

## Dynamic Warm-Up

### STUDENT TARGETS

- ✔ **Skill:** I will perform each dynamic warm-up exercise safely and with correct form.
- ✔ **Cognitive:** I will discuss the reason why warming up is important before being physically active.
- ✔ **Fitness:** I will complete a dynamic warm-up routine.
- ✔ **Personal & Social Responsibility:** I will discuss why challenging myself during physical education class is important.

### TEACHING CUES

- ✔ Follow Teacher Cues & Demo
- ✔ Move with Control
- ✔ Full Range of Motion

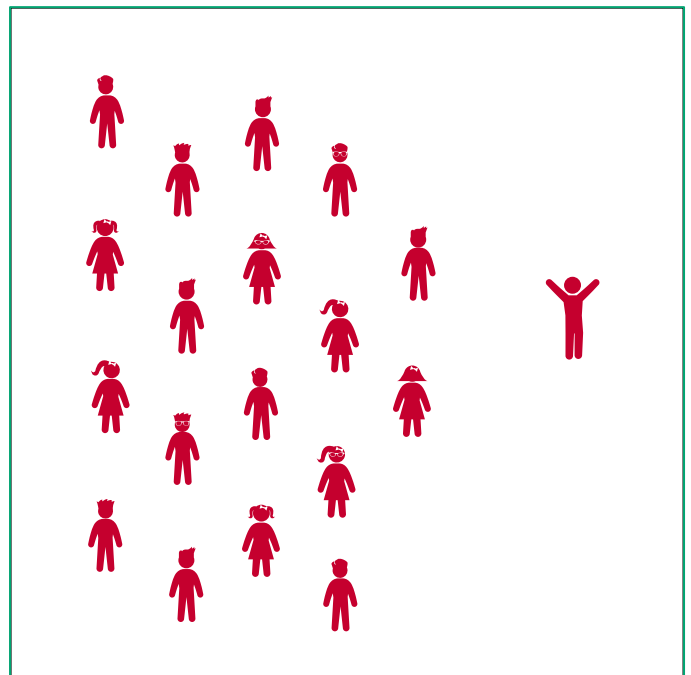
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ None

**Set-Up:**

1. Scatter students in the activity area with enough personal space to perform each stretch.



**Activity Procedures:**

1. Today we're going to warm-up our muscles using a Dynamic Stretching warm-up routine.
2. I'll demonstrate each dynamic stretch and then you'll follow along, mirroring my movements.
3. Sample Routine:  
Side Shuffle > Grapevine > Straight Leg Kick > Walking Knee to Chest > Walking Lunges  
For technique videos and additional exercises visit:  
[http://kidshealth.org/teen/food\\_fitness/sports/stretching\\_vd.html](http://kidshealth.org/teen/food_fitness/sports/stretching_vd.html)

**Grade Level Progression:**

- 3<sup>rd</sup> & 4<sup>th</sup>: Perform this warm-up in a teacher-led format with students following teacher demonstrations.  
5<sup>th</sup>: Allow student leaders to design and lead a dynamic stretching routine.

**Dynamic Warm-Up**

CHALLENGE PROGRESSIONS

- ✓ Add more dynamic stretches to the routine so that muscles groups are being utilized multiple times.

MODIFICATIONS

- ✓ Decrease the distance over which each dynamic stretch is performed.

ACADEMIC LANGUAGE

Warm-Up, Cool-Down, Dynamic Stretching, Static Stretching, Agility, Balance, Coordination, Power, Reaction Time, Speed

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 2 [E2.3]** Recognizes locomotor skills specific to a wide variety of physical activities (3).
- ✓ **Standard 3 [E4.3-5]** Recognizes the importance of warm-up & cool-down relative to vigorous physical activity (3); Demonstrates warm-up & cool-down relative to cardio-respiratory fitness assessment (4); Identifies the need for warm-up & cool-down relative to various physical activities (5).
- ✓ **Standard 4 [E1.3-5]** 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).
- ✓ **Standard 5 [E2.3-4]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4).

DEBRIEF QUESTIONS

- ✓ **DOK 2:** Can you summarize the reasons why warming up is important before being physically active?
- ✓ **DOK 1:** What physical activities have you done that have been challenging?
- ✓ **DOK 2:** Where the challenges physical, mental, or both? Provide evidence to support your answer.
- ✓ **DOK 3:** How is challenge related to improvements? Provide evidence to support your answer.
- ✓ *Complete the Warm-up & Cool-down section of the Physical Education Fitness Portfolio.*

TEACHING STRATEGY FOCUS

**Help students examine their reasoning:** Helping students to develop a growth mindset takes guided instruction with a focus on the process of learning. Prompting students to examine the benefits of challenge (and even failure) is essential in this regard. Developing fitness is an endeavor that will challenge students physically, mentally, and even emotionally. Discussing, examining, accepting, and then overcoming inevitable difficulty is an important skill that has the potential to transfer across all aspects of life.