

Teacher: Clark Kuhn Subject: PE/Health Week: October 10, 2017 (Friday) Topics: Kin-ball and various Kin-ball games, responsibility, safety, social health, mortgages, peer pressure  
 Name: Clark Kuhn Subject: P.E. & Health Date: Week of October 15, 2018 Topics: Kinball Activities, reliability/promise keeping, safety

<p><b>K-5 Lesson plans</b></p>	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations:</u></b> 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p><b><u>KDOE: Practical Living: Academic Expectations:</u></b> (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Consumerism): Academic Expectations:</u></b> 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u></b> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining</p>	<p><b><u>Vocabulary:</u></b></p> <p>reliability, promise keeping, Kin-ball, Omnikin, defense, serve, fault, braces, dentist</p>	<p><b><u>Learning Targets (relate all targets to real life):</u></b></p> <p><b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can give examples of safety equipment that people can wear. (K-5<sup>th</sup>)</p> <p><b>Health:</b> I can give an example of being a reliable person. (K-5<sup>th</sup>)</p> <p><b>Vocational Studies:</b> I can give an example of a career from the S.T.E.M. career cluster (Suntori). (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can work cooperatively and use the Kin-ball in a variety of locomotor movements. (K-2<sup>nd</sup>)</p> <p><b>PL-P-PS-S-1</b></p> <p><b>P.E.:</b> I can work together as a team and demonstrate how to play the sport of Kin-ball. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>PL-4-PS-S-4</b></p> <p style="text-align: center;"><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b><u>Mini lesson:</u></b> (P.E.) Students will enter gym and sit down in their personal space. 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><b><u>Warm-up:</u></b> (P.E.) Students will complete four different warm-up stations. 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><b><u>Mini lesson (Health/Citizenship/Employability Traits):</u></b> Character word of the week on PowerPoint: Reliability &amp; promise keeping DOK #1: Define the meaning of the word reliability and promise keeping. DOK #2: Compare and contrast reliability at school and during your future job.</p> <p><b><u>Mini Lesson: (Health):</u></b> Students will look at slide about safety.</p> <p><b><u>Mini lesson: (KY Career Cluster):</u></b> I will show the students the career cluster poster and introduce students to careers within the S.T.E.M career cluster. Review the content discussed from the previous Friday's guest speakers.</p>	<p><b>Daily Assessment:</b></p> <p>X Observation        X Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ        X Whole Class        X Small Group        X Individual</p> <p><b>Formative and Summative Assessments</b></p> <p>X Entrance (flashback) and Exit Slips        X Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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mentally and emotionally healthy. (K-2<sup>nd</sup>)

**KDOE: Practical Living (Health): 4.1:** Students effectively use inter-personal skills. (3<sup>rd</sup>-5<sup>th</sup>)

**National Standards (NASPE)**  
See attached lesson plans for NASPE standards!

**P.E. Activity #1: Primary (K-2<sup>nd</sup>) Big Ball Tag**

The teacher will select several students to control the big Omnikin balls. Each individual will move the ball with his/her hands and attempt to tag the other students with the ball. If a student is tagged with the ball, he/she will exit the playing area and perform the physical activity designated by the teacher so he/she can get back into the game. Each round will last about 1 minute then new taggers will be selected from the group.

**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: Have students come up with a different way to play the game "Big Ball Tag".

**Assessments/Exit Slip: DOK 1:** Explain how to play the game "The Train". DOK 2: Compare and contrast the game "The Train" with Big Ball Tag.

**P.E. Activity #2: Primary (K-2<sup>nd</sup>) No Hands**

Four to six players practice moving a large Omnikin ball, without using their arms or hands, preventing it from touching the ground. Techniques can include use of the head, the back, the chest or the feet.

**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: Have students brainstorm and then come up with a different way to play this game.

**Assessments/Exit Slip: DOK 2:** Compare and contrast the game "Temple of Doom" and "No Hands".

**P.E. Activity #3: Primary (K-2<sup>nd</sup>) Kin-ball Sport/Popcorn, 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: How many times can you play this game without allowing the ball to hit the ground or go out of bounds?

**Assessments/Exit Slip:** DOK 1: How did your group work together to make this activity fun? DOK 2: Compare and contrast the game "temple of doom" and "popcorn".

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Kin-ball Sport (World Games), 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: How many points can you score before the signal? How few faults? **Assessments/Exit Slip:** DOK #1: Explain how to play the game Kin-ball. DOK #2: Compare and contrast "Kin-ball and (choose a sport, ex. Basketball, volleyball, football, baseball).

**Mini lesson (Careers):** Students will watch a brainpopjr.com video titled "Going to the Dentist". (K-2<sup>nd</sup>). DOK 2: Compare and contrast going to the dentist with going to the doctor. Students will watch a video from brainpop.com titled "braces". (3<sup>rd</sup>-5<sup>th</sup>)

**Review & Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets. I will review key vocabulary from the lesson.

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

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

**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-2<sup>nd</sup>): Crazy Cones (Games, pg. 3) See attached lesson plan

**KDOE: Practical Living**

**(P.E.): Academic**

**Standards 2.34:** P.E.:

Students perform physical movement's skills effectively in a variety of settings.

**NASPE Standards:** See attached lesson plans!

**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-2<sup>nd</sup>): 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 (3<sup>rd</sup>-5<sup>th</sup>)** 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.

*Tower Take Down - Divide students into two groups. Students will throw balls and balls stacked on cones. The team with the highest number of targets knocked over wins. (2nd-5th)*

**Review & Rewarding Appropriate Behavior:** I will pass out green tickets and review key concepts and vocabulary.

**\*\*Emergency Drills:** Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

**Drills:**

- \*\*Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)
- \*\*Earthquake drills:** doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
- \*\*Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- \*\*Tornado drills:** File into the hallway, head covered....this will take some maneuvering with class sizes that have changed.
- \*\*Evacuation drills:** We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- \*\*Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.**

**Notes and Anecdotal records:**

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

## Omnikin Ball Games

These games are designed for one or more omnikin balls, which range in size from 24 to 72 inches. The official size is 48 inches.

Many of these games are cooperative, however; they can be made more competitive with some adjustments. Ordering information

can be found at <http://www.omnikin.com>

### Roller Ball Tag:

2 people are designated "IT", and they must work together to

roll the ball and tag another pair who are holding hands. Players must roll the ball, it can't be thrown or pushed, and partners must

stay together. "IT"s do not have to hold hands while rolling the ball. If tagged, that pair now becomes "IT"

### Temple of Doom:

This game is based on the boulder that chases Indiana Jones. Make 2 large circles, one inside the other, and circles face each other.

One person volunteers to be Indiana Jones, and he/she is inside the track with the ball. The object of the game is for the group to

roll the ball (which must stay on the floor) and tag Indiana. If successful, choose another volunteer. Another option is to reverse the

goal – Indiana must chase and catch the ball.

### Popcorn:

Form a seated circle with class, feet into circle, leaning on hands. Class must keep omnikin ball aloft as long as possible, keeping it

within the circle. You can count consecutive contacts, and try to beat that record. If the ball is kicked out, the teacher (or designated

student) simply throws it back in. This game works well with several omnikin balls, but one will work too! If the skill level is not high,

allow the ball to touch the floor, yet class must still work cooperatively to keep the ball within the circle.

### The Train

Have the class lying on floor, shoulder to shoulder (on back), forming a railroad track. Two volunteers (one on each side of the

tracks) roll the ball along the bodies. The object of the game is to continually have a "train track" (students) available for the "train"

(ball). In order for this to happen, students must get up and go to end of line as soon as ball has passed over his/her body. The

tracks may need to curve to stay within the confines of the gym – if the ball hits a wall, it crashes! Make a small obstacle course (e.g.

cones, mats, hoops, etc.) and the track must be constructed around these obstacles. The "conductors" could also change the speed

of the train to suit the abilities of the students. You may also allow students to lie on stomachs or their sides. For safety, have

students run to the front of the line on the side where the feet are located.

### Sumo Wrestling:

This game works best with the 72 inch ball, and it is limited by the number of balls available. Two students are designated as Sumo

wrestlers. They step into a circle and one tries to push the other out of the circle by pressing against the ball. To win, the player must

push the opponent's feet and shoulders out of the circle. You can play the best two out of three per challenge. Players must stay on



their feet. Players should match up according to strength, and they must stay in contact with the ball at all times. Try 2 vs. 2 or 3 vs. 3. A variation would be to play between two lines (larger area), and players try to prevent the ball from crossing their particular line.

#### Butterfly Net:

Students pair up and share one hula hoop. Ball is placed within one hoop, and one player kicks the ball into the air (be sure it is kicked straight up!). Another pair must catch the ball with the hoop before it hits the floor. The object is to make as many catches as possible before the ball is dropped. Both hands must be in contact with the hoop at all times. A team must wait 2 turns before it can catch the ball again. Variations include play off a wall or allowing one bounce. You can make this game more competitive by calling colours of hoops or forming teams, etc.

#### Danger Zone:

This game requires several balls. Players are divided into two teams, and begin on an end line. Each team starts with a few balls, and the object of the game is to get all of the players across the danger zone to the other side without getting hit with a ball. If a player is hit he/she must go back to the start. One or two players can go at a time. Players must be on one of the lines to catch and throw a ball. The game could begin with some players on each team on both lines, or form a square with the class to restrict the danger zone and keep balls constantly in play.

#### Equilibrium:

One player at a time is helped onto the ball, and he/she attempts to balance on top of the ball as long as possible. Safety mats should be on the floor. Players do whatever they can to stay on top of the ball. Times could be taken. Time ends when any part of the body touches the floor

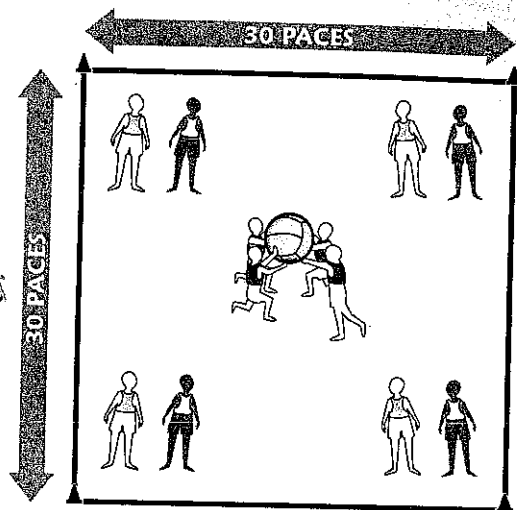


## Prep

- 4 cones (for boundaries)
- 3 sets of different color pinnies (4 pinnies per color) per 12 students
- 1 Kin-Ball® (40")
- Kin-Ball® Scoreboard (optional) *dry erase boards*

## Set

- Create large (30X30 paces) activity area.
- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.



## Teach

1. Today you'll play *Kin-Ball® Sport*, a Canadian <sup>1986</sup> game that is played around the world. The object is to serve the ball to 1 of the 2 opposing groups so they can't catch and control it. Receivers work together to control the ball, then serve to another group.
2. **The Rules**
  - Play begins when Serving Group calls, "OMNIKIN®" and names the color of another group. All but 1 player in Serving Group touches ball with both hands, hold it high overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.
  - Serves must be hit up and travel at least 3 paces. No spiking allowed.
  - The group whose color is called must catch and control the ball; then serve it up to another color group. Rotate servers within your group.
  - Continue until a fault is made. A fault occurs when:
    - o ball hits the ground.
    - o ball goes out of bounds.
    - o the same player hits ball 2X before it is controlled.
    - o ball does not travel 3 paces.
  - When a fault is made, all other groups score a point. \*
  - Faulting group becomes the Serving Group.
3. Continue until the signal.
4. **Cues**
  - Spread your group around to defend the entire court. Stay ready and alert.
  - Ball should be served to the leading group (the one with the highest score). \*
5. **Challenges**
  - How many points can you score before the signal? How few faults?.
6. **Think About...**
  - Why do you think it is important to communicate as a team?

# KIN-BALL® SPORT

## EXTENSIONS

### Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.

### Speed Play

As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.



## GLOBAL INTEGRATION

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of *Kin-Ball® Sport*, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th *Kin-Ball® Sport World Cup*. Visit [www.kin-ball.com](http://www.kin-ball.com) to read more about it – in both English and French!



## STANDARDS ADDRESSED

### NASPE

- #1 , Motor skill development
- #2 Defending open space
- #3, 4 Aerobic capacity, upper body strength
- #5, 6 Communication/cooperation, appreciation of diversity, accepting challenges

**Your State** (Write in here)

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## TEACHING TIPS

- Keep a minimum of 3 paces between the playing area and a wall or obstacle.
- Focus on cooperation, technique, and strategy – not score.

### NOTES

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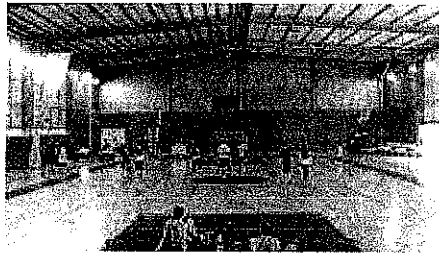
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Kin-Ball, is a team sport created in Quebec, Canada in 1986 by Mario Demers, a physical education professor, in which the main distinctive characteristics are the big size of the ball (about 1.5 meters of diameter) and that the matches are played between three teams at the same time instead of traditional one-vs-one like the most of the team games. The International Kin-Ball Federation counts 3.8 million participants, primarily from Canada, the U.S., Japan, Belgium, France, Switzerland, Spain, Germany, Denmark and Malaysia.

Game[edit]



3 periods  
7 min. each

Kin-Ball game

Games have three periods lasting between 7 to 15 minutes each, depending on the age level of the participants, with a one-minute intermission between each period. At the beginning of each period, the ball is put into play from the center of the gym by the team with the fewest points. The team with the most points at the end of the three periods wins the game.

Teams are composed of 4 players (with up to 4 substitutes), all of which wear a jersey or pinny of a different colour, with grey, pink and black being the official colours internationally, except in Quebec where blue replaced pink in 2004.

Each team has 4 players. When the game starts, the player at the center throws the ball up while yelling the word "Omnikin" and the corresponding color of a team. The named team must catch the ball before it touches the floor. The catching team must have three players holding the ball from below, each player with one leg bent and with both hands on the ball. The remaining player may stand, then hit the ball with his/her hands while clearly yelling "Omnikin" and the color of another team which will then run and catch the ball. If the named team does not prevent the ball from hitting the floor, the other two teams are each awarded one point. The ball then goes to the team which failed to score. If a player mistakenly yells the color of his/her own team when hitting the ball, the other teams are awarded points and play restarts.

A player can commit a series of fouls during the match.

1. Yelling the color of his/her own team when hitting the ball.
2. Yelling the color simultaneously with hitting the ball.
3. Allowing the ball to touch the walls of the room without the named team touching it.
4. Hitting the ball in a downwards direction.
5. The offensive team takes longer than 5 seconds to hit the ball once there are 3 contacts.
6. A player hits twice in a row. (serves)
7. The ball is hit less than 6 feet in distance. (serves)
8. Hitting the ball when there are less than 3 contacts on the ball. (serves)
9. Intentionally blocking a player who is on a different team.

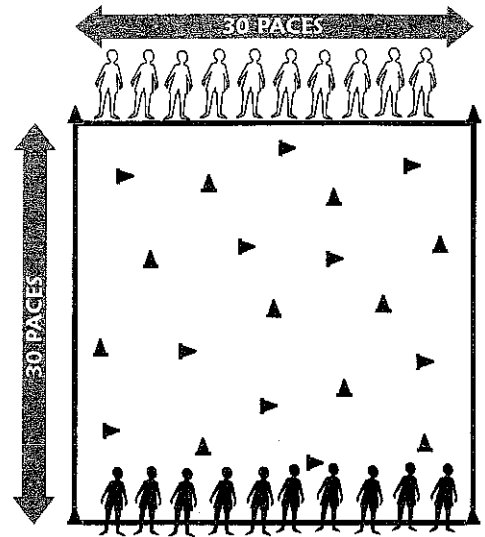


## Ready

- 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?

# SPARK™ IT UP!

## ★ 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)

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## 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.

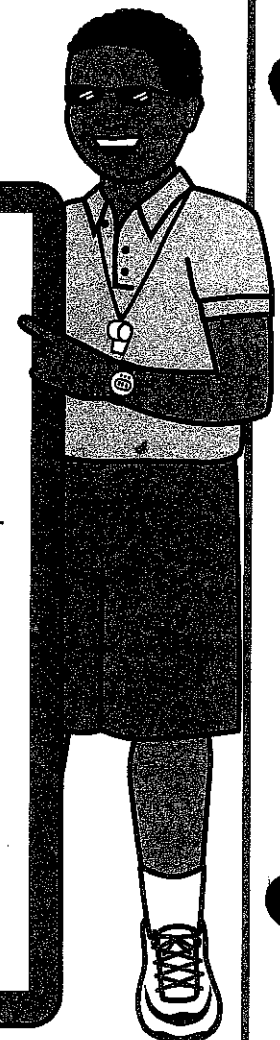
### Vocabulary

Topple

### NOTES

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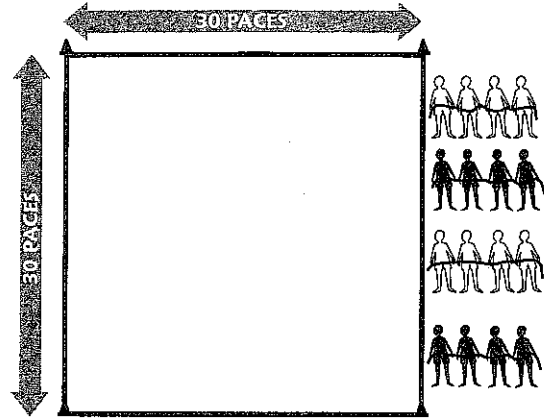


## Ready

- 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.



**BUILDING A  
FOUNDATION**

## 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 1<sup>st</sup> activity, *Trains At The Station*, each group holding a rope pretends they are a “train.” The 1<sup>st</sup> 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)

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## 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

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