

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. Two or more sentences. Due 9/11
2. **Hello Mustangs!** Welcome to physical education. This year we will be focusing on building physical literacy. Physical literacy is the ability to move well and with confidence in a wide variety of physical activities and in different environments. Social and emotional learning will also be prioritized. You will need a safe space to move where you won't bump into anything or anyone. 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.
- Complete 60 minutes of some type of physical activity most days a week and share your log. [Log your activity minutes for the next two weeks here.](#) Aim for 60 minutes five or more days a week.
- 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 Jump Routine. We are going to do 3 types of Jumping Jacks: Normal Jumps, Mummy Jumps, and You-Jumps. When you click on the video below, the music will play for 30 seconds and then stop for 15 seconds. While the music plays, jump for the full time. Rest when the music stops.

[Click here and follow along to warm up.](#)

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

RPS Victory Dance: You will need a partner for this activity. Stand at least 6' from a partner. The object of the game is to win a round of Rock, Paper, Scissors, then do a victory dance to celebrate. You get 10 seconds to do your dance, then play another round. Play until one player reaches 8 points. **Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.** [Demonstration](#)

5. **Sports Charades:** Stand at least 6' from a partner. The object is to silently act out a sport so that your partner or the group can guess what it is. Take turns acting. [Demonstration](#)
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

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

Bottle Flip Chaos: Try to flip a bottle ($\frac{1}{3}$ full of water) so that it lands on its base. Land the bottle for 1 point. Do 3 jumping jacks to earn 2 flips. You must jump before you flip.

Click the link and watch this video demonstration, then use the timer at the end of the video to try it yourself! Good luck. [Demonstration-Bottle Flip Chaos](#) Play two or more times and try and beat your own score. **Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.**

3. 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

YES or NO Body Language: You will be asked some yes or no questions. If your answer is "YES" then you'll jump up and down until the next question is asked. If your answer is "NO" then you'll jog in place until the next question is asked. Let's try! [Click Here and Play Along](#)

4. Complete this short questionnaire and return by 9/18 [Questionnaire](#)

5. [Day 3 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:** In the class stream where it says “Share something with your class” share one reason why physical activity is good for our health, **or** reply to a classmate who has posted a reason why physical activity is good for our health.
2. Vocabulary

PERSONAL BEHAVIOR: The actions of an individual person.

Mr. Morton taught us to take responsibility for our personal behavior.

Activity

Best Foot Forward: Stand at least 6’ from a partner. The object is to score 10 points. You get 1 point when your foot pattern matches your partner’s pattern choice. Decide who is “same” and who is “different”. Jump 3 times and say, “1, 2, show!” Land with your feet together, or your feet apart.

If your feet match your partner’s feet (e.g. you both landed with feet together) it’s a match and “same” wins. If one’s feet are together and one’s feet are apart, then “different” wins. Winner picks a movement that both partners do. [Demonstration Video](#) Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.

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:

Use the song [20 Seconds or More](#) by Doug E Fresh and [Hip Hop Public Health](#) to get a fun workout. Listen to the song. Jog in place during verses. Do jumping jacks during the chorus. The chorus says, "Wash your hands everybody..."

[Demonstration of Favorite Song Workout with song "20 Seconds or More"](#)

Listen again and choose 2 different safe exercises.

4. **Create Your Own:** Pick your own song and create a workout. Share the name of the song, and describe your workout or share a video of you doing the workout to the song. [Share Your Creation](#) Due 9/18

5. [Day 4 Exit Ticket 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:** To warm up, pick one of the activities from a previous class and repeat. **Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.**

Pick One- Favorite Song Workout- [20 Seconds or More](#)

Bottle Flip Chaos- [Demonstration-Bottle Flip Chaos](#)

Sports Charades- Sports Charades [Demonstration](#)

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"](#)

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

3. **Log Check In:** You are expected to be active for 60 minutes a day, 5 or more days a week. If you have not completed your log from last week click the link to access a blank copy. Try to remember your activities and submit. [Log your activity minutes here](#). If you are up to date with your log and have turned it in, use this extra time to work towards today's 60 minutes with a favorite activity.

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 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.

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:** To warm up, pick one of the activities from a previous class and repeat. **Make sure you are wearing appropriate clothing, and footwear for activity. Be sure your space is clear.**

Pick One- Jump Warm Up [Jump Routine](#)

Favorite Song Workout- [20 Seconds or More](#)

Bottle Flip Chaos- [Demonstration-Bottle Flip Chaos](#)

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 2 of "In the River, On the Bank."

[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"](#)

Optional->Super Star: If you have kept up with Levels 2-4 try this. [Expert Level 5](#)

3. Strengthen Your Focus: Keeping your body safe while moving can be challenging. The "In the River, On the Bank" activity helped to demonstrate just how tricky moving under control can be. Try this [Focus Challenge](#) to increase the mind body connection.

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

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