

<p>K-5 Lesson plans</p>	<p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards! KY Health & PE standards are written down after the "I can" statements for both P.E. and Health.</p>	<p><u>Vocabulary:</u> Digestive system, digestion, hospitality, tourism, self-control, soccer, dribble, space, trap</p>	<p><u>Health:</u> I can explain and provide an example of self-control. (3rd-5th) PL-P-N-U-2 & PL-4(5)-N-U-3 <u>Health:</u> I can define and explain how the digestive system works. (K-5th) PL-4(5)-S-U-1 & PL-P-S-U-1 <u>P.E.:</u> I can safely perform locomotor movements. (K-2nd) PL-P-PS-U-1 <u>P.E.:</u> I can dribble a soccer ball. (K-2nd) PL-P-PS-U-1 <u>P.E.:</u> I can learn and practice ball control skills used in soccer. (3rd-5th) PL-4(5)-PS-S-4 <u>P.E.:</u> I can dribble in space, control my ball, and quickly trap the ball. (3rd-5th) PL-4(5)-PS-S-4</p>
<p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p>			
<p><u>Mini lesson:</u> (P.E.) Students will enter gym and sit down on their assigned spot on the gym floor. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p>			
<p><u>Warm-up:</u> (P.E./stretching & warm-up) Students will complete 4 different stations as warm-up that reinforce dynamic stretching.</p>			
<p><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: self-control</p>			
<p><u>Mini Lesson: (Health):</u> Students will look at a slide and learn how the digestive system works.</p>			
<p><u>Mini lesson: (KY Career Cluster):</u> I will show the students the career cluster in hospitality and tourism.</p>			
<p><u>Warm-up:</u> (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p>			
<p><u>Mini lesson:</u> Students in grades K-2nd will watch a video from jrbrainpop.com titled "digestive system". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "digestive system".</p>			
<p><u>Daily Assessment:</u> <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Group <input checked="" type="checkbox"/> Individual</p>			
<p><u>Formative and Summative Assessments</u> <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips <input checked="" type="checkbox"/> Oral Questions <input type="checkbox"/> Student Self-Assessment</p>			

		<p><u>P.E. Activity #1:</u> Primary (K-2nd) Dribbling "Soccer Style" (Kicking and Trapping), See attached lesson plan!</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you dribble. While jogging slowly and keeping your ball under control. Can you dribble while touching the ball with the outside of your foot? The inside? The toes?</p> <p><u>Assessments/Exit Slip:</u> DOK 2: Compare and contrast dribbling a soccer ball and a hockey puck.</p> <p><u>P.E. Activity #2:</u> Primary (K-2nd) Beanbag Balances: (Balance, Stunts, and Tumbling, pg. 11) See attached lesson plan!</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you...Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?</p> <p><u>Assessments/Exit Slip:</u> See attached lesson plan for DOK 1 and 2 types questions under the section Wrap It Up.</p> <p><u>P.E. Activity #1:</u> Intermediate (3rd-5th) Ball-Control Drills, Soccer, pg. 5. See attached lesson plan.</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you move your feet to the beat? (use music) Try each ball control skill for speed. How many ___ can you do in 30 seconds.</p> <p><u>Assessments/Exit Slip:</u> DOK 2: Compare and contrast dribbling a soccer ball and dribbling a hockey puck.</p>	
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P.E. Activity #2: Intermediate (3rd-5th) Dribbling Drills, Soccer page 7, see attached lesson plan!

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you trap your ball before I read "0". How quickly can you trap the ball?

Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contract dribble a basketball and dribbling a hockey puck.

Static Stretching (Cool Down) and Rewarding Student Behavior: If time permits students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game "Mr. Kuhn says" and/or review critical vocabulary. Students will also receive green "adventure" tickets and/or white clip up tickets as needed.

(1) FRIDAY P.E. & Health Lesson Plan:

Friday 1 only: "I can" statements: P.E. I can identify various motor skills. (K-2nd) I can throw a ball at a target. PL-4-PS-S-4 (3rd-5th) I can catch a ball thrown by a peer. (3rd-5th) PL-4-PS-S-4

Friday 1 only: Warm-up: Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5th)

Friday 1 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides as a weekly review.

Friday 1 only: P.E. Activity #1: Primary (K-2nd): Crazy Cones (Games, pg. 3) See attached lesson plan

Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will play a variation of the game titled "Double Trouble", "Dribbling Crazy Cones", or "Colored Cones"

Friday 1 only: Assessments/Exit Slip: Students will demonstrate physically and/or verbally how to perform the locomotor skills in the game. DOK #2: Compare and contrast Crazy Cones with Tag.

Friday 1 only: P.E. Activity #2: Primary (K-2nd): Grouping and Moving Together (Building a Foundation, pg. 41)

Friday 1 only: Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you topple cones...using only your feet, elbows, or a different body part?

Friday 1 only: Assessments/Exit Slip: What are the key phrases that we learned today during our game? DOK #2: Give me an example of an activity or game that involves teamwork. Then give me an example of how this particular game could be played individually.

P.E. Activity #1 & 2 (3rd-5th) Tower Take Down (see attached lesson plan). RPS

Showdown. Twenty hula hoops will be set up. Students will be divided into 2 groups. Each group will send one student to hop. When the students meet together along the path they will have a Rock, Paper, Scissor showdown. The winner continues along the path the loser goes to the end of their team line. Group with the highest number of points win.

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Students will perform various "Challenges" listed throughout the attached lesson.

Assessments/Exit Slip: Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast Tower Take Down and Castle Ball.

Teacher: Clark Kuhn Subject: PE & Health Week: January 8, 2019 Topics: digestive system, hospitality, tourism, self-control, soccer

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Teacher: Clark Kuhn Subject: PE & Health Week: January 8, 2019 Topics: digestive system, hospitality, tourism, self-control, soccer

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

Ready...

- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create medium (20X20 paces) area.
- Scatter students in area; each with a ball.

GO!

1. The object is to learn and practice ball control skills used in soccer.
2. While dribbling, keep the ball close so you can change directions quickly, pass, or shoot on goal. On signal, try the following drills.

3. Top Taps

- Keep 1 foot on the ground while the sole of the other foot taps the top of the ball. Hop and switch feet until signal (20 - 30 seconds).

4 Side Taps

- Straddle ball, and tap from R to L with the inside of each foot until signal (20 - 30 seconds).

5. Ball Fakes

- Set the ball slightly in front of you, and place 1 foot on top of it.
- Move that foot in a circle around your ball without touching it. Alternate feet until signal (30-60 seconds).

6. Drop Trap

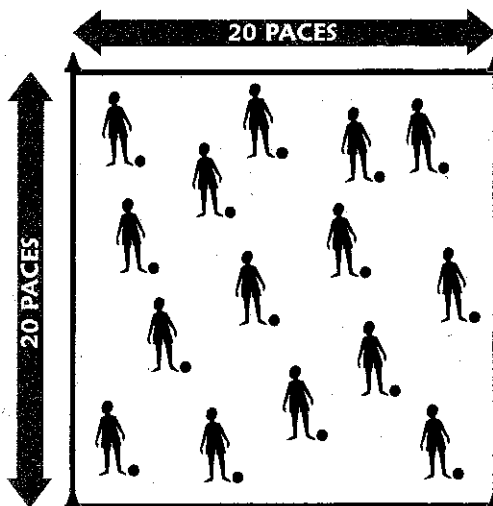
- Hold the ball shoulder high. Drop it quickly, and trap it under 1 foot. Alternate feet until signal (1-2 minutes).

7. Drop Tap

- Hold ball shoulder-high. Drop it, and use the top of 1 foot to tap the ball back your hands. Point your toes to make a flat surface for tapping. Alternate feet after every 5 taps until signal (1-2 minutes).

8. Pull Backs

- Keep all your weight on 1 supporting leg, and place the other heel on the ball. Pull the ball behind you by rolling it along the bottom of your foot; then turn around and trap it with your other foot. Alternate feet until signal (1 minute).



CHALLENGES

- ★ Can you move your feet to the beat? (use music)
- ★ Try each ball control skill for speed. How many _____ can you do in 30 seconds?

CUES

- ★ Head up.
- ★ Light touches.
- ★ Quick feet.
- ★ Keep your weight on the supporting leg, not on the ball.

SPARK IT UP!

1 Switch Signal

Choose a ball-control skill and begin. When you hear my “switch” signal, change the ball-control skill to another skill you know.

2 Eyes Up

I will give you a ball-control skill to practice. Every 5-10 seconds, you will hear “eyes up.” I will hold up fingers on 1 or 2 hands. Say the correct number, while continuing your ball control work. I may ask you to multiply or add the fingers on 1 hand with fingers on the other hand.

3 Fancy Feet Street Show

(Use music.) With a partner or small group, create a 2-minute routine to music using several ball control skills. Perform your routine for some friends.

FUN FACT

The first balls were made of pig’s bladder blown up like a balloon, tied at the ends and placed inside a leather case. It looked more like an egg than a ball and oinked when it was kicked – not really. However, players who kept the ball too much without passing were called “pigs,” “oinkers” and “ball hogs.”

STANDARDS ADDRESSED

NASPE

#1, 2 Learn/practice ball-control skills

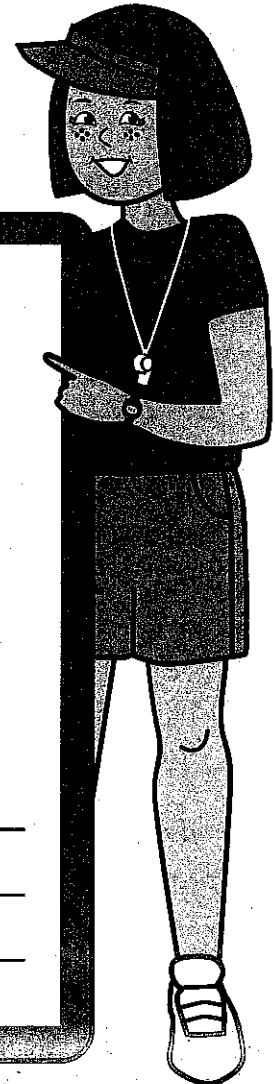
#6 Accepting personal challenges

Your State (Write in here)

PAULA’S POINTERS

- Shadow – Introduce ball-control skills without a ball. Students shadow the skill for a few moments, then repeat it with the ball at their feet.
- Not enough soccer balls? Use utility balls or others that are available.

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Ready...

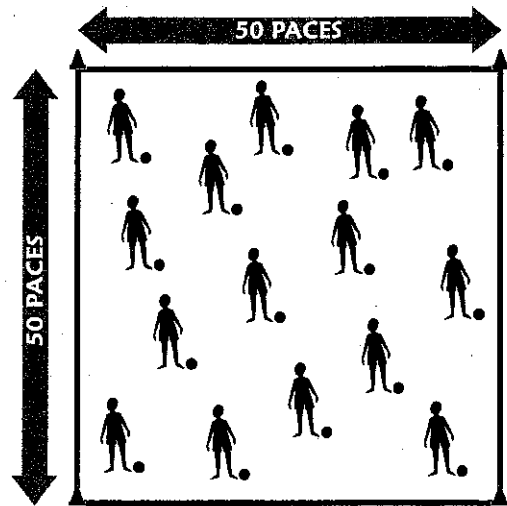
- 4 cones (for boundaries)
- 1 ball per student

Set...

- Create large (50X50 paces) activity area.
- Scatter students in area; each with a ball.

GO!

1. The object is to dribble in space, control your ball and quickly trap it.
2. On signal, dribble the ball under control inside the activity area.
3. When you hear the trap signal, quickly trap your ball. I'll count down "3, 2, 1, and 0." Can you trap your ball before I reach 0?
4. (Repeat several times, prompting students to increase the dribbling speed as they gain skills to medium, and, eventually, fast.)



CHALLENGES

- * The class earns a point if everyone has the ball before I reach 0. If not, I score the point. How many points can you score as a class?
- * Can you alternate your trapping foot each time?

CUES

- * Dribbling
 - Keep the ball close.
 - Head up, look for open space and watch for others.
 - Inside, outside of feet.
 - Quick feet; light touches.
- * Trapping
 - Put bottom of foot on the ball, but keep weight on the other foot.

SPARK IT UP!

★ Pull Backs

On signal, perform Pull Backs (or Top Taps or Side Touches) rather than trap.

★ Direction Change

Dribble as quickly as you can. On the signal, "Directions!" change directions using a trap, pull back or other method (*give signal every 5-10 seconds*). If you or your ball touches another student or their ball, both of you must stop and do 5 jumping jacks.

★ SHARK

(Take away a ball from 1/5 of students.) Those without a ball (Sharks) try to legally steal the ball from others. You become a Shark if your ball is taken.



ACADEMIC

Science (Sharks) - Sharks have the most powerful jaws on the planet. Unlike most animals' jaws, both the sharks' upper and lower jaws move. A shark bites with its lower jaw first and then its upper jaw. Sharks never run out of teeth. If a tooth is lost, another tooth spins forward from the rows and rows of backup teeth. A shark uses over 20,000 teeth in its lifetime!

● STANDARDS ADDRESSED

NASPE

#1, 2 Dribbling, trapping

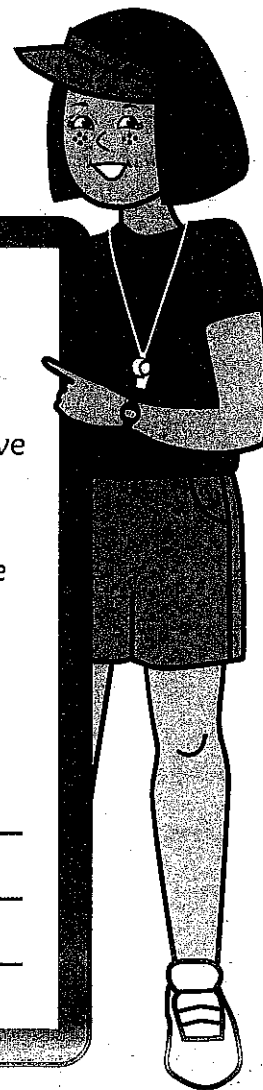
#6 Accepting personal challenges

● **Your State** (Write in here)

PAULA'S POINTERS

- Vary the dribbling speeds slow, medium and fast. Students will naturally adjust their speed relative to their individual skill level.
- To deter students from dribbling out of control, have them dribble around the perimeter until they can do so safely.

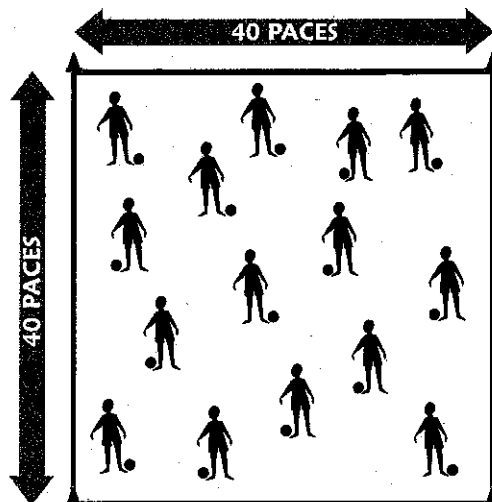
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Ready

- 4 cones (for boundaries)
- 1 7" foamball per student
- 1 whistle
- Music and player (optional)
- 1 spot marker per student (optional)
- 12 cones (optional)
- 2 Movement Cubes and *Tempos, Pathways, Directions Skill Cards* (SPARKfamily.org)



Set

- Create extra large (40X40 paces) activity area.
- Send students to select 1 ball each; then scatter them within boundaries.

GO!

1. Dribbling Introduction

- Today, we'll begin moving a ball using only our feet. We'll call that *Dribbling Soccer-Style*. First, let's review and practice our whistle cues so we can move safely.
- 1 whistle: Trap the ball by placing 1 foot on top of it. Trapping means stopping the ball. Hold your ball still, look at me and listen.
- 2 whistles: Pick up your ball and jog to me.

2. Walk and Dribble

- When I say "Go!" walk and dribble your ball within our boundaries.
- (*Explain while having a student demonstrate.*)
- Control your ball using the insides of your feet. Keep it 1-3' away.
- Keep your head up and watch for others. Pay attention to your **own** ball.
- When you hear a whistle cue, show you know what to do.

3. Jog and Dribble

- Let's pick up the pace and jog slowly while dribbling the ball close to your feet.
- Trap quickly whenever you hear 1 whistle.
- **Challenges** – Can you dribble. . .
 - While jogging slowly and keeping your ball under control?
 - While touching the ball with the outside of your foot? The inside? The toes?
 - Around a spot in the grass (*on the floor*)? Turn around and go the other way?
 - In a curved pathway? A zigzag? Are you using both feet to control the ball?
 - Your ball in the shape of a square? A triangle? The first letter of your name?

(continued)

DRIBBLING "SOCCER-STYLE"

GO! (continued)

- Your ball while running faster? On the whistle, can you trap your ball before I count down from 3?
- Quickly around 3 different objects and back to where you started? A figure-8? What other ways can you dribble and trap your ball?

4. Wrap It Up

- Why is it important to keep your eyes up and not just on your ball?
- Why is it important to be able to dribble with either foot?
- Who can tell us what the *P* in SPARK stands for? (*Play actively.*) Raise your hand if you're already playing on a soccer team, or would like to join one. I'll give you information on where, when, and how to sign up after school.

* SPARK™ IT UP!

* Eyes on Me

As you dribble, keep your eyes on me; I'll point a direction for you to go. Only look at your ball when you have to. I'll change directions a lot, so be ready!

* Movement Cubes

(Insert Directions, Tempos, Pathways Skill Cards into 2 Cubes.) I'll choose 2 students (who were keeping good distance from others and dribbling with good control) to be the 1st to roll our dice. Everyone will dribble the way the dice tell us to (e.g., fast – zigzag).

* Indy 500

(Create a large oval "racetrack" using 8-12 cones. Scatter 1 spot marker per student inside the boundaries.) For our version of the Indy 500, each of you will drive your cars (dribbling your soccer balls under control) around (point the direction) our race track. When you hear, "Pit stop!" dribble inside the boundaries to a spot marker, and trap the ball on top of it; it's time to refuel! (After playing several times, you can remove 1 spot at a time, prompting students to scramble to find an available spot or share with others.)

DRIBBLING "SOCCER-STYLE"

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, foot dribbles and traps a ball

#3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods

#5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)



ACADEMIC

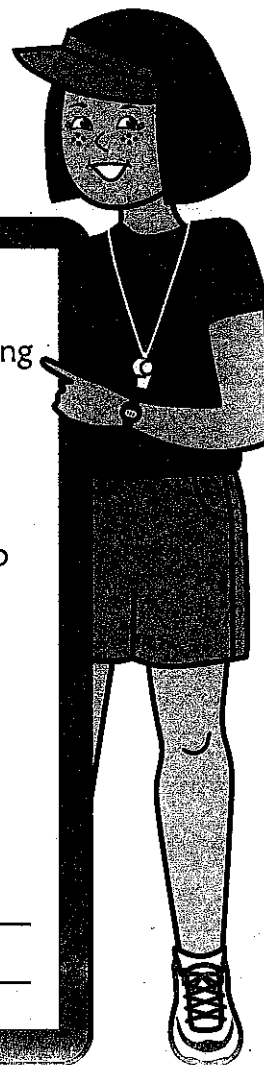
Science

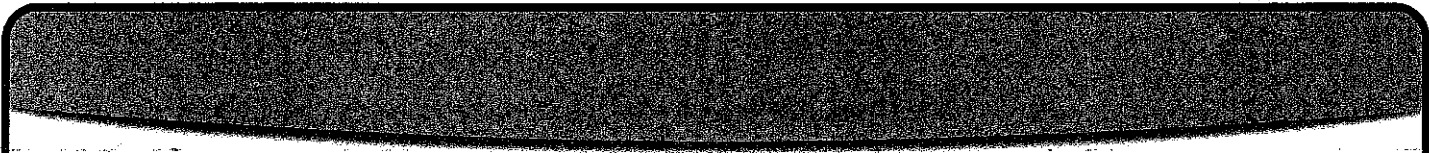
Who can name a way we move objects (e.g., push, pull, strike, kick, throw, roll, drop, blow, etc.)? Who can name 1 object that rolls (e.g., ball, log, tire, etc.)? What do these objects have in common? How can you start an object rolling? How can you stop an object from rolling? How can you make the object move faster? Slower? How can you make it move in a straight line? Zigzag?

PAULA'S POINTERS

- Stress the importance of controlling the ball, and compliment those who do.
- Student skill level may vary greatly. Have advanced learners demonstrate, and allow others to mimic their movements.
- Aide learning by allowing skilled movers to use a utility or soccer ball, and beginners to use oversized foamballs or soccer trainers.

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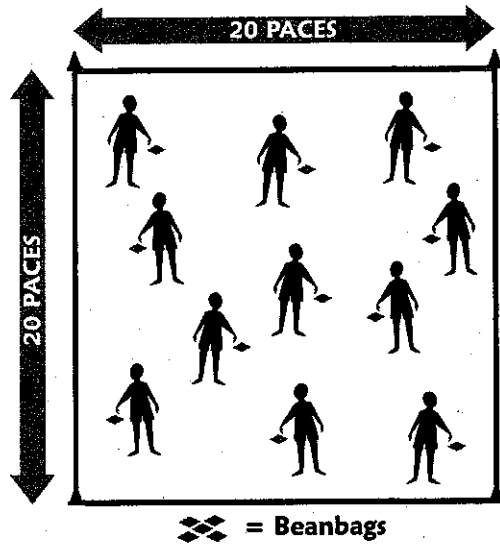


Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- 1 fluffball per 10 students (optional)

Set

- Create medium (20X20 paces) activity area.
- Distribute 1 beanbag to each student.
- Scatter students within area.



GO!

1. Exploration Time

- When the music starts, safely play (explore) with your beanbag around home base (1-2 minutes).
- Show how quickly you freeze when the music stops.

2. Beanbag Balancing

- Place your beanbag on top of your head. The object is to follow my signals without letting it drop to the floor. If it does, put it back and keep going.
- Listen carefully for the music stop (or "Go home").
- **Challenges** – Can you. . .
 - o Walk slowly with good posture in general space? Head high, chest out, shoulders back.
 - o Walk in a curved pathway at a medium level?
 - o Walk quickly in a zigzag pathway at a high level?
 - o Squat to a low level? Stand up?
 - o Turn so your L shoulder faces the center of our general space?
 - o Point your R shoulder towards the center?
 - o Turn all the way around?
 - o Lower your body slowly by bending your knees? Elevator down!
 - o Reverse the motion; elevator up!
 - o (Have children balance the beanbag on the back of 1 hand then the other, and continue providing/repeat movement challenges.)

BEANBAG BALANCES

GO! (continued)

3. Balance Touch

- Set your beanbag on the floor in front of you.
- **Challenges** — Can you...
 - Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?
 - Tap the beanbag gently 3X in a row with your toes? Switch legs and try again.
 - Move your beanbag to the side of your body and try to tap it? Switch legs.
 - Move your beanbag behind you and try to tap it?
 - Circle your head with the beanbag? Waist? Ankle? Other ankle?

4. Wrap It Up

- Was 1 leg easier to balance on than the other? Why do you think that is?
- Would practicing help improve your balance? Where and when could you practice?

*SPARK™ IT UP!

* Courtesy Tag

(Need 1 fluffball for every 10 students.) The object is to balance a beanbag on your head and avoid being tagged. I will give fluffballs to 3 students, who will be our 1st Chasers. If tagged, take the fluffball, because you are now a Chaser. If your beanbag drops, freeze until another person picks it up and hands it to you. Remember to say "Thank you;" then put the beanbag back on your head, and return to the game. While helping a classmate, you are safe from being tagged. If your beanbag drops while helping someone, you are not frozen. It pays to be courteous! We'll start and stop on the music.

* Crab and Bear Tag

Bears love to eat crab! In this game, everyone will be in the crab position (4 pt. bridge tummy up) balancing the beanbag on their tummies, except for 5 hungry bears. The Bears will Bear Walk (inverted crab) until they safe tag (2 fingers between waist and shoulders) a crab. When a Bear tags a Crab, Bears become Crabs (flip to Crab position and flee), and Crabs become Bears (flip to Bear position and chase).

BEANBAG BALANCES

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, body awareness, balance, non-locomotor skills, manipulative skills

#3, 4 Flexibility, muscular strength, muscular endurance

#5, 6 Participates, appreciates, enjoys movement, respects others

Your State (Write in here)

WELLNESS



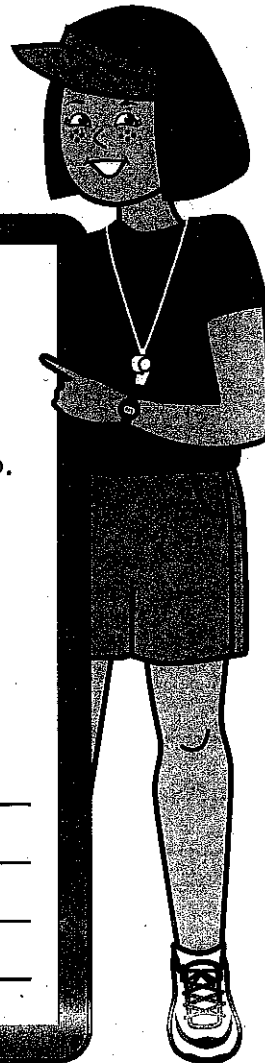
Did you know that certain fish (e.g., salmon, mackerel, and sardines) are very high in Omega 3s? Omegas are acids that help keep our hearts healthy. Crabs and lobsters are higher in fat and lower in omegas. Ask a parent to grill salmon for dinner sometime, and tell them about Omegas!

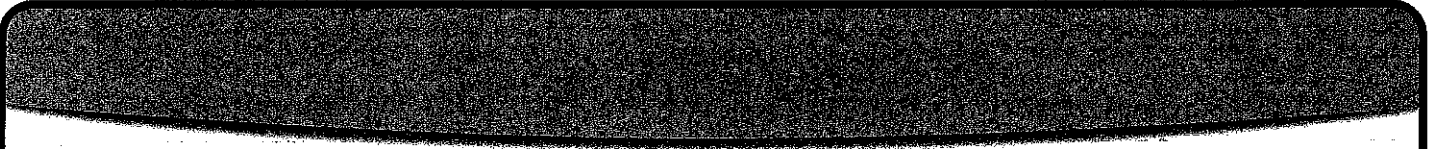
PAULA'S POINTERS

- It is harder to balance an object while moving. To help students progress, think stationary first, then move slowly, then speed up.
- When advanced learners are balancing a beanbag and not moving, challenge them to try with their eyes closed.

Vocabulary – Dynamic

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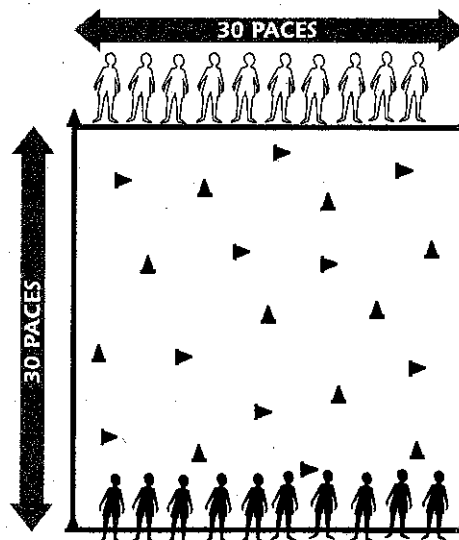


Ready

- 4 cones (for boundaries)
- 1 or more cones (variety of sizes) per student
- Music and player
- Different color cones (optional)
- 1 8½" playground ball per student (optional)

Set

- Create large (30X30 paces) activity area.
- Scatter cones within area, half down (on their side) and half up.
- Divide class into 2 groups: "Standers" and "Squatters."
- Send Standers to 1 sideline, Squatters to the other.



GO!

1. The object of Crazy Cones is to finish with more cones up or down than the other group.
2. Standers: When the music starts, fast walk to stand up as many "squatting cones" as you can.
3. Squatters: Fast walk to turn over (topple) as many "standing cones" as you can.
4. Use only your hands to stand or turn over a cone. No guarding cones.
5. When the music stops, move quickly to your sideline.
6. We'll count the number of cones squatting and standing, then switch roles.
7. (After trials.) Let's play again; this time, everyone gallop (next time side-slide, jump and hop, run, etc.).
8. **Challenges** – Can you topple cones. . .
 - Using only your feet? (Switch roles after each round.)
 - Using just your elbows?
 - Using another strategy or body part?
9. **Wrap It Up**
 - Were you able to maintain your personal space while you moved throughout the cones?
 - Who can explain the difference between personal space and general space?

★ Double Trouble

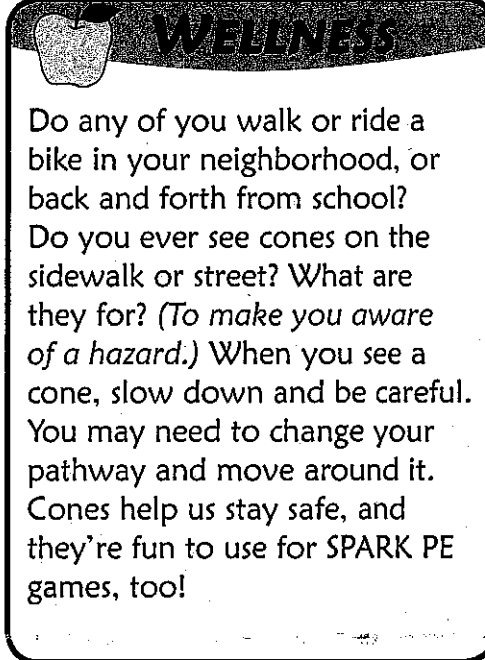
(Pair students.) Same game, but this time with a partner. Join hands (or grip wrists, interlock elbows, etc.) and don't let go! Move together to topple or stand cones. Count out loud so when we play again, you can try to beat your score.

★ Dribbling Crazy Cones

(Distribute 1 playground ball per student.) We'll play again – this time without partners. On my signal, dribble your own ball (basketball style or soccer style) while moving from cone to cone. Topple cones with your foot (or if soccer-style dribbling, students topple cones with their hands).

★ Colored Cones

(Use a variety of colored cones.) Each time we stop, I'll choose a color. We'll count the cones of that color that are up and those that are down, and compare the numbers.



WELLNESS

Do any of you walk or ride a bike in your neighborhood, or back and forth from school? Do you ever see cones on the sidewalk or street? What are they for? (To make you aware of a hazard.) When you see a cone, slow down and be careful. You may need to change your pathway and move around it. Cones help us stay safe, and they're fun to use for SPARK PE games, too!

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity, agility

● #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

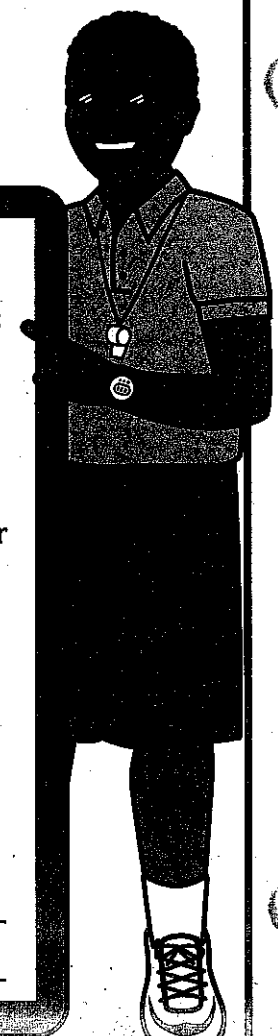
TONY'S TIPS

- Sand-filled water bottles of various sizes may be used for extra cones.
- Prompt students to stay alert, and watch for objects low and people high while playing.
- Caution students not to move their heads or faces too near the cones.
- Vary the locomotor skills and movement concepts used to move from cone to cone.

Vocabulary

Topple

NOTES



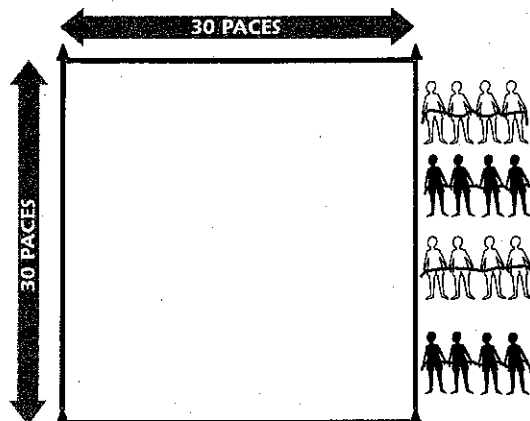


Ready

- One jump rope per 4 students
- 4 cones (for boundaries)
- 1 hoop per student (optional)
- Music and player

Set

- Create a large (30X30 paces) activity area.
- Create groups of 4 standing in single file lines. The leader of each is on a line, facing the opposite sideline.
- Give each group a rope to hold.



GO!

1. Trains at the Station

- Today we will play 2 small-group games that keep us moving and use our imaginations. Remember to take turns, communicate, and cooperate with others in your group.
- For our 1st activity, *Trains At The Station*, each group holding a rope pretends they are a “train.” The 1st in line is the “Conductor.”
- When you hear, “All aboard!” all trains leave their stations and travel cross-country to safely deliver passengers to their next stop (*other sideline*).
- Hold on to your rope the entire time and your train will operate smoothly.
- When you arrive at your destination, turn your train around. Conductors, move to the “caboose” (*end of line*). Next in line becomes the new conductor.
- If you hear, “Emergency,” stop your train quickly and safely.

2. Chariot Drivers

- For *Chariot Drivers*, the first 2 of you in line are “Horses.” Horses, hold the front (*first few feet*) of the rope with both hands. The next 2 are “Chariot Drivers.” Chariot Drivers, stand behind the Horses, holding the back end (*last few feet*) of the rope together.
- On signal, Drivers begin moving your Horses slowly and safely within our area.
- Switch roles on my signal. (*Switch roles every 30-45 seconds.*)

3. Wrap It Up

- When you were the conductor or driver, were you respectful of the others in your group? Other groups? How did you show your respect? Did your group work together to take turns and change roles fairly? How did you cooperate to follow directions and keep moving while playing the game?
- Let’s review today’s key phrases while we stretch.

★ Change the Pathway

Train tracks are not always straight. They move in curved and zigzag pathways, too. Conductors, you decide your train's route (*pathway*).

★ Change the Locomotor Skill and Tempo

We began with the trains chugging along at a slow walk. Each time you arrive at the station, I'll change the locomotor skill. Those trains operating safely will enjoy a change in tempo, too.

★ Add Hoops

(Pair students, then distribute 2 hoops per pair.) One of you is a "Chariot," the other a "Driver;" decide now. Chariots: Stand inside both hoops and hold the front of the hoops with both hands. Drivers: Stand behind your partner, outside the hoops, facing the same direction. Hold the back of the hoops with both hands. On my signal, drivers begin moving their chariots slowly and safely within our "coliseum."



ACADEMIC

Language Arts

(Read The Little Engine that Could by Watty Piper.)

(In the classroom, discuss the uses of chariots in ancient times—simple transportation as well as during battle; racing and competition. On a world map, show where the Roman Empire began.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

TONY'S TIPS

- Plan your time so everyone can be the Conductor, Driver, and Horse at least once.
- For *Add Hoops*, use 2 hoops per pair to strengthen the hoop and keep it from bending.

Vocabulary

Communicate, cooperate, imagination, conductor, caboose, chariot, coliseum

NOTES

