



SQAIR Fitness Station Cards with Standards



Aerobic Endurance SQAIR Ball Relay



Pairs of students hold on the corners of a SQAIR with a ball on top. Without dropping the ball, the first pair of students slide/side shuffle to the cone and back, go under the SQAIR arch of the next pair of students and pass the ball to the new pair of students. The relay continues.



Standard 1. I have the skills to move and play. **SQAIR Ball Relay**

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN share equipment.

I CAN move while changing directions, speed, and pathways without bumping into anyone.

I CAN work with others and show good teamwork.

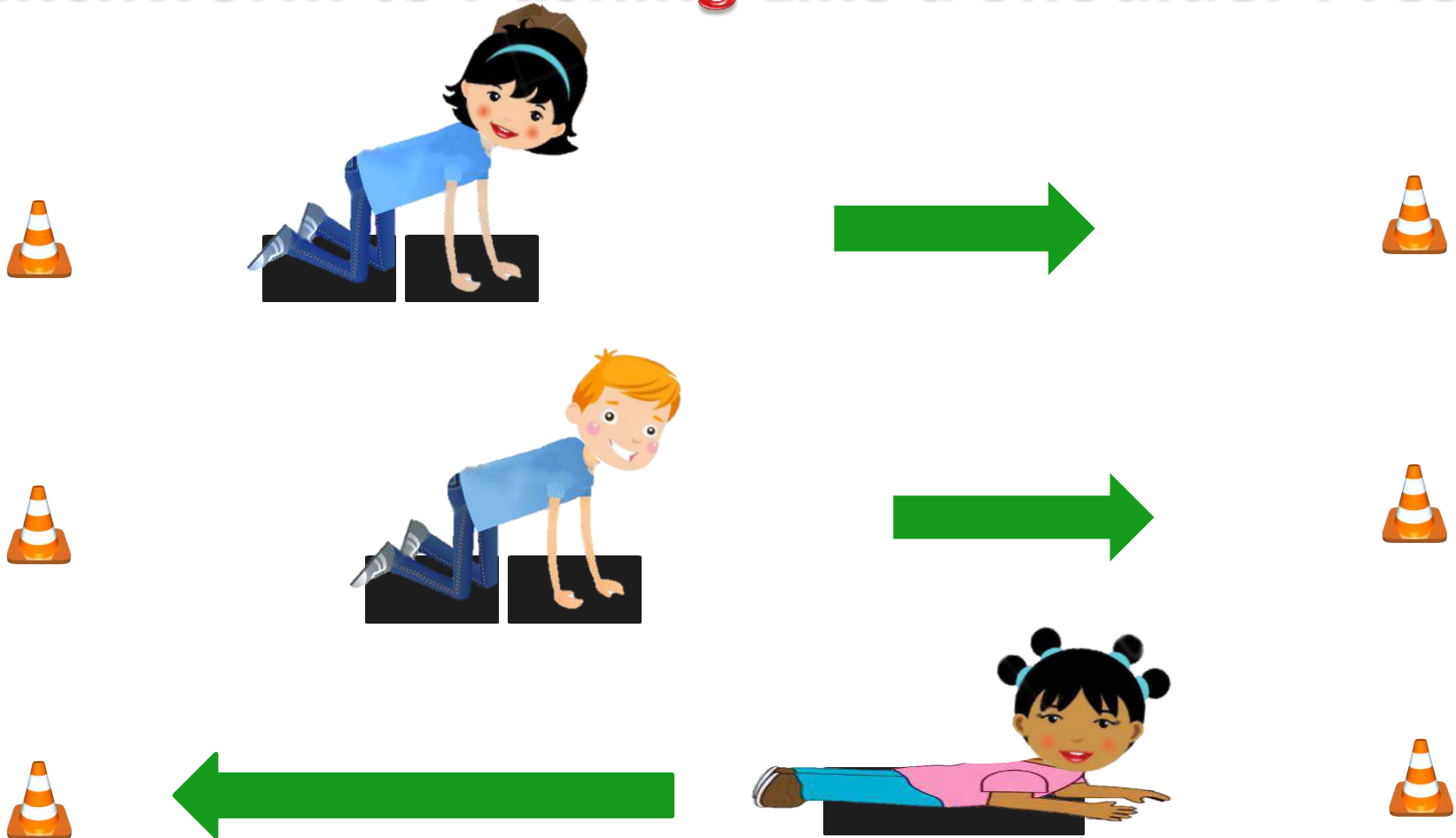
I CAN play with and respect my classmates.

I CAN help friends be responsible and cooperative in PE class.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Muscular Strength/Muscular Endurance

Inchworm to Pushing Like a Shoulder Press



Inch worm forward toward the cones on hands and knees. Next, lay upper body on 1st SQAIR, hips and thighs on the 2nd SQAIR. Push the body to glide in the opposite direction (like shoulder presses) back to the starting cone.

Inchworm to Shoulder Press

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN demonstrate push and pull.

I CAN do animal and fitness movements alone and with others.

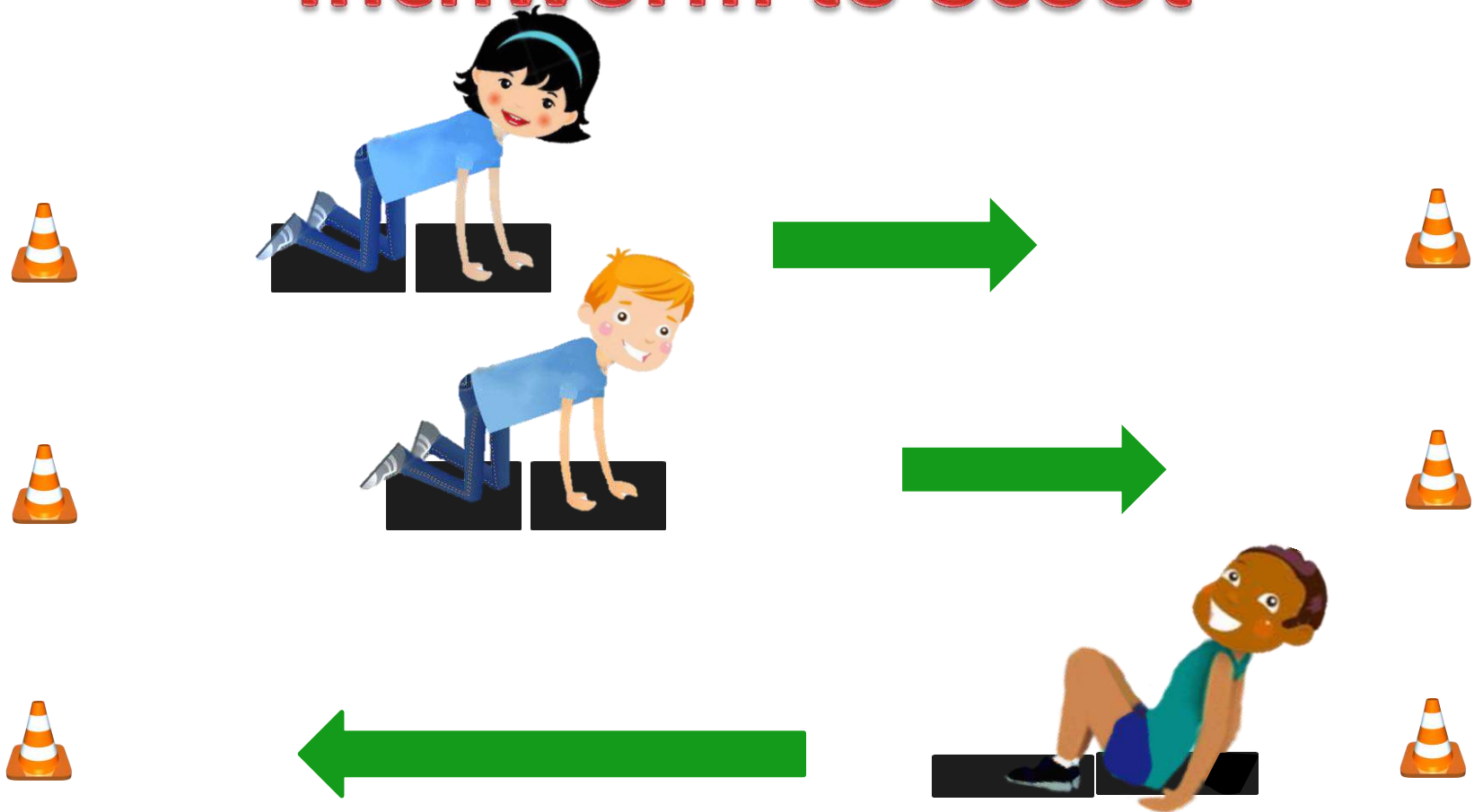
I CAN play with and respect my classmates.

I CAN apply movement concepts to movement skills.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Muscular Strength/Muscular Endurance

Inchworm to Scoot



Inch worm forward and around the cones with hands and knees on the SQAIRs.
Next, sit your bottom on the 1st SQAIR, feet on the 2nd SQAIR. Scoot, being aware how to use your arms, feet, and body to glide back to the line.

Inchworm to Scoot

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN demonstrate push and pull.

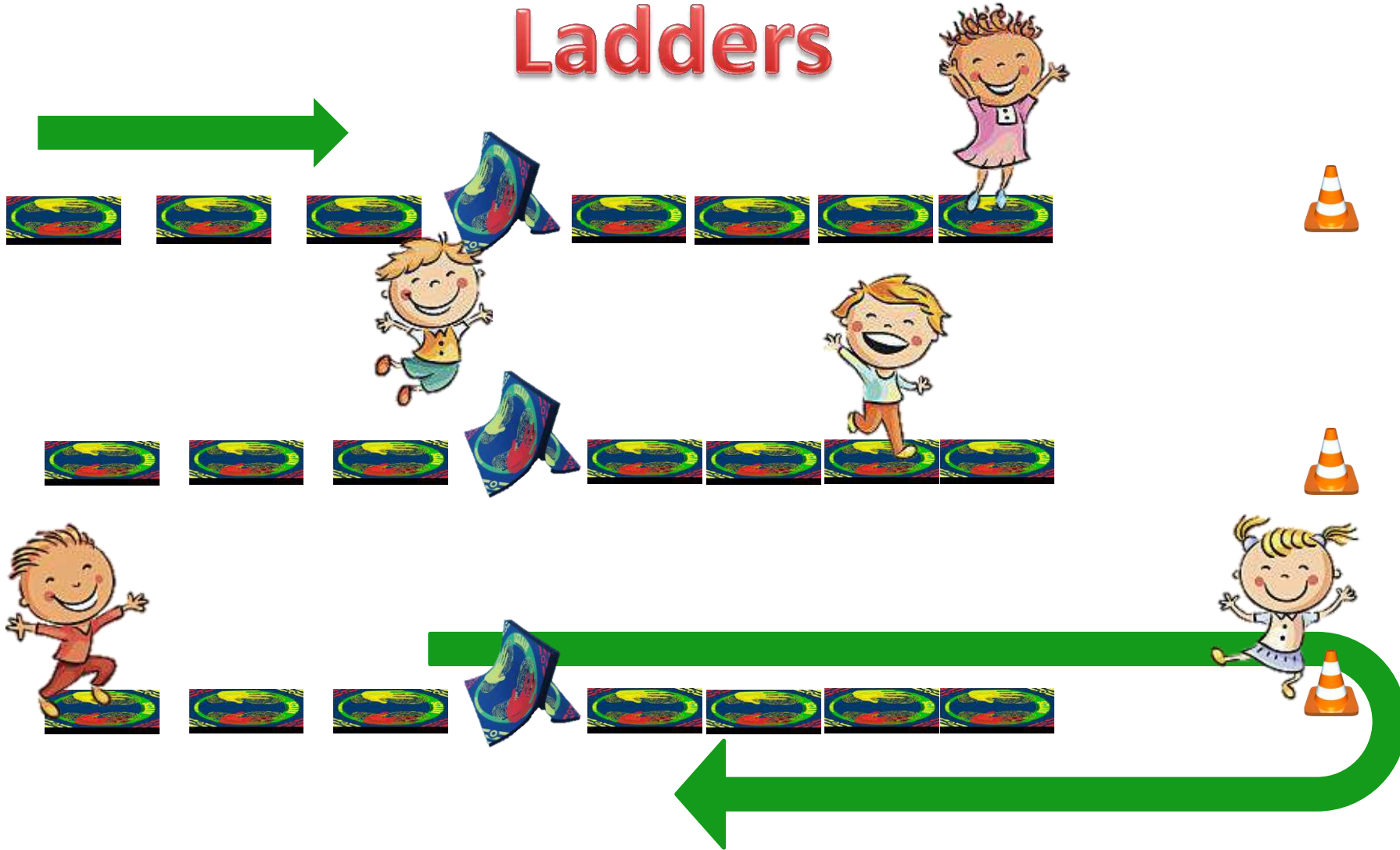
I CAN do animal and fitness movements alone and with others.

I CAN play with and respect my classmates.

I CAN apply movement concepts to movement skills.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Aerobic/Cardiovascular Endurance Ladders



Jump from SQAIR to SQAIR, then over the hurdle, and from SQAIR to SQAIR. Then run around the cone and back to the line. When one student jumps over the hurdle, the next student goes.

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN describe what happens to my heartbeat when I exercise.

I CAN play within boundaries.

I CAN play safely with equipment.

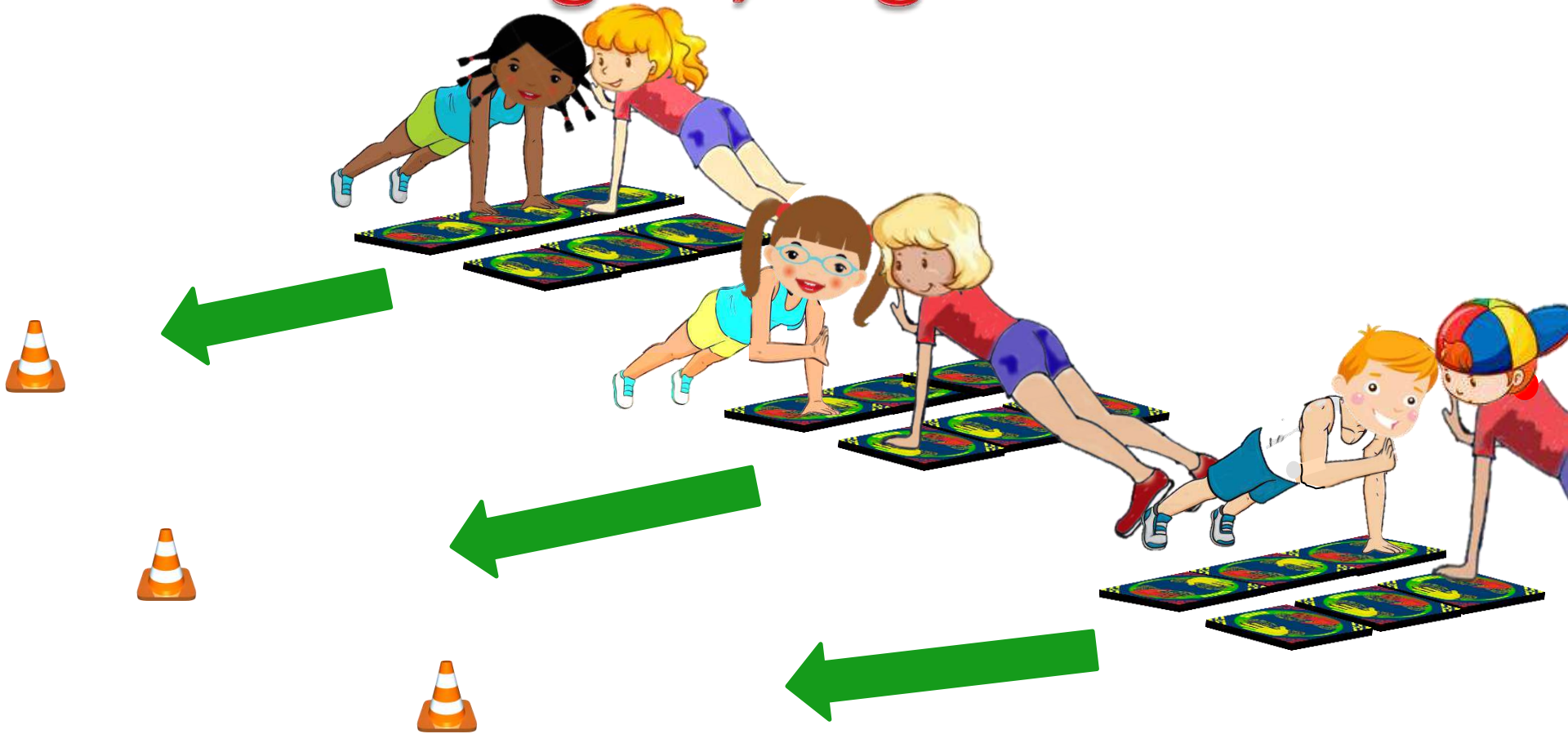
I CAN apply movement concepts to movement skills.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Muscular Strength/Muscular Endurance

Aerobic/Cardiovascular endurance

High 5, High 10



In a push-up position, high 5 your partner, both right and left hands as you walk through the SQAIRs to the end. Get up on your feet, run to the cone and High 10 your partner. Both run to the end of the line.

High 5, High 10

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN say the cues.

I CAN describe how balance is important in performing this skill.

I CAN be a good sport and show good sportsmanship.

I CAN apply movement concepts to movement skills.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Aerobic/Cardiovascular Endurance Traveling Pathways



Grab a SQAIR and hug it. Leap over the SQAIR hurdles, then turn the SQAIR to the glide side. Place your hands on it and glide in and out of the cones like a snake to return the SQAIR back to the line.

Traveling Pathways

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN transfer my body weight with control as I glide.

I CAN demonstrate push and pull.

I CAN be a good sport and show good sportsmanship.

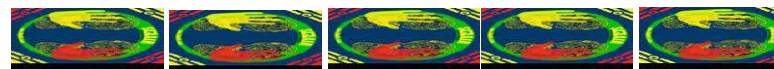
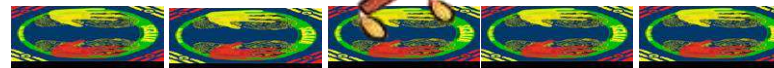
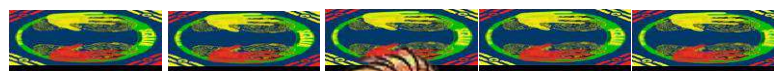
I CAN jump and/or leap.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Muscular Endurance

Aerobic/Cardiovascular Endurance

Chutes & Ladders



Place the SQAIR glide side down and hand run to the ladder. Pick up your SQAIR and hug it as you jump through the ladder. Run your SQAIR back to the line.

Chutes & Ladders

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN transfer my body weight with control as I glide.

I CAN demonstrate push and pull.

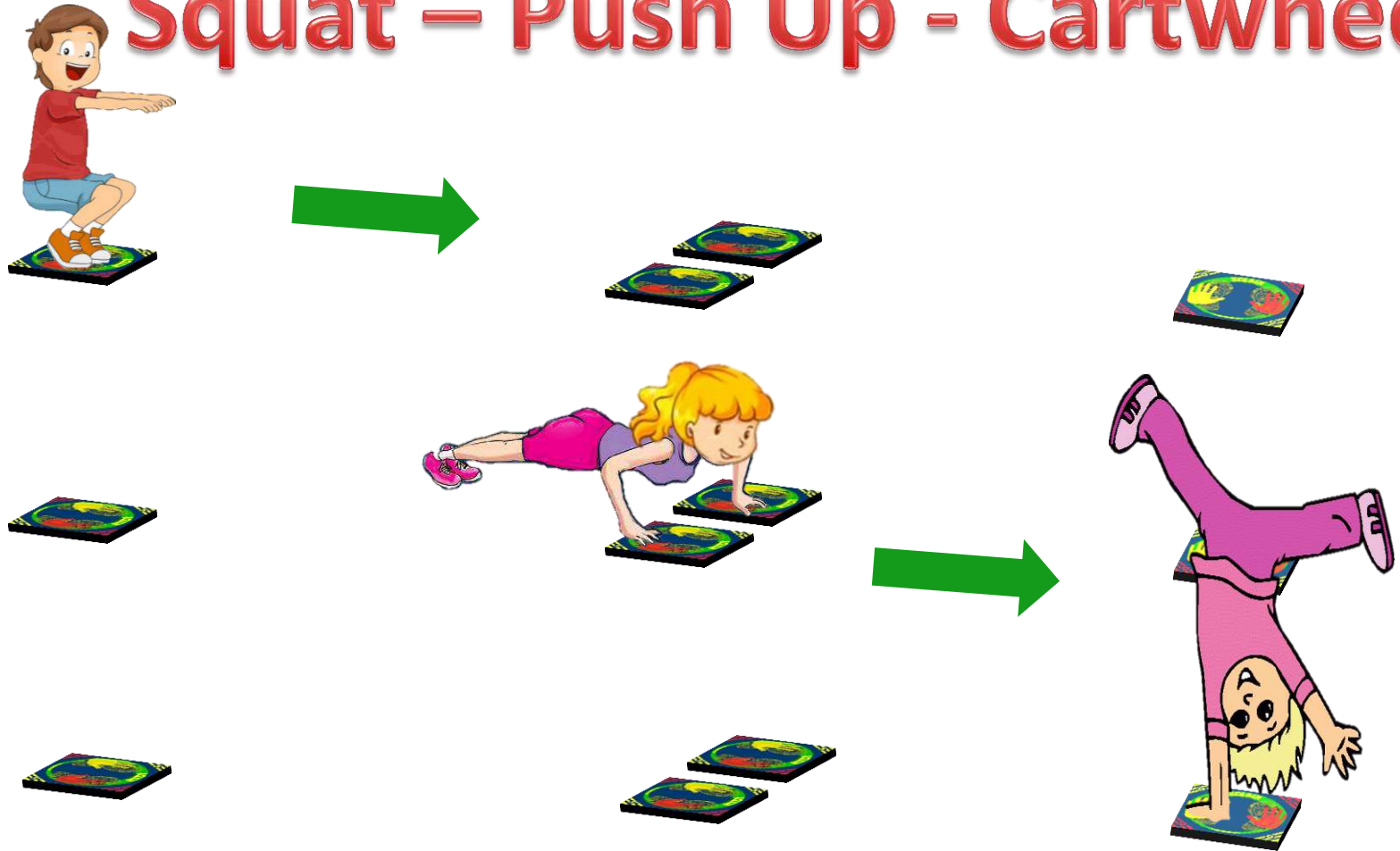
I CAN apply movement concepts to movement skills.

I CAN understand and follow the PE rules and be safe.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

Muscular Strength/Muscular Endurance

Squat – Push Up - Cartwheel



Go to first SQAIR, place feet on footprints and squat. Next, go to the 2 SQAIRs next to each other, place your hands on the outside handprints, perform a push-up while focusing your eyes on the 2 circles on the SQAIR. Head to the next SQAIR, place your hands on the yellow, then red handprints and bring your lower body over your upper body to complete a cartwheel.

Squat – Push Up - Cartwheel

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I **CAN** transfer my body weight with control as I attempt a cartwheel.

I **CAN** do a push-up and a squat based on the directions of the SQAIR design.

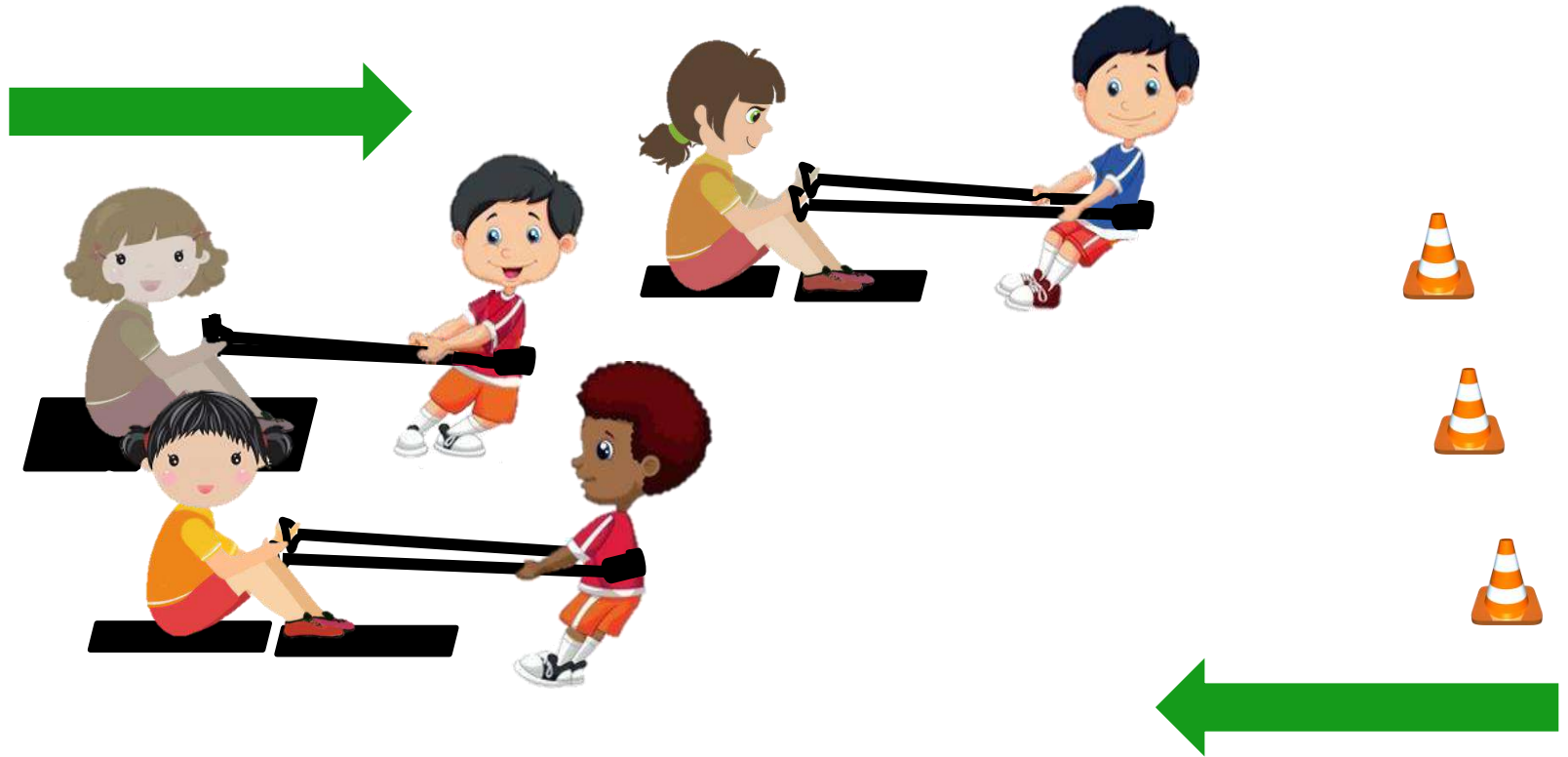
I **CAN** apply movement concepts to movement skills.

I **CAN** understand and follow the PE rules and be safe.

I **CAN** identify what part of my body is working hard during the exercise.

Muscular Strength/Muscular Endurance

Sleigh Rides



One student sits on 1 SQAIR with their feet flat on the other. Knees are in and elbows are by the knees while holding the handles of the pull rope. The partner places the padding of the pull rope on the small of the back and jogs backwards to bring their partner to the cone. Partners now switch.

Sleigh Rides

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN demonstrate push and pull.

I CAN move on teacher's direction and cueing.

I CAN move fast and slow.

I CAN understand and follow the PE rules and be safe.

I CAN identify what part of my body is working hard during the exercise.

Flexibility & Muscular Endurance Yoga Explorations



Go from SQAIR to SQAIR trying different Yoga poses. Explore balance, stretches, peace, and focus as you move from one pose to the next. You may even want to take off your shoes for this station. Count to 30 before going to the next pose.

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN balance on different body parts.

I CAN keep practicing without stopping.

I CAN play with and respect my classmates.

I CAN understand the difference between stretching and strengthening a muscle.

I CAN identify what part of my body is working hard during the exercise.

PLOW



TURTLE POSE



CAMEL



EXTENDED SIDE ANGLE



TREE POSE



THE BOAT



WARRIOR 2



DOWN DOG



WARRIOR 1



Aerobic/Cardiovascular Endurance

Beanbag Basketball



Two people from each team go out to the court full of SQAIRs turned in all different directions. Each student brings 2 beanbags of their team color with them. They each get 2 opportunities to make a basket. If they make the basket they take the SQAIR back to their team. If they miss it they bring their beanbags back to the next team player.

Beanbag Basketball

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play game.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN jump from one SQAIR to the next, landing on the footprints.

I CAN jump and land safely.

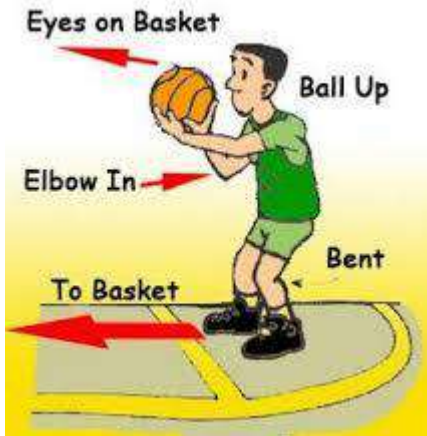
I CAN play with and respect my classmates.

I CAN move while changing directions, speed and pathways without bumping into anyone.

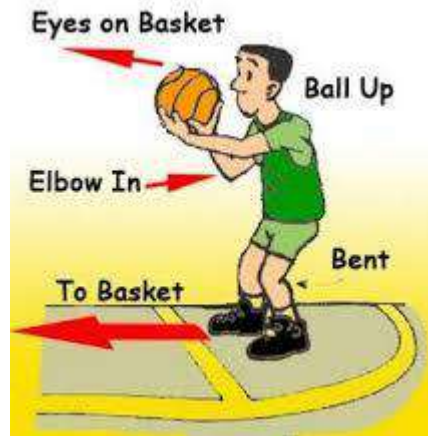
I CAN demonstrate how to shoot a basket when I use the beanbags.

I CAN use different strategies to make a basket.

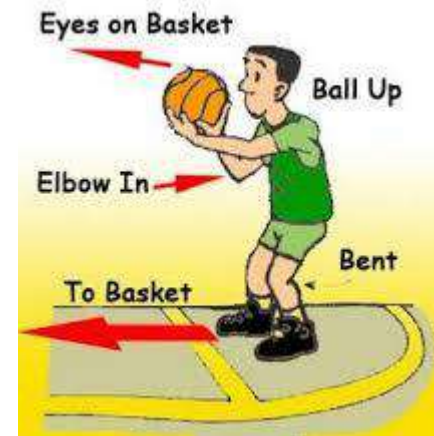
Shooting Hoops



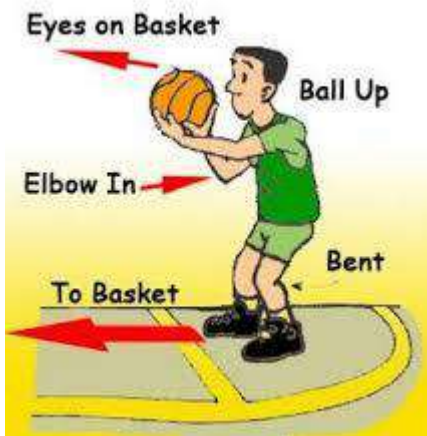
Shooting Hoops



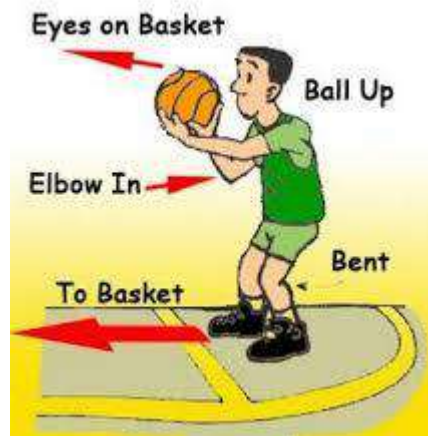
Shooting Hoops



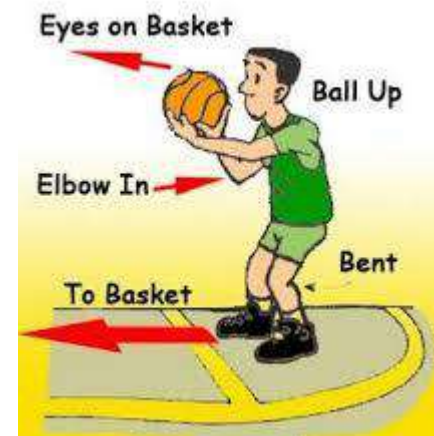
Shooting Hoops



Shooting Hoops

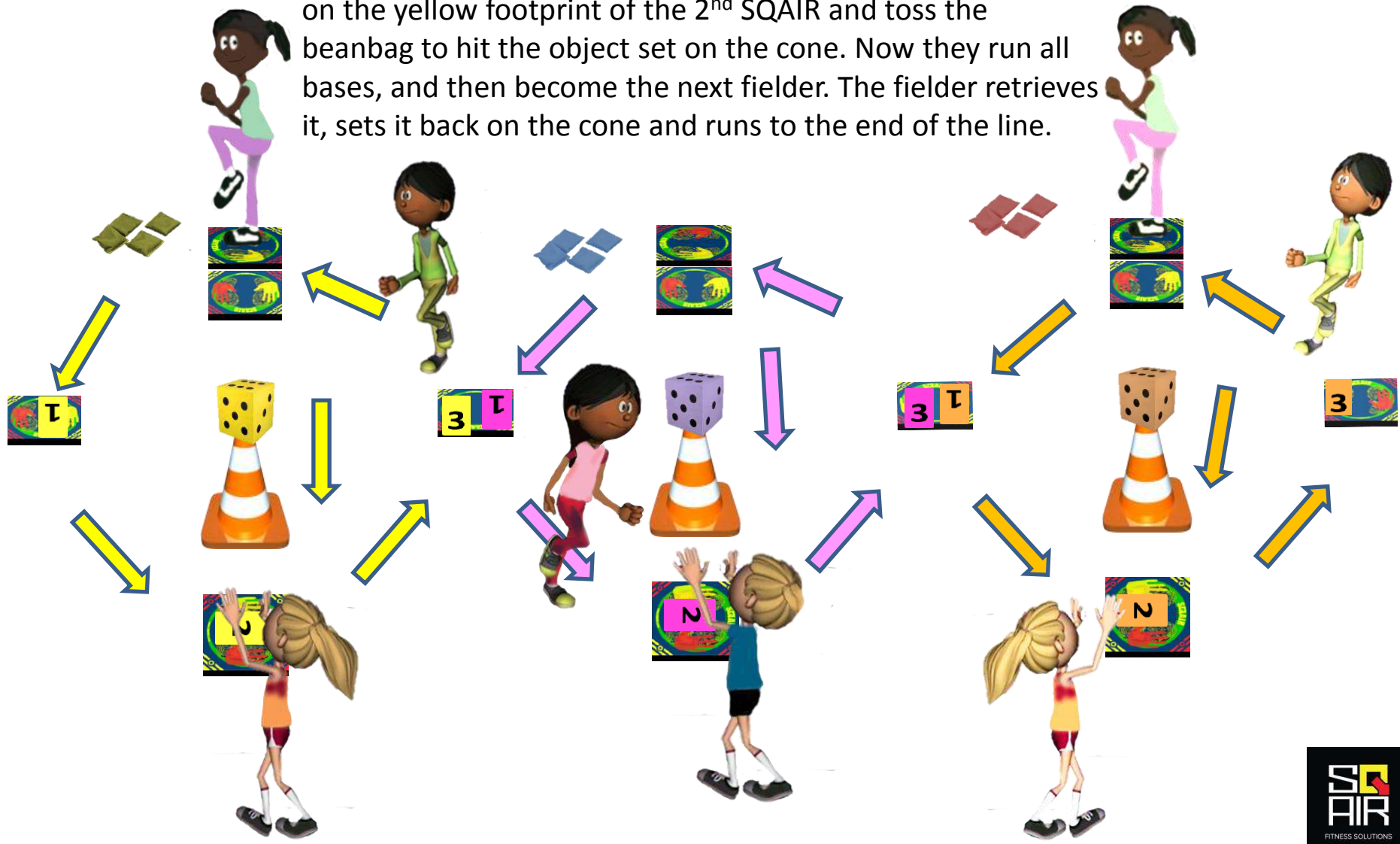


Shooting Hoops



Overhand Throw

Students grab a beanbag that describes how to throw a ball. They step square on the 1st SQAIR, lift their yellow foot, step on the yellow footprint of the 2nd SQAIR and toss the beanbag to hit the object set on the cone. Now they run all bases, and then become the next fielder. The fielder retrieves it, sets it back on the cone and runs to the end of the line.



Overhand Throw

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play games.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN throw overhand.

I CAN move while changing directions, speed, and pathways without bumping into anyone.

I CAN play safely with equipment.

I CAN play within boundaries.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.

OVERHAND THROW CUES

1

POINT YOUR NON-THROWING SIDE
SHOULDER TOWARD YOUR TARGET



2

STEP FORWARD WITH THE FOOT
OPPOSITE YOUR THROWING ARM



3

BRING THE BALL BACK
BEHIND YOUR HEAD



4

EXTEND YOUR NON-THROWING
ARM TOWARDS THE TARGET



5

LEAD THE THROW WITH THE
ELBOW OF YOUR THROWING ARM




6

FOLLOW THROUGH WITH YOUR
THROWING ARM ACROSS YOUR BODY

OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


OVERHAND THROW CUES

- 1 POINT YOUR NON-THROWING SIDE SHOULDER TOWARD YOUR TARGET

- 2 STEP FORWARD WITH THE FOOT OPPOSITE YOUR THROWING ARM

- 3 BRING THE BALL BACK BEHIND YOUR HEAD

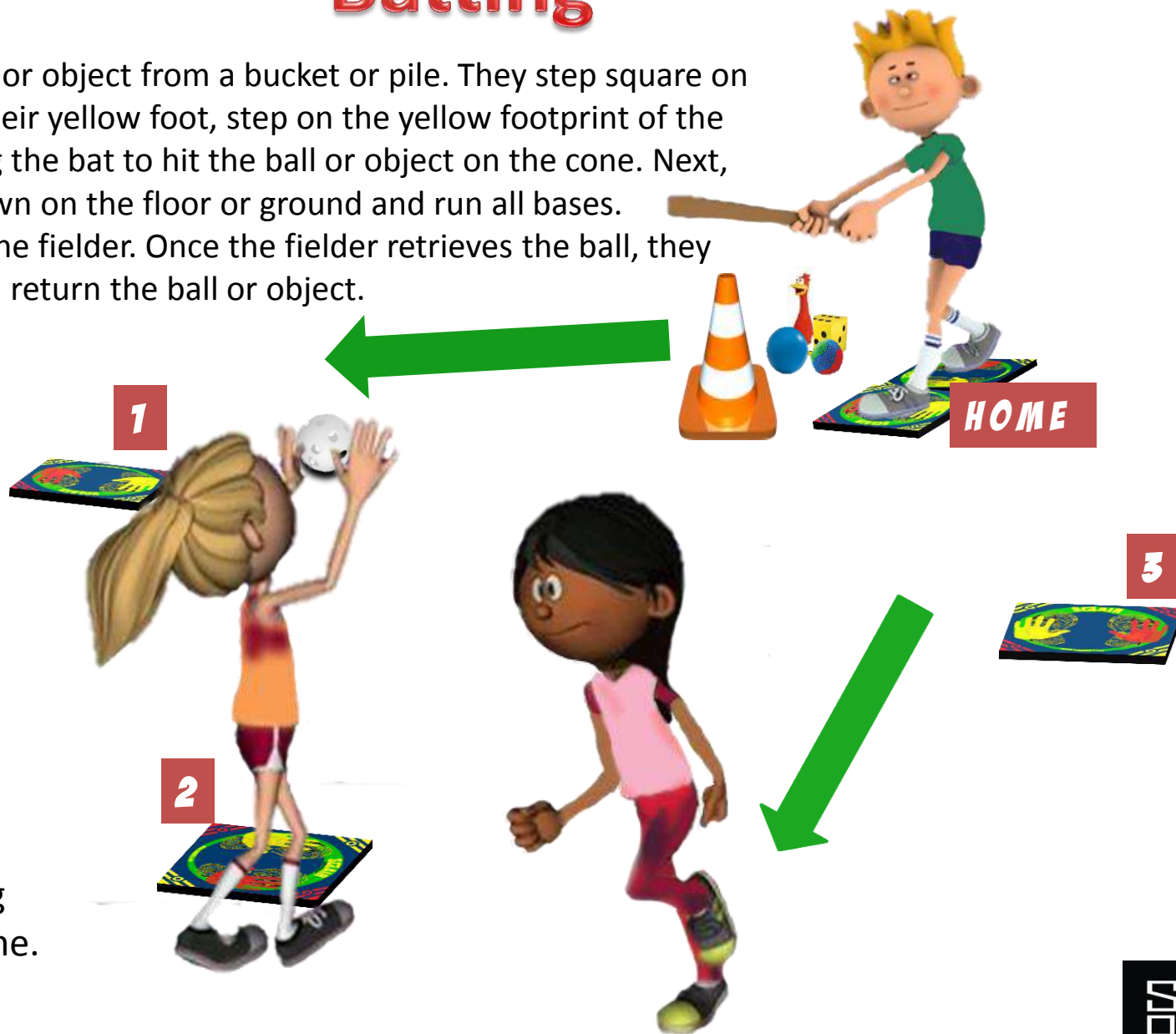
- 4 EXTEND YOUR NON-THROWING ARM TOWARDS THE TARGET

- 5 LEAD THE THROW WITH THE ELBOW OF YOUR THROWING ARM

- 6 FOLLOW THROUGH WITH YOUR THROWING ARM ACROSS YOUR BODY


Batting

Students grab a ball or object from a bucket or pile. They step square on the 1st SQAIR, lift their yellow foot, step on the yellow footprint of the 2nd SQAIR and swing the bat to hit the ball or object on the cone. Next, they put the bat down on the floor or ground and run all bases. Now they become the fielder. Once the fielder retrieves the ball, they run back on line and return the ball or object.



Set up 3 batting stations at a time.

Batting

Standard 1. I have the skills to move and play.

Standard 2. I show that I know how to move and use a plan when I play games.

Standard 3. I act fairly and respectfully when I play.

Standard 5. I understand why it is important to be physically active.

I CAN strike.

I CAN do a variety of sports skills.

I CAN play safely with equipment.

I CAN play within boundaries.

I CAN feel my heartbeat and can describe how physical activity helps my heart and muscles.