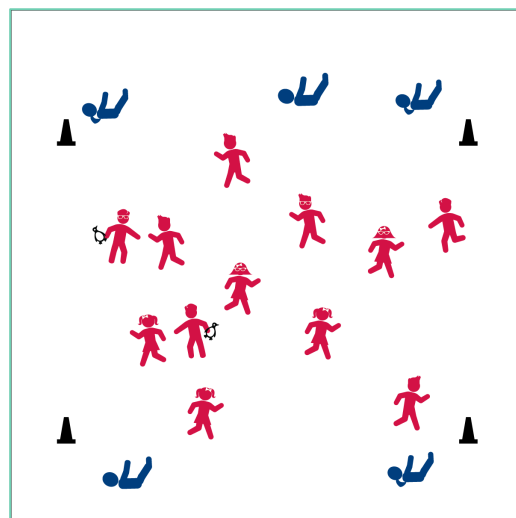
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Use 4 cones to create a large playing area.
1. Scatter students in the activity area.
2. Give bean bags/critters to 3 students to identify them as taggers. Identify taggers as moles, birds, or chipmunks.



Activity Procedures:

1. Today we're going to warm up our bodies and work on abdominal strength by playing June Bug Tag.
2. Did you know that June Bugs are actually green beetles most commonly found in the eastern United States? They appear in the month of June and have a complete lifecycle of only 1 year. However, they have to keep a look out for moles, birds, and chipmunks, who love to eat June Bugs!
3. When I say "GO!" you will become a June Bug and begin playing at a speed-walking pace. The 3 taggers will be a mole, bird, and chipmunk and will do 5 jumping jacks to give you time to move away from them.
4. If you're tagged, move to the sideline and hold June Bug Pose for 10 second. After 10 seconds you can re-enter the game.
5. Hold June Bug Pose by laying on your back with your feet and hands straight up in the air and your head off the floor. You should look like an upside down bug with its legs in the air.
6. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop.

3rd – 5th: Add more challenging strength poses (e.g., plank, squat, etc.).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 (E3)** Actively engages in physical education class.
- ✔ **Standard 3 (E6)** Differentiates between healthy and unhealthy foods.

DEBRIEF QUESTIONS

- ✔ **DOK 1:** June Bugs provide their predators with protein. What foods do you eat in order to get protein?
- ✔ **DOK 2:** Why are some protein foods considered lean proteins?

SEA CREATURE TAG

STUDENT TARGETS

- ✔ **Skill:** I will chase, flee, and dodge while keeping my body under control.
- ✔ **Fitness:** I will increase my heart rate by remaining physically active during Sea Creature Tag.

TEACHING CUES

- ✔ Travel safe with eyes up
- ✔ Tag gently
- ✔ Work cooperatively when linked

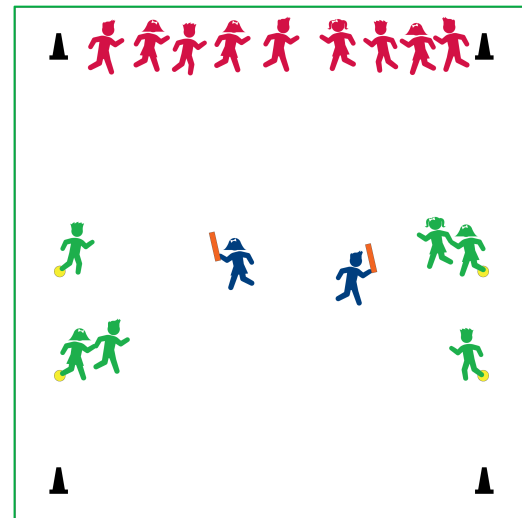
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ 2-4 poly spots
- ✔ 1-2 small noodle to identify tagger(s)

Set-Up:

1. Create a large playing area, using four cones.
2. Place poly spot(s) along the sideline.
3. Student line up across one end line.
4. Identify 1-2 taggers.



Activity Procedures:

1. Today we're going to play a game called Sea Creature Tag. Sea Creatures begin on the shore and the sea monsters begin in the sea.
2. The tagger calls, "Creatures of the sea; Try to swim past Me!" Students attempt to move from one end line to the opposite end line.
3. Once tagged, students move to the nearest spot on the sideline to become a seaweed monster. The first seaweed monster tagged places a foot on a poly spot and can help tag with his/her outstretched arm. The next student tagged joins hands with the first to make the seaweed longer, and now this student helps tag.
4. Continue until there is one student left. That student can become the new tagger.

Grade Level Progression:

- K – 1st:** Start the activity using a walk and then progress to a gallop before allowing students to play using a run.
2nd – 3rd: Play the activity as described.
4th – 5th: Vary the number of taggers and poly spots.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E2.1]** Actively engages in physical education class (1).
- ✔ **Standard 3 [E3.K]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does heart rate mean?
- ✔ **DOK 2:** How does physical activity affect your heart rate?
- ✔ **DOK 2:** What activities can you do over the summer to increase your heart rate?

SUMMER FUN TAG

STUDENT TARGETS

- ✔ **Fitness:** I will be able to name physical activities that I did over summer break to help keep me healthy and fit.

TEACHING CUES

- ✔ Eyes up
- ✔ Be aware of your surroundings
- ✔ Safe tagging

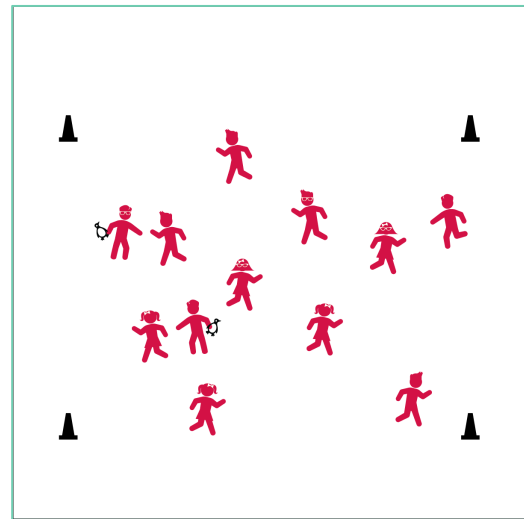
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones for boundaries
- ✔ Bean bags or rubber critters to identify taggers

Set-Up:

1. Create a large playing area using four cones.
2. Scatter students in the activity area.
3. Give bean bags (or rubber critters) to 2 or 3 students to identify them as taggers.



Activity Procedures:

1. Today we're going to warm up our bodies for physical education class by playing Summer Fun 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.
3. If you're tagged, stop and begin to act out 1 physical activity that you did this summer to keep you healthy and fit.
4. To be freed, someone will come over and try guess what activity you're doing. They get 2 guesses. As soon as they guess correctly, or after the second guess, you're free to rejoin the game.
5. Freeze when you hear the stop signal and we'll change taggers.

Grade Level Progression:

K: Keep the pace at a speed walk.

1st – 2nd: When students demonstrate safe movement, increase the pace to a skip or gallop.

3rd – 5th: Students could do an 'action shot'. To be freed, someone comes and "takes a picture" of their activity.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E1.K;1;2;4]** Identifies active play opportunities outside physical education class (K); Discusses the benefits of being active and exercising/playing (1); Describes large-motor and/or manipulative physical activities for participation outside physical education class (2); Analyzes opportunities for participating in physical activity outside physical education class (4).

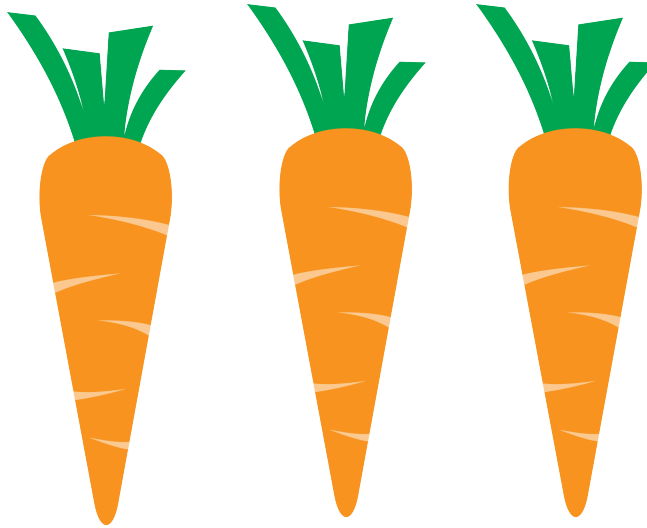
DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list about summer physical activity?
- ✔ **DOK 2:** How does staying active in the summer affect your personal health?
- ✔ **DOK 3:** How did (or could) you adapt activities and games played in physical education in order to play them at home (at the park, beach, etc...)?

ACTIVITY **RESOURCES**



GARDEN ACTIVITY

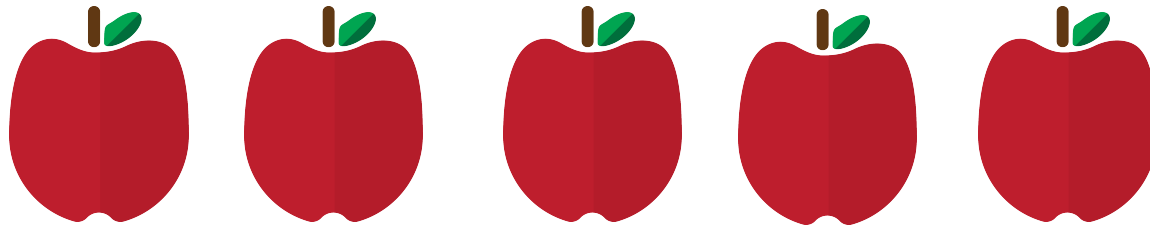


Do 3 squats to pick and fuel-up with 3 carrots.

Think about it... It's best to eat food from farms, not factories.



GARDEN ACTIVITY

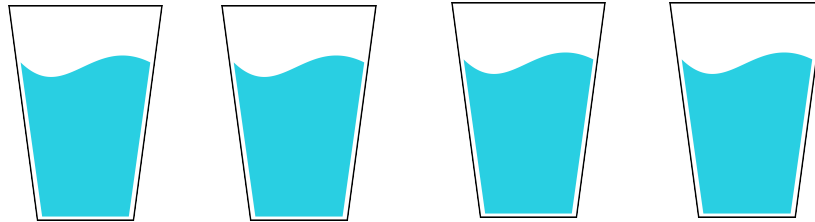


Jump up as high as you can 5 times
to pick and fuel-up with 5 apples.

Think about it... It's best to eat food from farms, not factories.



GARDEN ACTIVITY

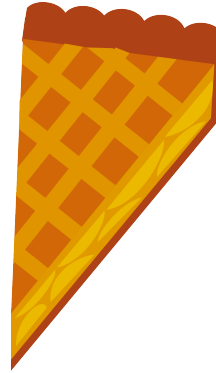


Get in push-up (plank) position.
Drink 4 glasses of water by
alternately bringing the invisible glass to your
mouth with your right hand and then your left hand.

Think about it... It's best to eat food from farms, not factories.



GARDEN ACTIVITY



Earlier today you ate a giant piece of fresh apple pie with ice cream. It was really yummy.

Now it's time to balance the extra Calories by jogging in place for 30 seconds.




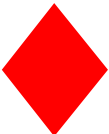
Important note: Apple pie is a "once in a while food." In real life, you'll need to jog for a lot longer than 30 seconds to burn the extra Calories in a piece of pie.

Think about it... It's best to eat food from farms, not factories.






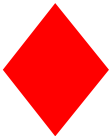


PICK A CARD CHALLENGE POSTER

 = # of	Jumping Jacks (Ex: 7 of Clubs = 7 Jumping Jacks)
 = # of	Invisible Jump Ropes (Ex: 9 of Spades = 9 Invisible Jump Ropes)
 = # of	Name Fruits & Vegetables (Ex: Jack of Hearts = Name 10 Fruits & Vegetables)
 = # of	Name Grains, Protein, & Dairy (Ex: 5 of Diamond = Name 5 Grain, Protein, & Dairy Foods)



PICK A CARD CHALLENGE POSTER

 = # of	Soccer Side Taps (Ex: 7 of Clubs = 7 Side Taps)
 = # of	Soccer Top Taps (Ex: 9 of Spades = 9 Top Taps)
 = # of	Name Fruits & Vegetables (Ex: Jack of Hearts = Name 10 Fruits & Vegetables)
 = # of	Name Grains, Protein, & Dairy (Ex: 5 of Diamond = Name 5 Grain, Protein, & Dairy Foods)



1 (ONE)

Africa



2 (TWO)

Antarctica



3 (THREE)

Asia



4 (FOUR)

Australia /

Oceania



5 (FIVE)

Europe



6 (SIX)

North

America



7 (SEVEN) South America

#PEMannequinChallenge

#MannequinChallenge Info Card

The Mannequin Challenge was started by a group of students from Edward H. White High School in Jacksonville, Florida. It seemed to have been started by a creative coincidence in which one student observed another student standing still in the front of a classroom and said that he looked like a mannequin. After the students posted a few videos on social media the challenge became a viral sensation with celebrities, sports teams and politicians joining in the fun.

Basically the #MannequinChallenge has become a collection of videos in which a group of people strike completely still poses. The videos range in creativity and in the number of people included within the video, but many of them tell a story, or a few stories, and are visually very engaging to view.

We have been inspired to start the #PEMannequinChallenge. As an activity, students will be given an emotion or character trait to express. The members of the group must express this emotion or character trait by each striking a pose in a choreographed way as if the rest of the class, that will try to guess the emotion or character trait, had just walked into a situation and pressed pause.

Below are sample emotions and character traits you can use, or you can allow the students to pick their own. Encourage the students to be creative and emotive with their poses and facial expressions. The teacher can also allow the students to use props, or physical education equipment. Enjoy!

Modification: Ask students to create a situation in a game or a unit for the rest of the class to guess what is happening. For example, one student took a ball from another student and she/he isn't happy. Or, students are practicing proper throwing technique and experiencing varying levels of success. Or, a student is excited and about to catch the winning out in kickball game. The options are endless.

List of example emotions and character traits:

Conflict	Joy
Respect	Frustration
Celebration	Perseverance
Nervousness	Disappointment
Gratitude	Peace

Web Resources:

https://en.wikipedia.org/wiki/Mannequin_Challenge [explanation of the challenge]

<http://www.npr.org/sections/alltechconsidered/2016/11/10/501466675/can-someone-please-explain-the-mannequin-challenge> - what it is and some examples

<https://www.inverse.com/article/23299-first-mannequin-challenge-inventor-teens-meme-twitter-rae-sremmurd-jacksonville> [how it all started and where it is now]

<http://time.com/4565174/mannequin-challenge-ranking/> [some of the best ranked]

TAG **RESOURCES**



ALLIANCE

(noun)

A union or partnership created for a mutual benefit – often based on shared beliefs or qualities.

The rebel **alliance** includes citizens of many planets who believe in freedom and equality, and therefore are joined together to fight the army of the Empire.

CHASE

(verb)

To pursue an individual, group, or object in an effort to catch it.

The Empire continued to **chase** the rebels in an attempt to freeze them in carbonite.

FLEE

(verb)

To run away from a place or situation in order to escape a consequence.

The rebels decided to **flee** the area controlled by Darth Vader and his army of Stormtroopers.

FORCE

(noun)

- (1) Strength or energy as an attribute of a physical action or movement.
- (2) A metaphysical and ubiquitous power in the Star Wars fictional universe.

Yoda used the power of the **Force** to push the Stormtroopers away from Luke and Leia.

MASTER

(noun)

A skilled practitioner of a specific profession, art, or activity.

(verb)

To acquire complete knowledge or skill in a specific profession, art, or activity.

Yoda became a Jedi **Master** through years of study, training, and practice.

TAG

(verb)

To use a hand or implement to touch a person who is fleeing.

The Stormtroopers used blaster hoops to **tag** fleeing rebels.

STAR WARS TAG

You've experience the first 5 chapters of Star Wars Tag. Now it's time for **you** to write the next chapter!

First, circle the main character that you will use as the first-person narrator of your new chapter. Next, quickly write 3 notes to help define your story elements (characters, setting, main idea). Finally, use your notes to write the first draft of your Chapter 6 stories.

Circle your main character:



Write Quick Notes:

Characters
1)
2)
3)

Setting
1)
2)
3)

Main Idea
1)
2)
3)

Draft of Chapter 6:



EXIT SLIPS

Name(s): _____ Class: _____

Question 1: **What are the five food groups that make up a healthy meal?**

Answer 1:

Question 2: **What are some examples of foods from each group?**

Answer 2:

Name(s): _____ Class: _____

Question 1: **What are the five food groups that make up a healthy meal?**

Answer 1:

Question 2: **What are some examples of foods from each group?**

Answer 2:



RESOLUTION TAG

Build Your Brain

Do 10 jumping jacks and say a resolution that will help your brain grow!

Example: Read something new every day!



RESOLUTION TAG

Healthy Balance

Balance on 1 foot for 5 seconds and say a resolution that will help you balance food choices this year!

Example: Drink water instead of sugary drinks.



RESOLUTION TAG

Strong Body

Act out a physical activity you can do this year that will help your body stay strong and healthy.

Example: 5 push-ups



RESOLUTION TAG

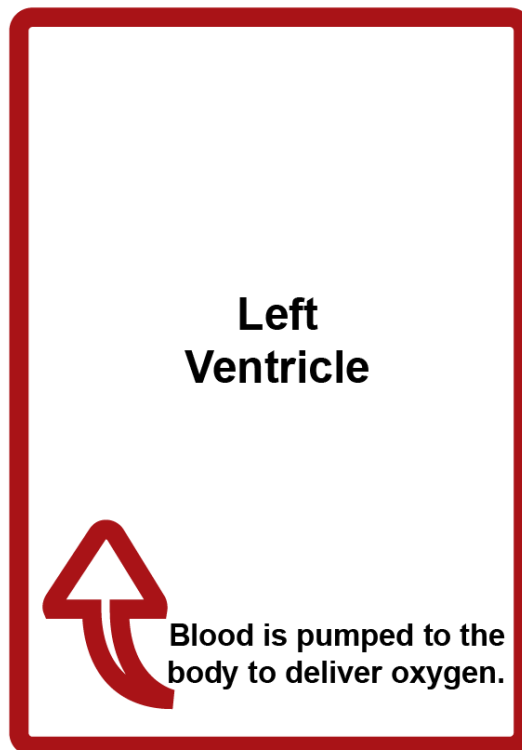
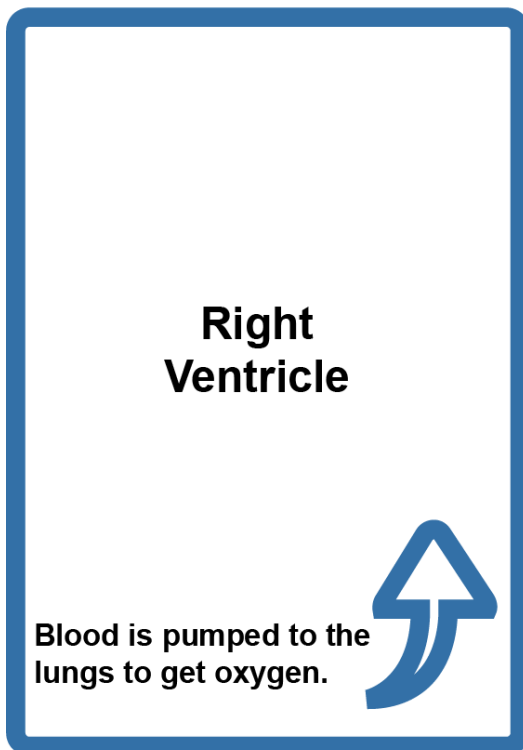
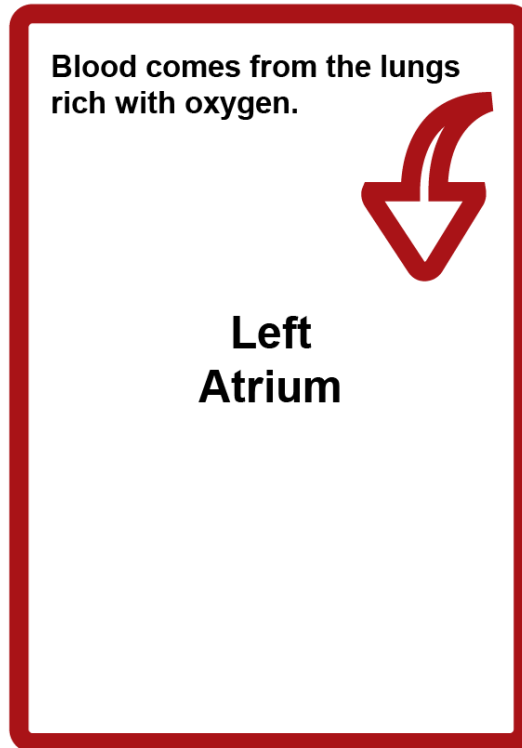
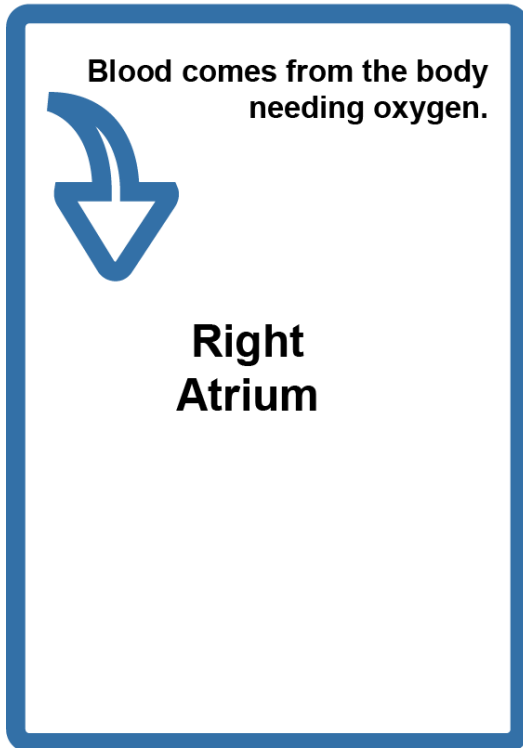
Personal & Social Responsibility

Do your best superhero pose for 5 seconds and say a resolution that will help your school be a fun and safe place to learn.

Example: Listen and be respectful to my teachers and classmates.



HEART DIAGRAMS





HEART DIAGRAMS

**Blood comes from the body
needing oxygen.**



**Right
Atrium**



HEART DIAGRAMS

Right Ventricle

Blood is pumped to the lungs to get oxygen.





HEART DIAGRAMS

**Blood comes from the lungs
rich with oxygen.**

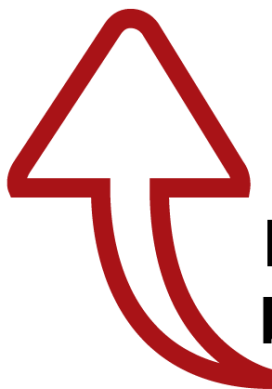


**Left
Atrium**



HEART DIAGRAMS

Left Ventricle



**Blood is pumped to the
body to deliver oxygen.**

NOTES:



TAX DAY TAG MATH PROBLEM:

How much do you owe Uncle Sam?

How many dollars did you earn in the last tax bracket?

Calculate 10% of that number.

Hold a plank pose for Uncle Sam for that many seconds.

