

<p>K-5 Lesson plans</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-5th)</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-2nd)</p> <p><u>National Standards (NASPE)</u></p> <p>See attached lesson plans for NASPE standards!</p>	<p>Vocabulary: Stretching Dynamic Static, health science, tagger, flee, target, safety equipment Additional vocabulary on attached LP</p>	<p>Learning Targets (relate all targets to real life): P.E.: I can perform physical movement skills correctly. (K-5th) Career: I can understand about careers in health science (K-5th). Health: I can understand and demonstrate accountability. (K-5th) Health: I can understand and demonstrate the importance healthy eating (K-5th).</p> <p>P.E.: I can demonstrate dynamic and static stretching (3rd-5th). PL-4-PS-S-1 P.E.: I can toss and object and/or avoid being hit by an object. (3rd-5th). PL-4-PS-S-4 P.E.: I can tag a peer. I can flee from a tagger. PL-4-PS-S-4</p> <p>P.E.: I can toss and move a beanbag in a variety of different ways (K-2nd). PL-P-PS-S-1 P.E.: I can pull a flag and keep my flag from being pulled (K-2nd). PL-P-PS-S-1</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (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>Warm-up: (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>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: accountability</p> <p>Mini Lesson: (Health): See PowerPoint: The importance of proper safety equipment.</p> <p>Mini lesson: (KY Career Cluster): See PowerPoint about a career related to health science.</p> <p>Warm-up: (P.E./stretching & 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>Daily Assessment: <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>Formative and Summative Assessments <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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P.E. Activity #1: (K-1st) Football Freeze Tag (Open Curriculum) pg. 43
Beanbag Exploration (Open Curriculum)

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: DOK questions are attached to the lesson plans.

P.E. Activity #2: (2nd-5th) Shooting Stars & Cops and Robbers, See attached lesson plans.

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.
DOK 2: Compare and contrast this activity with a traditional relay. DOK 2: Compare and contrast this activity with the traditional way that you have played Cops and Robbers.

Mini lesson: Students in grades K-2nd will watch a video from jrbrainpop.com titled "bones". 3rd-5th grade students will watch a video from brainpop.com titled "bike safety".

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 28, 2018

	<p><i>KDOE: Practical Living (P.E.): Academic Standards 2.34.</i> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><i>National Standards (NASPE) 1/2</i></p> <p>PL-4 (5)-PS-S-2: use non-locomotor, locomotor and combination skills to demonstrate movements in creative sequences and in simple patterned dances, games and other activities</p> <p>PL-P-PS-S-8: develop basic manipulative skills (e.g., throwing, catching, kicking, striking)</p>	
	<p>Topics: Color Tag, Flexibility, obstacle course, wall ball</p> <p>Vocabulary: tag, flee, chase, stretching, obstacle, trust, kick</p> <p>I can statements: I can flee from a peer. PL-P-PS-S-1 I can chase after a peer (K-1). PL-P-PS-S-1 I can safely stretch my muscles statically (K-1). PL-P-PS-S-1 I can kick a ball into a wall with a partner. (2nd-5th) PL-4-PS-S-4 I can walk around an obstacle course with touching an obstacle. (2nd-5th) PL-4-PS-S-4</p> <p>Large group instruction: Students will sit on the floor and will spend a few minutes reviewing concepts learned earlier this week in PE.</p> <p>Warm-up: Students will run 3 laps and will dance along with one or two Just Dance songs on the Activboard.</p> <p>P.E. Activity #1& 2 Color Tag (Games, pg. 5) & Flexibility (Building a Foundation, pg. 47) See attached lesson plan. (K-2nd)</p> <p>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.</p> <p>Assessments/Exit Slip: Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast the traditional game of tag with color tag.</p> <p>P.E. Activity #1& 2 Designated Drivers (Cooperatives, pg. 15) and Kickback (Recess Activities), pg. 21. See attached lesson plan. (3rd-5th)</p> <p>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.</p> <p>Assessments/Exit Slip: Students correctly kicked the ball into the wall with correct form with a partner. DOK 2: Compare soccer and Kickback.</p>	

****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:

Teacher: Clark Kuhn Subject: PE & Health Date: September 25, 2018 Topics: Shooting Stars & Cops and Robbers, Football Tag, Beanbag Exp.

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

Shooting Stars

Full Length Exercise

Equipment:

- As many rings (ringette rings work great), or balls, bean bags... etc. as you feel are necessary (at least 20).
Description: Create a rectangular playing area using either the lines in the gym or cones if you are outside. The playing area should be almost as large as the gym itself.
- Line up the rings along the two outside lines of the rectangle (as shown in the picture).
- Have one student stand on the outside of one line behind the rings, and have another student on the outside of the other line behind the rings.
- Have all other students line up on the end line beside one another.
- When the teacher shouts "GO," all students have approximately 10 seconds to cross from one end of the gym to the other without being hit in the feet by a ring (a shooting star).
- As soon as the teacher says "GO," the two students standing behind the rings are allowed to kick or throw the rings, so that they slide along the ground, to try and hit the feet of the players running past.
- Any player who has his/her feet hit by a ring must help to line the rings back up on the sidelines, and must then stay standing behind the rings, ready to fire on the runners in the next round.
- To change the difficulty level, or if you are playing outside, feel free to use soccer balls, dodgeballs, bosu balls, bean bags (gym only)...etc.

Challenges: Have gifted and talented students brainstorm a unique or different way to play this games as a small group.

Cops & Robbers

- 7-9 hula hoops.
- A whole bunch of bean bags.
- Cones to mark center safe zone (if playing outside).
Description: Scatter the hula hoops around the gym. Put as many bean bags into each hoop as you can. Split the class into 2 even teams, placing one team in the middle of the gym, inside the center circle (this will be their safe zone). Have the other team scatter around the playing area.
- The players in the middle of the gym are the robbers. The players outside the safe zone, scattered around the playing area, are the cops. The object of the game is for the robbers to steal as many bean bags as they can and bring them back to their safe zone without being tagged by a cop. If a robber can make it to a hula hoop he/she can stand and be safe inside the hula hoop with the bean bags.
- Only one robber can be inside a hula hoop at one time. Robbers can only steal one bean bag at a time.
- If a robber makes it back to their safe zone without being tagged by a cop, he/she drops the bean bag in the middle of the safe zone and prepares to head out again.
- If a robber is tagged by a cop, and does not have a bean bag, he or she must sit down wherever he or she was tagged.
- If a robber is tagged while holding a bean bag, he or she must first return the bean bag to the hula hoop, and then go and sit down back in the spot where he or she was tagged.
- When a robber leaves the safe zone, they can either try and steal a bean bag OR save a robber who has been frozen (they cannot do both). To save a robber, they must make it to the frozen robber and touch them and then, while still remaining in contact with them, walk back to the safe zone together before rejoining the game.
- Play for a predetermined amount of time or until all of the robbers have been caught or until all of the bean bags have been stolen.
- At the end of each round have the cops and robbers switch roles.



FOOTBALL FREEZE TAG

STUDENT TARGETS

- ✔ **Skill:** I will perform a variety of locomotor skills according to the teacher's cues.
- ✔ **Cognitive:** I will discuss the ways that following directions keeps us safe.
- ✔ **Fitness:** I will safely perform locomotor skills in order to remain physically active.
- ✔ **Personal & Social Responsibility:** I will respect the rules and follow teacher instructions.

TEACHING CUES

- Carrying A Football:
- ✔ In Your Elbow
 - ✔ Fingers and Palm
 - ✔ Hug to Your Chest

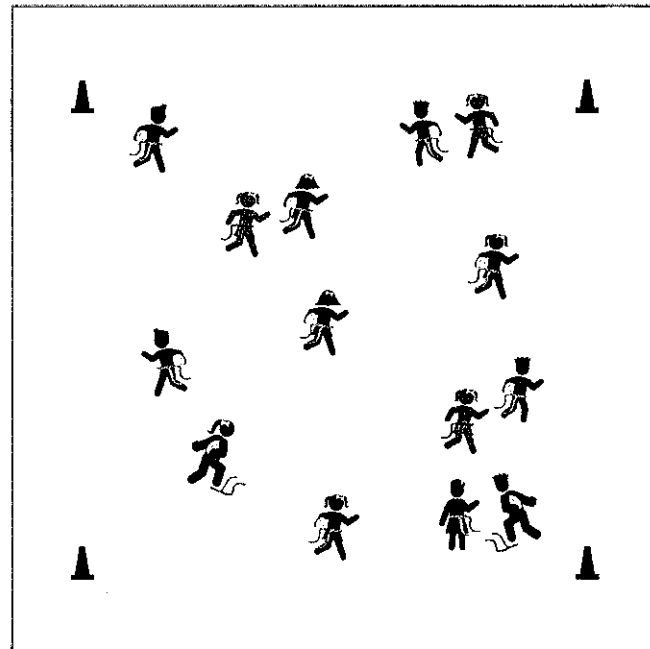
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 flag belt (or 2 scarves) per student
- ✔ 1 foam football per student
- ✔ 4 cones as boundaries

Set-Up:

1. Use 4 cones to create a large activity area.
2. Scatter students in open space, each student wearing a flag belt (or substitute 2 scarves for belts) and carrying a football.
3. Designate 2-4 players as defensive taggers. Taggers do not carry footballs.



Activity Procedures:

1. It's time for Football Freeze Tag. The object of the game is to avoid having your flag belt pulled by a defender. We'll play at a galloping pace (or other locomotor skill).
2. If your flag is pulled, freeze with your flag at your feet and make a Heisman-Trophy pose (demonstrate). You become unfrozen when another player comes over, hands you your belt and says, "Amazing season, kid!" Then put your belt back on and get back in the game. Defenders cannot tag someone while they are helping a classmate become unfrozen.
3. The Heisman Trophy is awarded to the best player in college football who demonstrates a season of outstanding play along with a high level of integrity. Let's all work hard to pursue excellence with integrity!

Grade Level Progression:

K: Start at a speed-walking pace without footballs.

1st: Use a variety of locomotor skills. Add footballs after students have demonstrated safe play.

2nd: Play the game as described above.



FOOTBALL FREEZE TAG

UNIVERSAL
 DESIGN
 ADAPTATIONS

- ✔ Focus on a single locomotor skill to avoid confusion.
- ✔ Increase the size of the playing area.
- ✔ Use a variety of balls, changing size, weight, and texture.

ACADEMIC
 LANGUAGE

Chase, Dodge, Flee, Locomotor Skills, Safety

STANDARDS
 & OUTCOMES
 ADDRESSED

- ✔ **Standard 1 (E1.K-2)** Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance (K); Hops, gallops, jogs, and slides using a mature pattern (1); Skips using a mature pattern (2).
- ✔ **Standard 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF
 QUESTIONS

- ✔ **DOK 1:** How can you tell that someone is following directions?
- ✔ **DOK 2:** How is following directions in Football Freeze Tag related to keeping us safe?
- ✔ **DOK 3:** In a football game, who are the people responsible for making sure that players follow the rules and directions?

TEACHING
 STRATEGY
 FOCUS

Help students practice skills: Football Freeze Tag provides a dynamic environment for students to practice traveling while properly holding a football. Again, the excitement of the activity keeps the practice session fun and motivating, while also creating ample opportunities for teachers to observe skill performance and provide corrective feedback.



Bean Bag Exploration 1

STUDENT TARGETS

- 🎯 **Skill:** I will keep the beanbag under control as I toss it in the air.
- 🎯 **Cognitive:** I will discuss the different locomotor skills that I used in class.
- 🎯 **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- 🎯 **Personal & Social Responsibility:** I will use the equipment and activity space appropriately.

TEACHING CUES

- 🎯 Work Safely
- 🎯 Respect Self-Space
- 🎯 Actively Engage
- 🎯 See Skill Cue Teach Sheets for Skill-Specific Cues

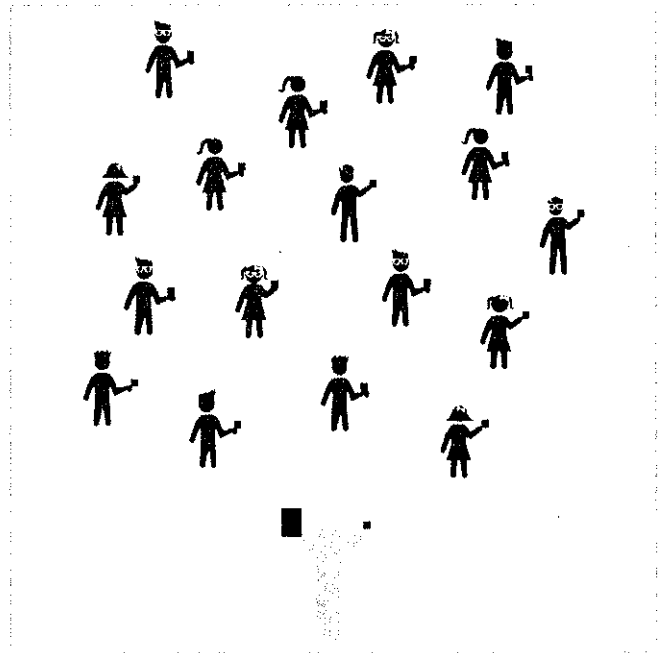
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 🎯 1 bean bag per student
- 🎯 Bean Bag Activity Card
- 🎯 Up-tempo Music

Set-Up:

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with bean bags.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Locomotor Moves; 2) Toss and Try; 3) Super Moves (Grades 1 & 2).

Grade Level Progression:

K: Prompt students to perform locomotor skills and movements safely with balance.

1st: Students perform with developing maturity, control, and increasing complexity. Introduce Super Moves.

2nd: Students demonstrate mature movements and successful tosses with catches and can also stay on task during practice with minimal reminders.

Bean Bag Exploration 1

CHALLENGE PROGRESSIONS

- ✔ Prompt students to create their own movements and challenges to share with the class.
- ✔ Move more quickly through the series of challenges with a focus on mastery performances.

MODIFICATIONS

- ✔ Provide a variety of small manipulatives for students to choose from with variations in weight, texture, and size.

ACADEMIC LANGUAGE

Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E10.K-2]** Contrasts the actions of curling & stretching (K); Demonstrates twisting, curling, bending, & stretching actions (1); Differentiates among twisting, curling, bending, & stretching actions (2).
- ✔ **Standard 1 [E16.1]** Catches a soft object from a self-toss before it bounces (1a).
- ✔ **Standard 2 [E2.K-2]** Travels in three different pathways (K); Travels demonstrating low, middle and high levels (1a); Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b); Combines shapes, levels and pathways into simple travel sequences (2).
- ✔ **Standard 4 [E1.K-2]** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is a locomotor skill? What are examples of locomotor skills?
- ✔ **DOK 2:** When do you perform locomotor skills?
- ✔ **DOK 2:** What are the differences between a skip and a gallop? Walk and run?
- ✔ **DOK 1:** What does demonstrate mean?
- ✔ **DOK 2:** How do you demonstrate appropriate behavior in physical education class?
- ✔ **DOK 3:** How is appropriate behavior related to physical education equipment?

TEACHING STRATEGY FOCUS

Review content: Now that students have worked with and explored several different locomotor skills it's important to review what they've learned in order to highlight the idea that they are building their "movement vocabularies." Provide activity time in which all students choose their favorite movement and share the ways they've discovered their new skills can be used.

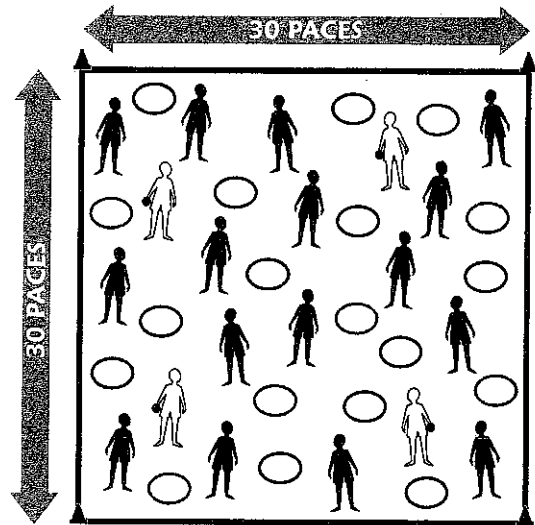
BEAN BAG

Activity Name	Description	Outcome Focus
Locomotor Moves	With bean bag on the floor in personal space: <ul style="list-style-type: none"> Walk around the activity area and count all of the bean bags. Jog in the area. On signal, freeze and point to any beanbag. Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. Leap over beanbags in area. Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. 	Travels in Relationship with Objects
Toss and Try	Toss bean bag straight up and then: <ul style="list-style-type: none"> Clap 1 time before it hits the floor. Clap 1 time and then try to catch it. Clap as many times as you can before it hits the floor. Clap as many times as you can and then try to catch it. Toss with right hand only (repeat tasks above) Toss with left hand only (repeat tasks above) Toss and turn 360 degrees before the bean bag hits the floor. Start with the beanbag on top of your foot. Flip it into the air and try to catch it. 	Catches a Soft Object
Super Moves	With bean bag on the floor: <ul style="list-style-type: none"> Stretch your body and log roll over it back and forth. Start low like a frog, and then jump over it backward and forward; side-to-side. Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. 	Demonstrates Twisting, Bending, Stretching
Balancing Act	With bean bag balancing on head, shoulders, or back: <ul style="list-style-type: none"> Balance on one foot. Shift to balance on the other foot. Sit and then stand again. If the beanbag falls, try again. In plank position, slowly slide your feet around in a circle. 	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> Use your foot to slowly slide the bean bag around the activity area. Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control? 	Differentiates between fast and slow speeds and strong and light force.
Target Practice	Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to: <ul style="list-style-type: none"> Hit the center of the target. Hit the edges of the target. Hit just above (below, to the sides) of the target. 	Throws Underhand Using a Mature Pattern
Partner Fun	Using 1 beanbag per pair: <ul style="list-style-type: none"> Toss and catch the bean bag. Slide it back and forth on the ground. Pass it back and forth like a soccer ball, using your feet. Try all of the above using 2 bean bags 	Working With Others



Ready

- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)



Set

- Create large (30X30 paces) activity area.
- Scatter hoops and students within area.
- Designate 4 students as “It,” and give 1 fluffball to each.

GO!

1. The object of *Color Tag* is to avoid being tagged by the “Its” by dodging or standing in the “safe” color hoop.
2. On the music, fast walk (*then gallop, side-slide, skip, run*) within our boundaries, and avoid being tagged by the Its’ fluffball.
3. If you are tagged, take the fluffball and become an It.
4. Our 1st safe color hoop is (*blue*). You may only stand in a (*blue*) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (*Play 2-3 minutes, then stop and change the color.*)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I’ll give you something to do.
 - This time, do 3 push-ups!
 - (*Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.*)
9. **Wrap It Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!

★ SPARK★ IT UP!

★ Spots of Color

(Scatter different colored spot markers within the area.) This time, we'll use spot markers instead of hoops for our safe areas. One more change: Only 1 person at a time may stand on a spot marker (for a count of 3)!

★ Cone Zone

Now we'll add 1 more twist. If you can touch 1 of our 4 cones without being tagged first, you may skip around the outside of our area (*point direction*) 1 time like a free deer in the forest. Then come back in and join the game.

★ Card Counting

(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop.). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.) in that hoop.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

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

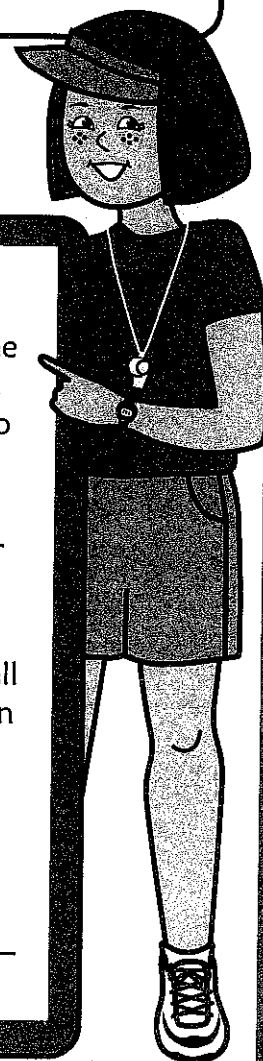
#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)



HOME

A fun way to stay healthy is by eating colorful fruits and vegetables. Yes, colors are good for you! Choosing a wide variety of colors means you'll eat many different vitamins and minerals. Pretend your plate is a blank canvas – that's what painters begin with. What kind of picture can you create using colorful fruits and vegetables? Remember, the S in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!



PAULA'S POINTERS

- Children will often run outside the boundaries while fleeing a tagger. This is a learned skill over time, so stay positive and only encourage.
- If too many students run beyond your sidelines, either enlarge your boundaries or use more cones to designate the lines.
- Review safe tagging with a fluffball if a lot of time has passed between tag games.

Vocabulary

Canvas

NOTES

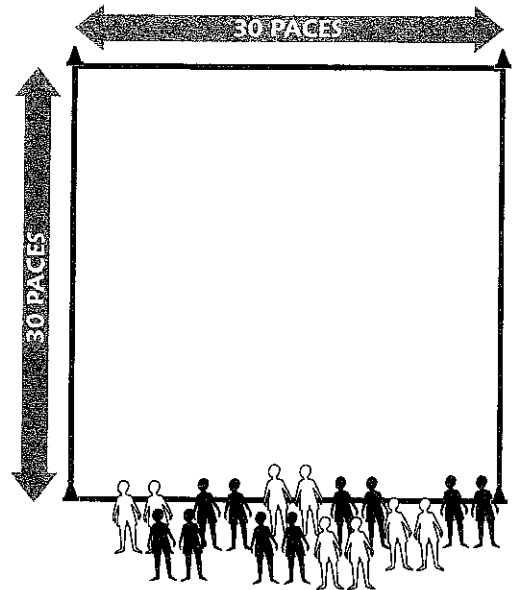


Ready

- 4 cones (for boundaries)
- Choose a Chasing and Fleeing activity from Lesson 12 and gather the equipment
- Music and player
- Enough mats so students can perform activities on a soft surface. (optional)

Set

- Create a large (30X30 paces) activity area.
- Pair students and keep them nearby.



GO!

1. Introduction to Fitness

- Your heart is a muscle, and to keep it strong, you must be active. The word active is part of the word activities. Running, playing tag, and jumping rope are activities that make your heart happy.

2. Tag Game (Choose 1 from last lesson.)

- Today your heart will be very happy, because we'll play a tag game.
- Before we begin, place your hand on your chest. Can you feel your heart beating? How fast is it beating? Are you breathing very hard right now? Let's be active for a while, then check again.
- (Play a tag game(s), then have students feel their chests and check their breathing again.) Is your heart beating faster than it was before we started our game? Are you breathing heavier now? Why do you think that is?

3. Workout Buddies

- The activities we perform in class today help different muscles stay strong and healthy. I'll say the name of each exercise, we'll watch a brief demonstration, then you and your "workout buddy" (your partner), practice it together. When we're finished practicing, we'll all repeat the name of the exercise.
- (Ensure pairs spread out safely, then move to encourage and assist with technique.)
 - **Abdominal Curl-Ups** — Lie on your back, bend your knees, and keep both feet flat on the floor. While sliding your hands along the floor, can you raise your shoulders off the floor? Return to the starting position and repeat.
 - I'm looking for good form on these curl-ups. Do them slowly and gracefully.

FITNESS INTRODUCTION

GO! (continued)

- **Modified Push-ups** — Begin on your hands and knees. Is your back straight? Starting with your arms straight, can you bend elbows and lower your body to the floor? Then, push back up to the starting position and try it again.
- Can you do a perfect push-up? Is your back nice and straight?
- **Oblique Curl-ups** — Lie on your back, bend your knees, and keep your feet flat on the floor. Cross arms over chest. Can you twist so your R shoulder points toward your L knee as you raise your shoulders off the floor? Lie back to the starting position and repeat to the other side. Is it just as easy to curl to one side as the other? Who is keeping their arms across their chest? Can you do this exercise with perfect form?
- **Forward Lunges** — Stand with your feet together. Take a large step forward, bending your front knee. Hold your arms out to their sides for balance. Push off your front foot, to return to the starting position. Alternate your front foot each time. Can you hold your balance each time you lunge? Try not to wiggle much.
- **Side Lunges** — Stand with your feet together. Take a large step R with your R foot, bending your R knee to no less than 90 degrees (*show/explain*). R foot must be farther forward than your front knee. Hold your arms out to their sides. Push off your R foot and return to the starting position. Repeat to your L. Which type of lunge is easier for you – forward or side? When you lunge, which foot do you balance on better – R or L?
- **Squats** — Stand with your feet flat on the floor about shoulder-width apart (toes slightly turned out). Keep your abdominals (tummy) tight and back straight. Slowly squat until your bottom is nearly equal with your knees, then push back up to the starting position. Hold your body in an upright position and avoid leaning forward. Try pointing your toes out a little and looking up at the sky when you squat.
- **Triceps Dips** — Use a chair, bench or crab-walk stance (weight on hands and feet while facing up). Turn your hands so fingers face your feet. Bend and straighten your elbows to lower and raise your body. Can you keep your back straight while you do these?

4. Wrap It Up

- Name some activities we did today that made your heart beat faster.
- Why does exercise make your heart healthy (*because it's a muscle and strengthens with use*)?
- Which skills or sports might you perform better with stronger muscles?
- Let's review today's key words and phrases while we stretch.

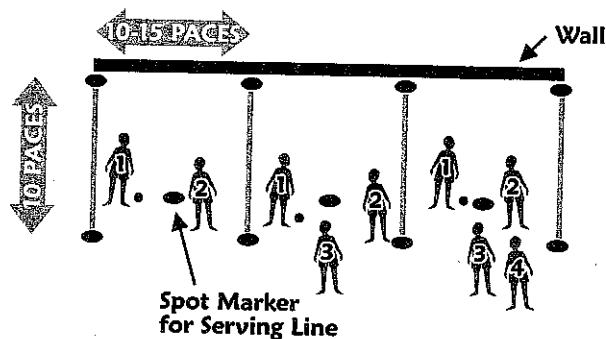


Ready...

- 1 utility ball per 2-4 students
- 10-15 paces of wall space per 2-4 students
- 3 spot markers per 2-4 students, plus 2 more

Set...

- Create 1 medium (10-15 paces) court along a wall per group of 2-4.
- Place spot marker 10 paces back from wall to mark a serving line.
- Create groups of 2-4 at each court; each group with a ball.
- Students numbered 1 and 2 (3 and 4 if appropriate).



GO!

1. The object is to kick the ball to the wall.
2. Student #1 begins by “serving” (kicking) the ball against the wall from behind the serving line.
3. Student #2 follows the ball as it rebounds against the wall, and attempts to kick it back to the wall. Students #3 and #4 (if applicable) follow.
4. Players continue to kick the ball back and forth until someone fails to kick it, or misses the wall completely. When this happens, begin with a new “serve.”
5. If the Server makes the error, the serve goes to the next higher number player and the order of kicking shifts.
6. Continue until signal.

CHALLENGES

- ★ How many kicks can your group make without an error?
- ★ How far from the wall can your group stand and still keep a rally going?
- ★ How close?

CUES

- ★ Remember the kicking order. Be ready!
- ★ Move out of the way once you have kicked.
- ★ Use the inside of your foot for more accurate kicks.

* SPARK™ IT UP!

★ Get the Point

Rather than cooperative play, this one adds a little competition. Server scores a point if any player fails to kick it or reach the wall. If Server makes the error, the next higher number becomes the new Server.

★ Doubles

(Students in pairs.) Players on the same team must alternate kicks. Score the same as when playing 1 on 1.



HOME

Did you know that at home you can “kick back” 3X and never repeat yourself? Huh? First, SPARK’s Kickback activity is a game you can play at home. “Kick back” also means to give something back – like helping out with chores around the house. Finally, “kicking back” means to sit down, get a healthy snack, and relax. So go play Kickback; then kick back to your folks; then go kick back for the rest of the day!

● STANDARDS ADDRESSED

NASPE

#1, 2 Kicking

#2, 6 Offensive game strategies

#3, 4 Cardiovascular fitness

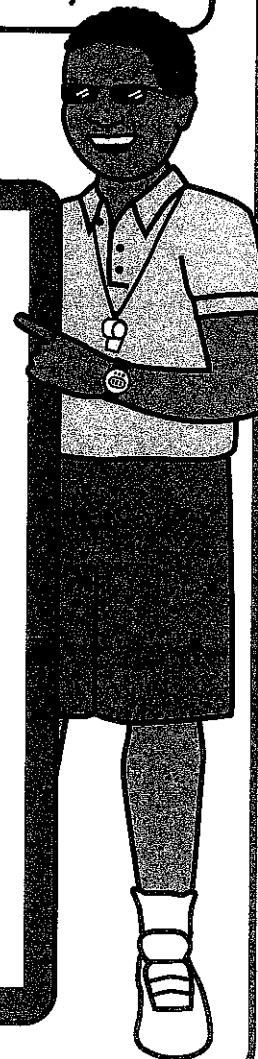
● #5, 6 Cooperation, fair play

Your State (Write in here)

TONY'S TIPS

- Allow students to choose their own groups. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.

NOTES





Ready...

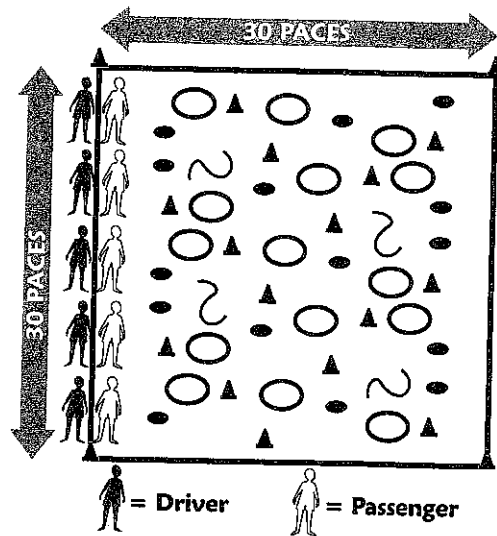
- 4 cones (for boundaries)
- A variety of “road hazards” (hoops, spot markers, cones, etc.)

Set...

- Create large (30X30 paces) activity area.
- Scatter “road hazards” randomly in area.
- Pair students; spread along 1 sideline.

GO!

1. The object is to earn your partner’s trust by allowing them to “drive” you through “road hazards.”
2. Each pair establishes a “front” and “back” partner. The front partner (passenger) puts bumpers up by placing palms over eyes, with elbows pointing forward. Back partner (driver) places hands on partner’s shoulders.
3. On signal, drivers guide your passenger across the activity area. Use both verbal cues (e.g., “slowly,” “move left,” “big step,” etc.) or physical signals. (E.g., Squeezing the L shoulder means move to the L; pulling back on both shoulders means stop, etc.)
4. If you or your partner touches a road hazard, you have to fix the “flat tire” by doing 10 jumping jacks together before you resume driving.
5. Once across, switch roles and travel back to the original sideline.



COOPERATIVES

CHALLENGES

- ★ Can you move across without bumping other “cars?”
- ★ Passengers, can you count your driver’s verbal communication cues? Award them a “safe driver certificate” if they give you at least 10 verbal cues.

CUES

- ★ Don’t forget to communicate. Use your verbal cues.
- ★ Passengers, keep those eyes closed!
- ★ Designated Drivers – your partner trusts you to be responsible and drive them to their destination safely. Be worthy of their trust.

GRADES 3-6

* SPARK IT UP!

* Back Seat Driver

Only verbal cues are allowed. Drivers stand to the side or front and cannot touch the passenger.

* In Reverse

Passengers have to travel walking backward. Drivers first try to physically guide the passenger, and then guide with verbal cues only.

* Limo Driver

(Groups of 3-4 in a file line.) Hold shoulders or waist of the person in front of you. The front person is the driver (eyes are open). Others are passengers (eyes closed). Driver leads passengers safely through area. On signal, drivers rotate to the end of the line, passengers move up one place.

FUN FACT

A Designated Driver is someone who promises not to drink alcohol, so they can drive others home safely. In 2004, according to the Mothers Against Drunk Driving (MADD), 16,694 people were killed in alcohol-related crashes – an average of one death almost every 30 minutes. Half of those deaths were children.

STANDARDS ADDRESSED

NASPE

#2 Problem solving

#5, 6

Cooperation/communication and trust

Your State (Write in here)

PAULA'S POINTERS

- Remind students that communication and cooperation are the measures of success – not being the first to finish.
- Talk about designated drivers. What are they? Why are they important?

NOTES

