**ON THE RUN**

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| **STUDENT TARGETS** | |
| * **Skill:** I will demonstrate verbal communication skills and active listening throughout this activity. * **Cognitive:** I will identify strategies for communicating clearly with my partner. * **Fitness:** I will stay actively engaged throughout this activity. * **Personal & Social Responsibility:** I will use positive and supportive language with my classmates. | |
| **EQUIPMENT & SET-UP** |  |
| **Equipment:**   * Copy of On the Run Paragraphs 1 & 2 for each group * Cone and Task Tent for each group * Clipboard, 2 sheets of blank paper, and a pencil for each group   **Set-Up:**   * Print both of the On the Run paragraphs. On one side of activity area, place a cone/task tent with paragraph 1 on one side and paragraph 2 on the other. * Directly across from each task tent (10-15 feet apart) place a clipboard with two sheets of blank paper and a pencil. * Create groups of 2 students. One partner begins by a task tent and the other partner will begin directly across from them by a clipboard. |
| **ACTIVITY PROCEDURES** | |
| 1. This activity is called On the Run! The object is to read, memorize, and verbally communicate some text to a partner who will be writing down what is dictated to them. This is done by one partner memorizing the text while “on the run” and the other partner writing down exactly what is shared with them. The goal is to complete an error free paper before time runs out. 2. On the start signal, the partner by the task tent (runner) will begin to read and memorize as much of paragraph 1 as they can. Then they will walk or run to their partner (writer) and verbally dictate what they read, while their partner writes it down verbatim on a sheet of paper. The runner will continue to move back and forth from the text and the writer until they have dictated the entire paragraph or until the time runs out. 3. On the stop signal, students will switch roles and repeat the activity using paragraph 2. | |
| **GRADE LEVEL PROGRESSION** | |
| * **Grade 6:** Play activity as described above. * **Grade 7:** Have the runners hold a plank position by the task tent while they are memorizing the text. * **Grade 8:** Have the runner dribble an object with hands or feet as they move to and from the writer (e.g., basketball, soccer, hockey). | |
| **TEACHING CUES** | |
| * **Cue 1:** Keep it fun. * **Cue 2:** Use positive and supportive language during the activity. * **Cue 3:** Keep moving! | |

**ON THE RUN** (continued…)

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| **UNIVERSAL DESIGN ADAPTATIONS** |
| * **UDL 1:** Modify the distance to/from the text to make the activity area smaller if needed. * **UDL 2:** Provide texts at different levels of complexity and in different size fonts as needed. * **UDL 3:** Assign peer partners as needed for any student who needs additional support. * **UDL 4:** Ensure any assistive technology needed by a student is available on the day of this activity. |
| **ACADEMIC LANGUAGE** |
| Dictation, Paragraph, Locomotor |
| **PRIORITY OUTCOMES** |
| **Values Physical Activity - Social Interaction:**   * (**Grade 6**) Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity. * (**Grade 7**) Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates. * (**Grade 8**) Demonstrates respect for self by asking for help and helping others in various physical activities. |
| **DEBRIEF QUESTIONS** |
| * **DOK 1:** Was there a communication strategy that your team used during this activity? * **DOK 2:** Sometimes we use a strategy during a game or activity, and it doesn’t work well. Was there a communication strategy that you tried during this game that didn’t work very well? What did you do differently if you realized a communication strategy wasn’t working for your team? |