

Remote Learning 9/8- 9/11

Day 1:

Learning Targets:

- I will list ways to be safe, respectful, and responsible during remote learning.
- I will enjoy being physically active.
- I will share some of my likes and dislikes.

1. **Do First:** What's something we don't know about you? Share something you did this summer, a favorite object, or something unique about you. Please write in the comments section. Due 9/11
2. **Hello Mustangs!** Welcome to physical education. This year we will be focusing on building physical literacy. Physical literacy is being able to move well and with confidence in lots of different ways. We will also focus on how to get along with others and work as a team. Remember to make physical activity a part of your daily routine. It's a great stress reliever and will help you to focus for everything else you want to do. I'm excited to see where this year takes us.

Ms. Newhard

3. Remote Learning Expectations:

- Log into the physical education classroom at least twice a week.
- Complete the assigned activities.
- Contact me if you have any questions or concerns.
- Be Respectful- Treat yourself and others with kind words and actions.
- Be Responsible- Complete assignments to the best of your ability, take care of self, others, and property. Ask questions and communicate with the instructor as needed.
- Be Safe- Keep self and others out of danger both physically and mentally. Have a safe space to work at home with plenty of room. Wear appropriate clothing and footwear for your environment and activity.

4. **Brainstorm what Respectful, Responsible, and Safe look like and sound like.....** [Document Link](#) Due 9/11

5. **Get to Know You:** Make sure you have plenty of space around you and are ready to move safely. You'll be up and moving for this activity.

[Would You Rather- Get to Know You Activity](#) 5 minute video

6. [Exit Ticket](#) (Place in Assignments) Due 9/11

Day 2:

Learning Target Overview: Click here to see the [Overarching Learning Targets](#).

Learning Targets:

- I will enjoy being physically active.
- I will be physically active every day for at least 60 minutes.
- I will look for a safe activity space at home that I can use every day.
- I will behave in ways that are trustworthy.
- I will list ways to be safe, respectful, and responsible during remote learning.

1. **Do First:** What are your favorite activities? Please write in the comments two ways you are physically active at home. Remember you are expected to participate in activities of your choosing for at least 60 minutes, 5 or more days a week. Due 9/11
2. **Continue to Brainstorm what Respectful, Responsible, and Safe look like and sound like.** What does a safe space in your home for you to do your active assignments look like? How do you need to dress to move safely?
*Make at least one more suggestion on the document [Document Link](#) Due 9/11

Read the vocabulary words and complete the accompanying activities.

3. Vocabulary

PERSONAL SPACE: The area around a person where they feel safe. It feels uncomfortable when someone enters this space. *To keep everyone safe, we must respect 6 feet of personal space.*

Activity

Brain and Body Warm Up: 30-Second Animal Jumps We're going to use the Animal Alphabet Cards to play a jumping game. Each card gives 2 animals choices. While the music plays for 30 second, jump in your personal space. Stay in your 6-foot personal bubble. When the music stops, pick another animal from the next card. It's okay to change your mind during the 30 seconds and jump like the other animal.

If at any time you need a break pause the video and resume when you are able to continue.

[Animal Jumps Video #1- Click and Jump](#)

[LINK VIDEO #2 Here!!](#)

Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.

4. Vocabulary

TRUST: A good feeling you get when you can rely on someone or something. *We trust that our teachers and classmates will behave in ways that help to keep everyone safe.*

Activity

Animal Charades: The object of this game is to silently act like an animal so that another person can guess what it is. Take turns guessing and acting like animals. If you need help thinking of an animal, use the Animal Alphabet Cards. [Animal Alphabet Cards](#)

5. Vocabulary

ENJOY: To have a fun time. We enjoy playing physical activity games.

HEALTH: Free from sickness and injury. Feeling physical, mental, and social well-being. We enjoy physical activity and it helps to protect our health.

Activity

Animal Dance Party: Use the [Animal Alphabet Cards](#) to inspire your moves and have a dance party in your home. Turn on some music and have some fun.

6. [Exit Ticket Day 2](#) (Place in Assignments) Due 9/11

Day 3:

Learning Target Overview: Click here to see the [Overarching Learning Targets](#).

Learning Targets:

- I will enjoy being physically active.
- I will be physically active every day for at least 60 minutes.
- I will look for a safe activity space at home that I can use every day.
- I will behave in ways that are trustworthy.

WEEK 2- Physical Education Priority Outcomes: VALUES PHYSICAL ACTIVITY Students recognize the value of physical activity for physical, emotional, and mental health.

1. **Do First:** [Click Here](#) to see our class brainstorm of ways to be safe, respectful, and responsible. Which one do you think is most important? ?? In the comments section, ?? name the expectation and tell why you think it is important for remote learning. Due 9/18

Read the vocabulary words and complete the accompanying activities.

2. Vocabulary

ENTHUSIASM: An important feeling you get when you're excited about a goal and are motivated to work toward that goal.

Ms. Newhard is enthusiastic about being the best teacher she can be.

Activity

Invisible Rock Garden: It's time to plant an invisible rock garden. Turn on some slow tempo music if available, then walk in your activity area and plant invisible rock seeds. Find open space, dig an invisible hole with your invisible shovel, and then drop in an invisible rock seed. Cover the hole with invisible dirt, and water it with invisible water. It's not a race. Plant 5 invisible rocks while music plays.

Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.

[Demonstration Video- Planting an Invisible Garden](#)

3. Vocabulary

PERSONAL BEHAVIOR: The actions of an individual person.

Ms. Giroux taught us to take responsibility for our personal behavior.

Activity

Invisible Rock Collector: WOW! Our invisible rock garden grew really fast! Now it's time to collect our rocks. Put on your invisible backpack. When the music plays (use slow-tempo music), walk in the activity area and carefully pick up invisible rocks and place them in your backpack. Find open space, squat down by bending your knees and lift the rock into your pack. It's not a race. Collect 5–10 invisible rocks while music plays.

[Demonstration Video- Collecting the Invisible Rocks](#)

4. Vocabulary

RESOURCE: Supplies, opportunities, and supports that a person can use to do a job or be productive.

Kendra can go to a park near her house to walk with her family. It's a great resource that she can use to be physically active.

Activity

Invisible Rock Buster: Now that we've collected our invisible rocks, it's time to break them into invisible pebbles. To do that, take 1 invisible rock out of your invisible backpack. Place it on the floor. Jump on it 5 times — straight up and down. After you've busted an invisible rock, get a new rock and start busting again. Make as many pebbles as you can!

[Demonstration Video- Bust the Invisible Rocks](#)

5. [Exit Ticket](#) Due 9/18

Day 4:

Learning Target Overview: Click here to see the [Overarching Learning Targets](#).

Learning Targets

- I will participate in all physical education learning activities.
- I will enjoy being physically active.
- I will demonstrate enthusiasm while safely controlling my personal behavior.
- I will talk with classmates about why physical activity is good for our health.

WEEK 2- Physical Education Priority Outcomes: VALUES PHYSICAL ACTIVITY
Students recognize the value of physical activity for physical, emotional, and mental health.

- Describes positive social interactions that come with physical activity.
- Describes the social benefits gained from physical activity.

1. **Do First:** [Watch: Physical Activity is Good for the Body and Mind](#)

Due 9/18

2. Vocabulary

ENCOURAGEMENT: A feeling of support, confidence, or hope.

The encouragement Carrie felt came from positive words her friends were saying

WELLNESS: Good personal physical and mental health.

Wellness is an important goal that Jamie's family is working toward.

Activity

Ten Little Monkeys: Let's do an activity for our wellness. If you get tired, ask a family member for encouragement or think some encouraging thoughts for yourself such as "I can take a short pause, then get back at it. I can do it!"

Directions: Pick two different spots on the floor that are safe for jumping on. You should be able to jog safely between the two spots. When the

song starts, jog to the first spot and jump up and down on it until the lyrics say “No more monkey’s jumping on the bed,” then jog to the other spot on the floor and jump on it. Continue back and forth like this until the song is done. [Click Here to Get Jumping](#)

3. Vocabulary

RESOURCE: The supplies, opportunities, and support that a person can use in order to do a job or live productively.

Kendra can go to a park near her house to walk with her family. It’s a great resource that she can use to be physically active.

Activity

Favorite Song Workout:

There are a lot of resources online that can help you get a good workout. Use the song [Baby Shark- Wash Your Hands](#) to get a fun workout. Everytime the lyrics say “Dooo, Dooo, Dooo, Dooo, Dooo” Do a jumping jack. Too easy? Jog in place during the rest of the song.

4. [Exit Ticket Day 4](#) Due 9/18

Day 5:

Learning Target Overview: Click here to see the [Overarching Learning Targets](#).

Learning Targets

- I will participate in all physical education learning activities.
- I will enjoy being physically active.
- I will demonstrate enthusiasm while safely controlling my personal behavior.

WEEK 2- Physical Education Priority Outcomes: VALUES PHYSICAL ACTIVITY
Students recognize the value of physical activity for physical, emotional, and mental health.

- Describes positive social interactions that come with physical activity.
- I will be physically active while safely controlling my personal behavior.

1. Do First: Favorite Song Workout:

Use the song [Baby Shark- Wash Your Hands](#) to get a fun workout. Everytime the lyrics say “Dooo, Dooo, Dooo, Dooo, Dooo” Do a jumping jack. Too easy? Jog in place during the rest of the song.

“ Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.

2. **In the River:** We’re going to practice body control and moving safely with this brain teaser. You will start with your toes on a line and follow the instructions given. Your line can be a line already on the floor or a piece of tape you put down. If the instructions say in the river, be in front of the line (jump forward over the line if needed). If the instructions say on the bank, be behind the line, (jump back over the line if needed).

When you are ready with plenty of safe personal space to work in, click on Level 1 of “In the River, On the Bank.”

[Click Here for Level 1 of "In the River, On the Bank"](#)

If you fall or have trouble keeping up, repeat level 1. Otherwise move on to level 2.

[Click Here for Level 2 of "In the River, On the Bank"](#)

If you fall or have trouble keeping up, repeat level 2. Otherwise move on to level 3.

[Click Here for Level 3 of "In the River, On the Bank"](#)

4. **Vocabulary/Exit Ticket** Due 9/25

Read the [Vocabulary Review Pages](#) and share with me how these words could apply to a soccer game.

Option 1: Share a short 1-2 minute video of you talking about or demonstrating in an imaginary game how they apply to a soccer game.

Option 2: Write 3 or more sentences about how these words are used in a soccer game.

Option 3: Draw a soccer game and label your drawing with 5 or more vocabulary words. If the student is not able to write the full word they can write the first letter of the vocabulary words represented in their drawing.

Day 6:

Learning Target Overview: Click here to see the [Overarching Learning Targets](#).

Learning Targets

- I will participate in all physical education learning activities.
- I will enjoy being physically active.
- I will demonstrate enthusiasm while safely controlling my personal behavior.
- I will write about why physical activity is good for our health.

WEEK 2- Physical Education Priority Outcomes: VALUES PHYSICAL ACTIVITY
Students recognize the value of physical activity for physical, emotional, and mental health.

- I will be physically active while safely controlling my personal behavior.

1. **Do First:** [Warm Up](#)

Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.

2. **In The River Revisit:** We're going to continue practice body control and moving safely. You will start with your toes on a line and follow the instructions given. Your line can be a line already on the floor, or a piece of tape you put down. If the instructions say in the river, be in front of the line (jump forward over the line if needed). If the instructions say on the bank, be behind the line, (jump back over the line if needed).

When you are ready with plenty of safe personal space to work in, click on Level 1 of "In the River, On the Bank."

[Click Here for Level 1 of "In the River, On the Bank"](#)

If you fall or have trouble keeping up, repeat level 1. Otherwise move on to level

[Click Here for Level 2 of "In the River, On the Bank"](#) If you fall or have trouble keeping on track, repeat level 2. Otherwise move on to level 3.

[Click Here for Level 3 of "In the River, On the Bank"](#) If you fall or have trouble keeping on track, repeat level 3. Otherwise move on to level 4.

Ready for a challenge? It gets really tricky! [Click Here for Level 4 of "In the River, On the Bank"](#)

3. **Cool Down:** [Mindful Minute with Go Noodle](#)

4. [Exit Ticket](#) Due 9/25