

<p><b>K-5 Lesson plans</b></p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p> <p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards!</p>	<p><b>Vocabulary:</b> Stretching Dynamic Static Health science diversity, hike, football,</p>	<p><b>Learning Targets (relate all targets to real life):</b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)  <b>Career:</b> I can understand about careers in health science. (K-5<sup>th</sup>)  <b>Health:</b> I can understand and demonstrate diversity. (K-5<sup>th</sup>)  <b>Health:</b> I can understand and demonstrate the importance of stretching (K-5th).</p> <p>P.E.: I can demonstrate dynamic and static stretching (3<sup>rd</sup>-5th). <b>PL-4-PS-S-1</b>  P.E.: I can hike a football to my partner within my group. (3<sup>rd</sup>-5th). <b>PL-4-PS-S-4</b>  P.E.: I can move my body and cooperate with my group (K-2nd). <b>PL-P-PS-S-1</b>  P.E.: I can recognize and name various parts of my body. (K-2<sup>nd</sup>) <b>PL-P-PS-S-1</b></p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. 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>Warm-up:</b> (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><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on PowerPoint: diversity</p> <p><b>Mini Lesson: (Health):</b> See PowerPoint: The importance of stretching.</p> <p><b>Mini lesson: (KY Career Cluster):</b> See PowerPoint about a career related to health science.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; warm-up) Mr. Kuhn will get into their personal space. All students will learn about “dynamic” stretching before a workout and will complete one upper body and one lower body stretch. (K-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p> <p><b>P.E. Activity #1:</b> (K-2nd) pg. 37 Grouping and Making Bridges (Building a Foundation) pg. 41 &amp; Grouping and Moving Together (Building a Foundation)</p>	<p><b>Daily Assessment:</b>  <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><b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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**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: See challenges throughout the attached lesson.

**Assessments/Exit Slip:** See Wrap It Up under attached lesson plan.

**P.E. Activity #2:** (3rd-5th) Center-Pede (Football, pg. 23) & Add-On Scramble (ASAP, pg. 21) 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: See challenges throughout the attached lesson.

**Assessment/Exit Slip:** Make sure students performed the activity correctly, see "Tony's Tips" in attached lesson plan. Students correctly punted a football. Evidence in anecdotal records. DOK 2: Compare and contrast dynamic and static stretching.

**Mini lesson:** Students in grades K-2nd will watch a video from jbrainpop.com titled "handwashing". 3<sup>rd</sup>-5<sup>th</sup> grade students will watch a video from brainpop.com titled "concussion".

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says" or will review key vocabulary from the lesson.

**Date:** Friday, September 14, 2018

**Topics:** flexibility, locomotor movements, throwing & catching

**Vocabulary:** pathway, throwing, catching, offense, defense

<p><u>KDOE: Practical Living (P.E.): Academic Standards 2.34</u>: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>National Standards (NASPE)</u></p> <p>See attached lesson plans for NASPE standards!</p>	<p><b>I can statements:</b> I can run and stand between two bases quickly. (K-2<sup>nd</sup>) <b>PL-P-PS-S-1:</b> I can statically stretch various muscles. (K-2<sup>nd</sup>) <b>PL-P-PS-S-1</b> I can throw a ball at a target. <b>PL-4-PS-S-4</b> (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>) <b>PL-4-PS-S-4</b></p> <p><b>P.E. Activity #1 &amp; 2</b> Squirrels in the Trees (Games, pg. 7) &amp; Flexibility (Building a Foundation, pg. 51) See attached lesson plan. (K-2<sup>nd</sup>)</p> <p><b>Differentiated Instruction:</b> 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.</p> <p><b>Assessments/Exit Slip:</b> Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast static and dynamic stretching.</p> <p><b>P.E. Activity #1 &amp; 2 (3<sup>rd</sup>-5<sup>th</sup>)</b> 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.</p> <p><b>Differentiated Instruction:</b> 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.</p> <p><b>Assessments/Exit Slip:</b> 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.</p> <p><b>**Emergency Drills:</b> Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency _____</p>
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Teacher: Clark Kuhn

Subject: PE & Health

Date: September 11, 2018 Topics: football, diversity, stretching, health science, locomotor movements

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.

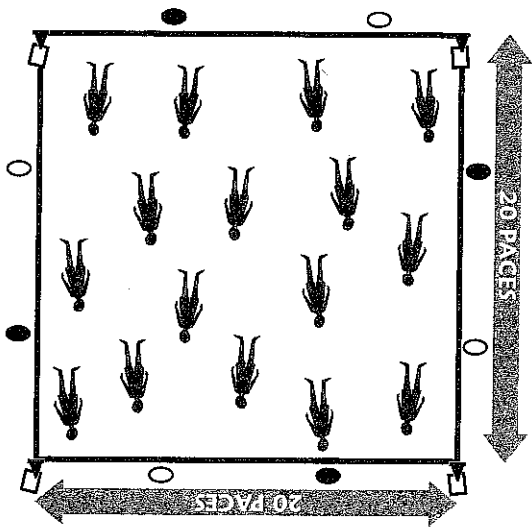
**Notes and Anecdotal records:**

Teacher: Clark Kuhn Subject: PE & Health Date: September 11, 2018 Topics: football, diversity, stretching, health science, locomotor movements


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



BUILDING A  
FOUNDATION



- Create medium (20X20 paces) activity area.
- Arrange spot markers around perimeter of play area, alternating colors.
- Scatter students within play area.

Ready

- 4 cones (for boundaries)
- Music and player
- 1 spot marker per 2 students (use 4-6 different colors) (optional)
- 4 hoops (optional)

Set

GO!

1. **Mingle, Mingle** (Forming groups)
  - When you hear, "Mingle, mingle," walk within our boundaries. Mingle means to mix or blend. Pretend we're making a healthy drink and we have to blend the ingredients.
  - On the music stop (or "Freeze") I'll call a number and show that many fingers. How quickly can you form a group with that many people?
  - Invite others to join your group, even if it means having an extra person. We never want anyone to feel left out.
  - Ready? "Mingle, mingle!" (Signal students to move varying their locomotor skill, tempo, pathway, etc. After 5-30 seconds, call out, "3si")
  - How quickly can you form a group of 3? Mingle, mingle to speak with others about joining your group.
  - When your group is ready, move to a low level (squat, kneel, or bend over).
  - (Practice until students form different size groups – 2s through 5s – quickly.
2. **Body Parts**
  - "Mingle, Mingle!" This time, I'll call a number and a body part. First, form your group size; then touch the body part with others in the middle.
  - Three! – Knees! Touch 1 knee in the middle.
  - Mingle, mingle – 4! – Elbows!
  - Mingle, mingle – 5! – Toes!
  - Mingle, mingle – 3! – Thumbs!
  - Mingle, mingle – 2! – High 5!

# GROUPING AND MAKING BRIDGES

**GO!** (continued)

## 3. Building Bridges

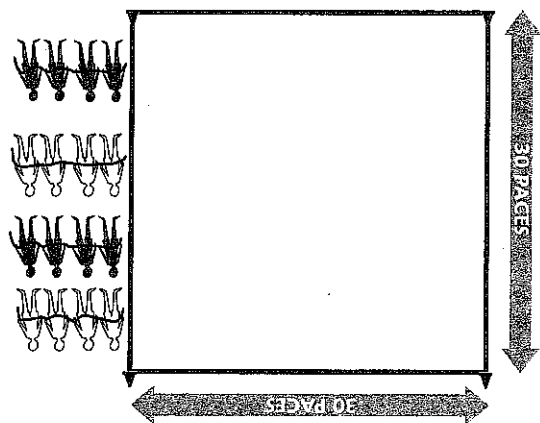
- Now that you have a partner, decide who will be the first "Bridge." To be a Bridge, place your hands and feet on the ground. You may be either tummy up or tummy down. This is called a 4-point bridge, because 4 body parts are touching the floor.
- Those who are not Bridges are "Travelers." When you hear, "Explore!" Travelers move within our general space over, under, or around bridges; you choose how to travel past the bridge.
- If a traveler arrives at a bridge at the same time or before you, allow them to go ahead of you.
- **Challenges** – How...
  - o Many bridges can you fast walk around in 30 seconds?
  - o Quickly can you skip around 5 bridges? Freeze at a low level when finished.
  - o Many bridges can you travel under in 30 seconds?
  - o Quickly can you go over 5 bridges? Be careful!

## 4. Wrap it Up

- What is the difference between over and under? Next to and through? Behind and in front? Forward and backward?
- (While stretching) Who can name a famous bridge, or one in our community? What does it go over?
- Bridges often allow us to cross a body of water. Our bodies need plenty of water to function properly.
- Remember to drink plenty of water during the day; especially instead of sugary soft drinks. H<sub>2</sub>O is a special way to say "water." Keep H<sub>2</sub>O the way to go!
- Let's review today's key phrases while we stretch.



BUILDING A  
FOUNDATION



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

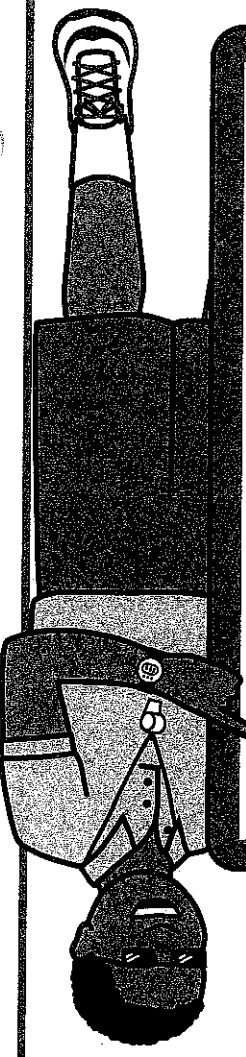
**Set**

- 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 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.





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


**★ Change the Pathway**

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."

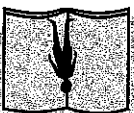
**ACADEMIC**



**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.)



**Ready...**

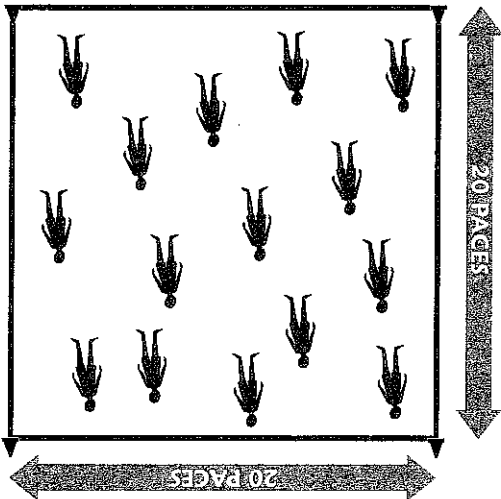
- 4 cones (for boundaries)
- Music and player (optional)

**Set...**

- Create a medium (20X20 paces) activity area.

**GO!**

1. The object of *Add-On Scramble* is to warm up major muscle groups and to remember the activity prompt sequence.
2. As you enter the activity area, move continuously looking for open space until signal.
3. I'll call a task; do it 1X; then move through the area again until the next signal.
4. I'll call another task; do the 1st task 1X, followed by the 2nd task 2X.
5. We'll continue alternating moving through the area and adding on new tasks.
6. (Below is an example:)  
 1 hamstring stretch (count to 20)  
 2 jump tucks  
 3 curl-ups  
 4 lunges (2 on each leg)  
 5 push-ups  
 6 jumping jacks  
 7 knee to chest curls  
 8 heel raisers  
 9 mountain climbers  
 10 high-fives



ASAP

**CHALLENGES**

- \* How well can you do each task?
- \* What number can we reach in 3 minutes?

**CUES**

- \* Make the time to do tasks with proper form. This is not a race.
- \* When finished with the task, move to open space. Don't stop until you hear the signal.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Locomotor, non-locomotor skills
- #3, 4 Cardiovascular endurance, upper-body strength
- #4 Understanding warm-up concepts
- #5 Cooperation
- #6 Accepting challenges, sequencing

**Your State** (Write in here)

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**PAULA'S POINTERS**

- Encourage and acknowledge quality over speed.
- Use fun music to motivate.

**NOTES**

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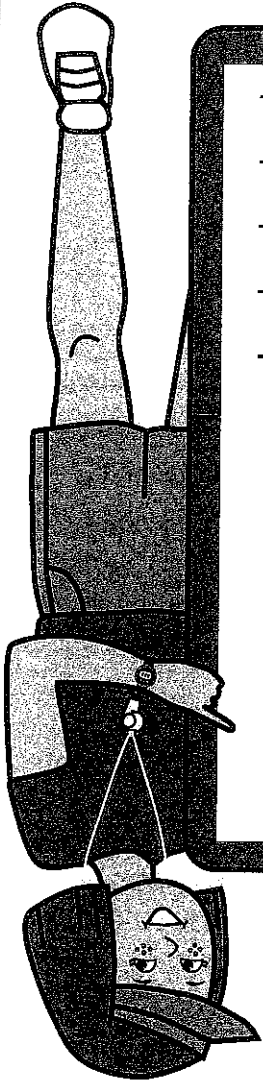
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**ACADEMIC**

**Language Arts (Sequencing)**

Sequencing is recognizing the order of events in a story. "I'll start a rhyme, such as Humpty Dumpty sat on a wall," and you do the first task. I'll add the next line of the rhyme, "Humpty Dumpty had a great fall," and you repeat the 1st task and add a 2nd task. We'll continue until the rhyme is finished. (Choose any rhyme you like!)

**Cool Down** (Use a series of stretches, holding each for 10-20 seconds. Keep adding on until there are 5-6 stretches.)

**Partner Add-On** You and your partner take turns choosing a task each round.

CENTER-PEDE



Ready...

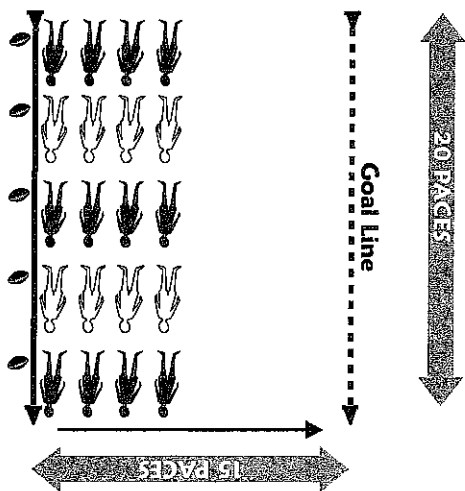
- 1 football per 4 students
- Cones (for boundaries)

Set...

- Create small (15X20 paces) activity area.
- Form groups of 4; each group with a ball.
- Groups of 4 in file lines starting at 1 sideline, and reaching toward opposite sideline. Students are about 3 paces apart in their lines, and are facing the near sideline. Place the ball on sideline in front of 1st in each line.

GO!

1. The object is to hike the ball to each of your teammates, and "centipede" your team to the other sideline.
2. The person closest to the ball is the Center, who, in football, is the player who hikes the ball to the Quarterback to begin each play.
3. Centers straddle the ball in, and hold it with 2 hands. The player behind you is the Quarterback, who says, "Hike!" On this signal, hike it to your Quarterback, and immediately run to the end of your line, and take a position, about 3 paces behind your last teammate. Quarterbacks, when you receive the hike, you now turn into the next Center, so quickly straddle in position, and hike it to the next Quarterback. When they say, "Hike!" you "Centipede" to the end of your line.
5. If the football hits the ground (dropped or errant hike), your team does 5 jumping jacks (or push-ups, sit-ups, etc.) before continuing.
6. Keep hiking and centipeding the group across the field. Score a touchdown when your group hikes the ball over the "goal line" (other sideline).
7. Rest, revise, and repeat, going back in the other direction.



CHALLENGES

- Can your group score a touchdown without dropping the ball?
- How quickly can you score a touchdown?

CUES

- Centers, make certain your Quarterback calls, "Hike!" before you hike it.
- Move quickly to the end of your line after you hike the ball.
- Be aware how far the Center has to hike the ball. Don't stand too far back from the Center.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Hiking, catching
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, teamwork

**Your State** (Write in here)

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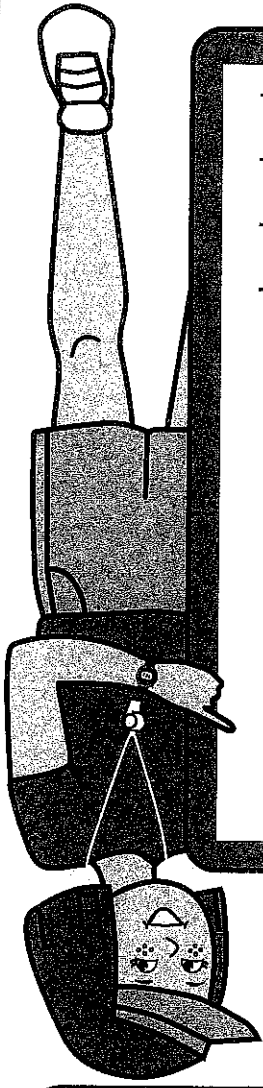


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**PAULA'S POINTERS**

**NOTES**

- Prior to playing in groups of four, first have students practice hiking to one another in pairs.
- Rearrange the groups often, so students can work with a variety of different classmates.



**Pedometer**  
 (Need 1 pedometer per group.) Make an estimate of how many touchdowns your group will need to make to reach 250 steps.

**Down and Back**  
 When your group scores a touchdown, immediately start back in the other direction. (May also combine this with 1 of the variations above, e.g., hiking in 1 direction and pitching in the other.)

**Hike, Pass, and Receive**  
 Groups of 3 standing in a single-file line as before. Students alternate hiking and passing the ball. First student hikes the ball to student #2, who passes to #3. By this time, student #1 should have moved into a position behind student #3 to receive a hike.

**Pitching-pede**  
 Instead of hiking the ball, move the ball by pitching laterals to each other. Stand with sides facing each other, about 3 paces apart. Swing the ball underhand with 2 hands.

**FUN FACT**

Center-pede is a word play from the word "centipede." Centipedes are so named because "cent" is Latin for 100 and "pede" is Latin for feet. Some types have 100 feet, and up to 100 segments on their bodies. But how did the position of Center get its name? Not because the player had 100 feet, but because they are positioned in the center of the front line.

# PE Games: Tower Take Down

A P.E. throwing game perfect for grades K-5.

## Materials

Dodgeballs

10 cones (can vary)

Small balls that will stay on top on the cones (tennis balls, whiffle balls, etc.)

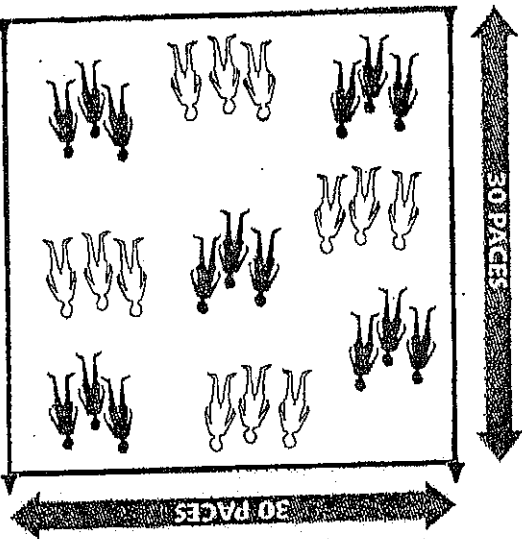
## Instructions

1. Divide the students into two teams.
2. Place an equal number of towers on each (cone with ball on top)
3. Students must stay on their side at all times
3. When the instructor says "go" students will begin throwing the balls to try and destroy the other team's towers. A tower is considered "destroyed" when the ball on top of the cone falls off.
4. Students can also play defense and guard their towers by standing in front of them and catch the balls as they are being thrown
5. This is a continuous game and I usually play rounds lasting 3-4 minutes before adding different elements to the game.

## Additional ways to play:

1. If a student catches a ball, they have the ability to rebuild a tower by setting the tennis ball back on the cone.
2. Move the towers at varying distances so some are closer while others are further back.
3. Play a championship round where students cannot rebuild their towers if they're destroyed. Recommended for grades 3-5 only.

GAMES



# GO!

1. The object of *Squirrels in the Trees* is for each squirrel to find a safe place between 2 Trees.
2. Two in your group are Trees; 1 is the Squirrel.
3. When the music starts, all Squirrels and Trees walk quickly through our "forest."
4. When the music stops, Trees should find another Tree, face each other, raise your arms and join hands (demonstrate).
5. Squirrels: Move quickly to find a safe place in the center of 2 Trees. Only 1 Squirrel per 2 Trees.
6. If another Squirrel arrives at a pair of Trees before you, it's theirs. Hurry to find a different Tree.
7. (Have students switch roles every 3-4 rounds until all have had a chance to play both parts.)
8. **Wrap it Up**
  - Who can name a pathway we used to find an open Tree?
  - Who helped a Squirrel find a safe home today?

# Set

- Form groups of 3; scatter them within area.
- Create large (30X30 paces) activity area.
- Music and player
- 4 cones (for boundaries)

# Ready

*Crazy Cones*

★ (S) Park Ranger

Now pretend we're going for a hike in the park. Do you have your sunscreen on? I'm the Park Ranger, and you need to do exactly what I say when I say it to stay safe. When I say, "Take a hike!" fast walk anywhere inside our "park land."  
 (Practice saying "Take a hike!" until students respond correctly; then add on the following cues 1 at a time, frequently interspersing Take a Hike as your base command.)

**Challenges...**

- Storm coming = Move to a low level and take shelter in a cave.
- Bird watch = Point your binoculars on a pretty bird in the tree.
- Falling branch = Stop and duck
- Jump in the lake = Swim all around our activity area.
- Gather wood = Pick up pieces of wood for a fire.
- Leap the creek = Leap over the water.
- Roast marshmallows = Hold your stick over the fire, and tap 1 foot.
- Bees = Run away and scatter!
- Buddy up = Pair with someone nearby.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial awareness, locomotor skills, chasing and fleeing
- #3, 4 Participates in enjoyable, challenging activities, aerobic capacity
- #5, 6 Participates, appreciates, enjoys movement, cooperates, in a group setting

*Your State (Write in here)*

**TONY'S TIPS**

- Compliment pairs who "grow big trees," and squirrels who "scurry" without bumping or pushing.
- If you have an odd number of students, 3 may form a Tree (house) together.
- For Ks, Trees remain stationary and only Squirrels move. Squirrels return to the same Tree each time.

**NOTES**

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**ACADEMIC**

**Language Arts**

(Read A House Is a House for Me by Mary Ann Hoberman, and discuss the types of homes animals and people in different parts of the country and world live in.)



**Ready**

- 4 cones (for boundaries)
- Either play Rock and Roll from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

**Set**

- Create a medium (30X30 paces) activity area.

**GO!**

1. Introduction to Flexibility

- Can you name a joint of your leg (ankle, knee, hip)? Flexibility is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.

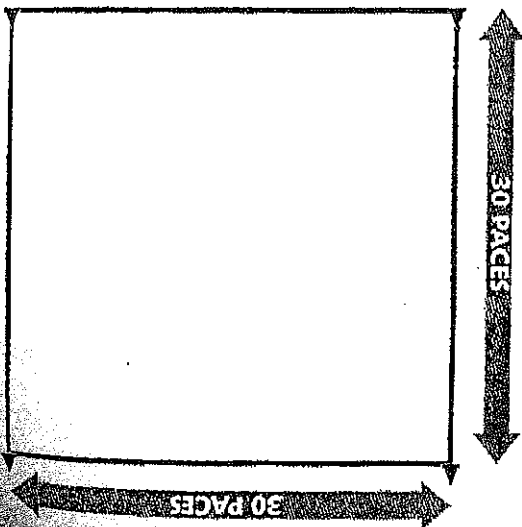
2. Tag Game

- It is important to warm up our muscles before stretching. Stretching a "cold" muscle may actually hurt you.
- We will play a tag game (or Rock and Roll) to warm up, then we'll learn and practice doing exercises that stretch both our muscles and joints.
- (Play 5+ minutes of a tag game or Rock and Roll.)

3. Stretch It!

- Let's pretend to be "rubber band people" while we gently stretch our muscles. Copy what I do, and I'll tell you the name of the muscle we are stretching. Hold your stretch to the "feel good" point. You should feel it, but stretching should never hurt. Our stretches are "static" meaning they are held steady. They are not "ballistic," which is bouncy and may cause injuries.

- **Triceps (back of upper arm) Stretch** – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- **Pectorals (chest) Stretch** – Clasp your hands behind your back. Can you slowly lift them up and away from your body?



- **Hamstring (back of upper leg) Stretch** - Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?

- **Quadriceps (front of upper leg) Stretch** - Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?

- **Calf (back of lower leg) Stretch** - Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front feet and repeat on your other leg.

4. **Wrap It Up**
- Which skills or sports might you perform better with flexible muscles and joints?
  - Let's review today's key words and phrases while we stretch.

**\* SPARK™ IT UP!**

**\* Playground Fitness**

(The following stretches may be performed using playground equipment.)

- **Pectoral Bar Stretch:** Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- **Lunge:** Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- **Shoulder and Back Stretch:** With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.

**\* Fitness Stations**

(Make cards showing the different exercises instructed in today's class, and post them throughout your teaching environment.) The exercises we learned today are on cards posted around our room (classroom, gym, playground, etc.). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (point) to the next station. We'll keep going until you've circled our room at least once.

**\* Add 1 for Fun**

Add non-exercise stations (e.g., dribble a ball, toss and catch a beanbag, jump over ropes laid on the floor, etc.).

**FLEXIBILITY**

**STANDARDS ADDRESSED**

• **NASPE**

#1, 2 Spatial awareness,

nonlocomotor skills, balance

#3, 4 Flexibility, 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)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PAULA'S POINTERS**

• Ensure students are warmed up

prior to stretching.

• Continue to use these stretches

throughout the year during cool-

down and closure.

• Before or after class, name and

locate the major muscles of the

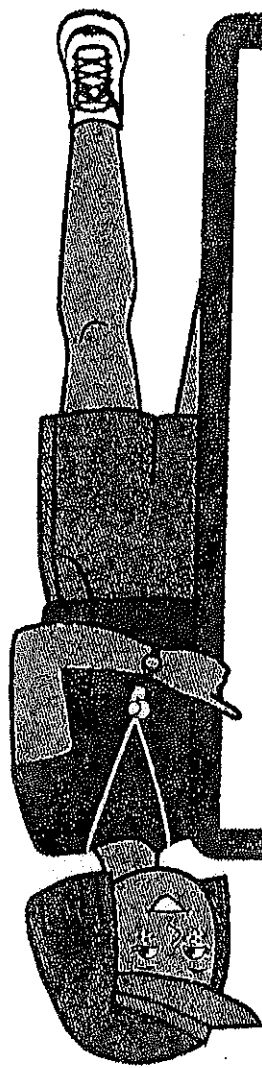
body.

**Vocabulary**

Vertical, clasp, opposite, injuries

**NOTES**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Yoga (or "power stretching") is a fun activity that helps improve muscular strength and flexibility. Borrow a "yoga for children" DVD from your library and try it with your family. Have fun learning new poses and ways to stretch together.

**HOME**