



Plank Tag

STUDENT TARGETS

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

TEACHING CUES

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

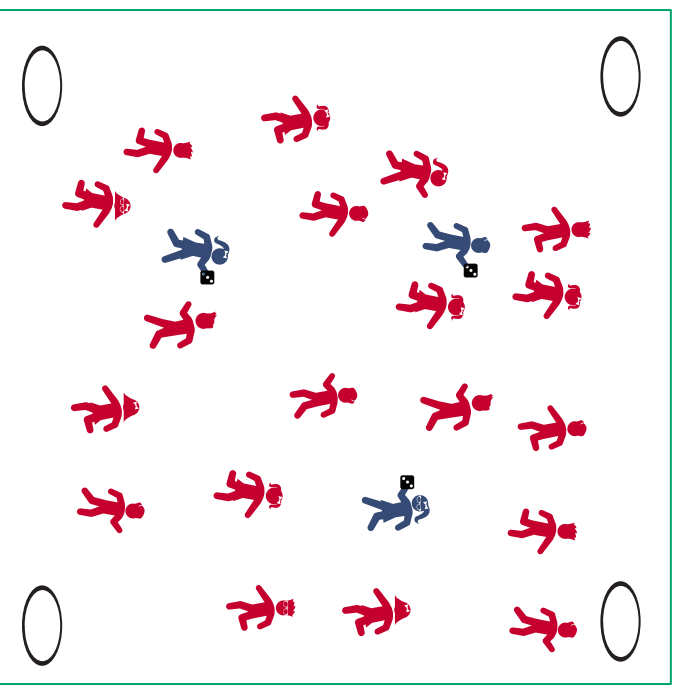
ACTIVITY SET-UP & PROCEDURE

Equipment:

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

Set-Up:

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



Activity Procedures:

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

Grade Level Progression:

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



Plank Tag

CHALLENGE PROGRESSIONS

MODIFICATIONS

ACADEMIC LANGUAGE

STANDARDS & OUTCOMES ADDRESSED

DEBRIEF QUESTIONS

TEACHING STRATEGY FOCUS

- ✔ Challenge students to perform in and out movements with their legs (“Plank-jacks”).
- ✔ Allow students to hold a modified plank from their knees instead of their feet.

Active Lifestyle, Warm-Up, Cool-Down, Fitness, Cardiorespiratory Endurance, Agility

- ✔ **Standard 2 [E5.3-4b]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies and tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities (4b).
- ✔ **Standard 3 [E2.3-5]** 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 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

- ✔ **DOK 1:** What is a warm-up? What is a cool-down?
- ✔ **DOK 2:** What's the difference between a warm-up and a cool-down?
- ✔ **DOK 3:** Can you tell me why warm-ups and cool-downs are important? Provide as many details as you can.
- ✔ **DOK 1:** Name one thing that you can do to create a positive environment during physical education class.
- ✔ **DOK 2:** Can you explain how your behavior can affect the behavior of others?
- ✔ **DOK 3:** Can you describe the social environment of our class during the last activity? Elaborate on your answer.

Manage response rates with tiered questioning techniques: The depth of knowledge (DOK) debrief questions provided on each OPEN activity plan provides a functional example of a tiered questioning sequence. As you use these examples within your lessons, be mindful of how your students are responding to each question. This will help you recognize opportunities for advancing to higher order thinking or causes for reviewing content that has not yet been learned.