

Teacher: Clark Kuhn Subject: Practical Living (P.E./Health/Career/Consumerism) Week: August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)
 Name: Clark Kuhn Date: Week of 10.24.22 to 11.11.22 PE, SEL, Career, & Health Topics: volleyball, benefits of exercise, strength

<p>K-5th Lesson plans</p>	<p><u>Standards and "I can" statements: K-5th</u></p> <p>Kindergarten Health: I can describe the importance of respecting the personal space and boundaries of others K.1.4</p> <p>P.E: I can identify the importance of daily activity. K.3.PF1</p> <p>1st Health: I can identify appropriate ways to express and deal with feelings. 1.1.4</p> <p>P.E.: I can identify the recommended amount of physical activity for children. 1.3.PF1</p> <p>2nd Health: I can identify safety hazards in the home and in the community. 2.1.4</p> <p>P.E. I can identify the importance of daily physical activity and track the amounts in a variety of settings. 2.3.PF1</p> <p>3rd Health: I can explain why rest and sleep are important for growth and good health 3.1.5</p> <p>P.E.: I can discuss strategies for using skills learned in physical</p>	<p><u>Vocabulary:</u></p> <p>expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching, volleyball, strength,</p>	<p>Mini lesson: Greet students and the door and assign students to a spot on the floor alphabetically. Slides: I will go through the first few slides introducing myself and going over behavior expectations, rewards, and consequences.</p> <p>Warm-up #1: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p>Mini lesson: Slides: Monday & Tuesday: What is P.E? Monday (K-2) https://www.youtube.com/watch?v=rwP6AGsQSlg Monday (3-5) https://www.youtube.com/watch?v=Qwb0zqjb4zM Tuesday: (K-2) https://jr.brainpop.com/health/bodies/muscles/ Tuesday: (3-5) https://www.youtube.com/watch?v=NAuXCun5GHS</p> <p>Warm-up #2:</p> <p>Monday: (K-5th) https://www.youtube.com/watch?v=URmq_CqPJfg</p> <p>Tues: K-5th https://www.youtube.com/watch?v=URmq_CqPJfg</p> <p>Wed: K-2nd https://www.youtube.com/watch?v=Les5EzlhkyA&t=30s</p> <p>Wed: Dynamic Stretching: 3rd-5th https://www.youtube.com/watch?v=JL1lo4UgZ5I</p> <p>Thurs. (K-5th) Careers https://www.youtube.com/watch?v=R3QY2EckWpg&t=29s</p>	<p>Weekly Assessment:</p> <p>X Observation X Participation X Oral responses - Self-Evaluation . ORQ X Whole Class - Small Group X- Individual X Product (drawing, written response)</p> <p>Formative and Summative Assessments</p> <p>- Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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	<p>education in a variety of settings to meet physical activity guidelines. 3.3.PF1</p> <p>4th Health: I can describe the symptoms of someone who is seriously ill and needs immediate medical attention. 4.1.5</p> <p>P.E.: I can record physical activity minutes inside and outside of school to determine progress towards daily recommendation. 4.3.PF1</p> <p>5th Health: I can describe safety precautions for playing and working outdoors in different kinds of weather and climates. 5.1.5</p> <p>P.E.: I can record and review physical activity minutes inside and outside of school to determine progress toward daily recommendation. 5.3.PF1</p>	<p>Fri. https://www.youtube.com/watch?v=pZewcdxFrGY</p> <p>Wed: What is Health? K) (Personal space, touch) https://www.youtube.com/watch?v=zNTUMNKSnwk&t=1s</p> <p>1) (Personal space, touch) https://www.youtube.com/watch?v=zNTUMNKSnwk&t=1s</p> <p>2) (Safety hazards) https://jr.brainpop.com/health/besafe/safetysigns/</p> <p>3) (feelings of others) https://www.youtube.com/watch?v=lp21tly8nM&t=6s</p> <p>4) (Stress) https://www.brainpop.com/english/studyandreadingskills/stress/</p> <p>5) (Communicable and non-communicable illnesses) Flu https://www.brainpop.com/health/diseasesinjuriesandconditions/flu/</p> <p>Thurs: What is a Career? Primary: Doctor: https://www.youtube.com/watch?v=JxdrEFz9Jsw</p> <p>Intermediate: Health Science: https://www.youtube.com/watch?v=IT-qv8f088i&list=PLwaY7H43jP_K1eBoYELehG16aKvZVw0c&index=9</p>	
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SEL (Friday)

Primary: (Social Awareness) Empathy (K-1)

<https://www.youtube.com/watch?v=9IRt1R4xbM&t=2s>

2nd-3rd Grade:

<https://www.youtube.com/watch?v=Itp21tly8nM&t=227s>

Intermediate: (Social Awareness) 4th-5th

<https://www.youtube.com/watch?v=IG53IIQcbQ>

Primary K-2nd SPARK Activities:

Monday: Volleying & Striking Introduction & Keep It Up & Musical Balloon Bop

Tuesday: Keep It Up & Bull's Eye & Air Ball

Wednesday: Net Ball & Sheep Dogs

Thursday: Soccer Review (Red Light Green Light Soccer Style) & Superhero Tag

Friday: Hulas & Jump Ropes 2. Passing a Soccer ball 3. Hitt a balloon by self or in pairs

See attached for lesson, differentiated instruction and assessment/exit slip.

Intermediate 3rd-5th SPARK Activities:

Monday: Introduction to Forearm Pass & Bumping Buddies

Tuesday: Introduction to Overhead Pass & Setting Pairs

Wednesday: Introduction to Underhand Serve & Serving Challenges

Thursday: Mini-volleyball & Soccer Review (see attached LP)

Friday: 1. Basketball 2. Dribbling a Soccer ball 3. Serving a volleyball

See attached for lesson, differentiated instruction and assessment/exit slip.

Cool Down & Rewarding Positive Behaviors: I will review all content to ensure that learning targets were met. If time permits, students will participate in a cool down activity by running one lap and walking one lap and then line up at the door.

Teacher: Clark Kuhn **Subject:** Practical Living (P.E./Health/Career/Consumerism) **Weeks:** August 9-11th **Topic:** Rules, procedures, making friends, back to school, movement, football (throwing)

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



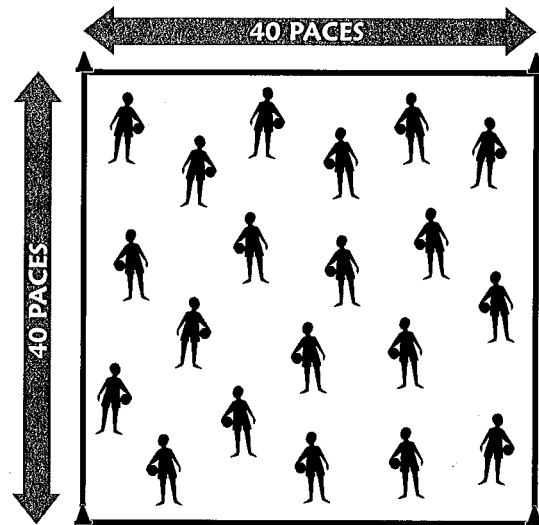
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Ready

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player
- 1 paddle (for a demonstration)

Set

- Create an extra large (40X40 paces) activity area.
- Send students to select a balloon or beachball, then scatter them within area.



GO!

1. Introduction and Exploration

- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button;" freeze and listen.
- *(Allow 1-2 minutes of exploration; practice stop and start signals until learned.)*
- Today, we'll learn how to volley; that is the skill we use to keep an object in the air.

2. Volleying Challenges – Can you keep your balloon up using. . .

- The top of your hand? The top of your other hand?
- The palm (*show*) of your hand? Other palm?
- Your arm? The other arm? Your elbow? The other elbow?
- Your knee? The other knee? Your thigh (upper leg)? Other thigh?
- Your head?
- Your foot? The other foot?
- Two fingers? Three? Four? Thumb only?
- **Each finger** on 1 hand? Each finger on the other hand?
- A body part we haven't tried yet?

3. Striking

- Striking is moving a body part towards an object to send it into the air.
- We can strike with our hands (*show with a balloon*), our feet (*show with a soccer-style kick*), and even with an object in our hands (*show with a paddle*).
- Today, we'll practice striking with our hands.
- Hold the balloon in 1 hand around shoulder height.
- Reach back with your other hand.
- Let go of the balloon and watch it drop slowly.
- Swing your hand forward as if you were doing an underhand toss.

VOLLEYING AND STRIKING INTRODUCTION

GO! (continued)

- **Challenges** – Can you. . .
 - Strike your balloon straight up in the air?
 - Run under the balloon and catch it? Try again.
 - Strike the balloon so it floats for 3-5 seconds? Count out loud.
 - Keep practicing, drop, strike, catch.
 - Strike it with your other hand? Drop, strike, catch.
 - Strike the balloon so it goes forward? To the R? The L? Down?

4. **Wrap It Up**

- Where should you contact the balloon if you want it to go up? (*At its bottom.*) Straight forward? (*On the side facing you.*) Down? (*On the top.*)
- How many of you kept your balloon from popping today? You'll be able to choose the color of your balloon the next time we play.

VOLLEYING AND STRIKING INTRODUCTION

* SPARK™ IT UP!

* Volley on the Move

Can you volley your balloon while moving in a curved pathway? (*Then zigzag, changing directions, at different levels.*) Can you volley your balloon while skipping slowly? (*Hopping, jumping, side-sliding, galloping, etc.*)

* Double Trouble

(*Each student with 2 balloons and more than double the space between them.*) Can you volley 2 balloons at 1 time? What strategy seems to work best?



HOME

Practice volleying and striking balloons at home. How many touches can you make before the balloon drops to the floor? Count out loud and try and establish a personal best score. Then play with a family member or friend, and see if the 2 of you can top it!

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial and body awareness, strike a balloon continuously
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

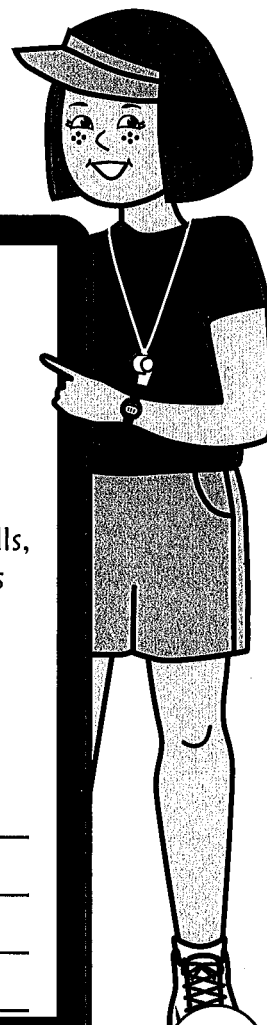
PAULA'S POINTERS

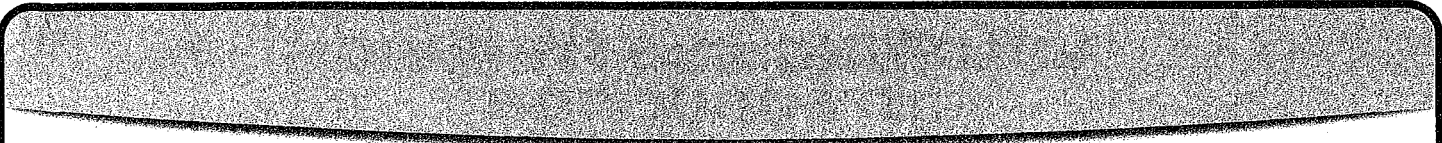
- Balloons can cause allergic reactions in latex-sensitive individuals. (Students with a diagnosis of spina bifida or a history of allergic disorders are particularly at risk.) Use beachballs, gator skin balls or mylar balloons as a substitute.

Vocabulary

Volley, strike, palm, thigh

NOTES





KEEP IT UP

STUDENT TARGETS

- **Skill:** I will volley the balloon up into their air as many times as I can before it hits the floor.
- **Cognitive:** I will work with a balloon in my self-space.
- **Fitness:** I will actively engage and work to improve my volleying skills.
- **Personal & Social Responsibility:** I will work safely and follow all rules.

TEACHING CUES

- Body in Position
- Swing to Strike Low with Palm
- Push Up to Strike High with Finger Pads
- Follow Through Straight Up

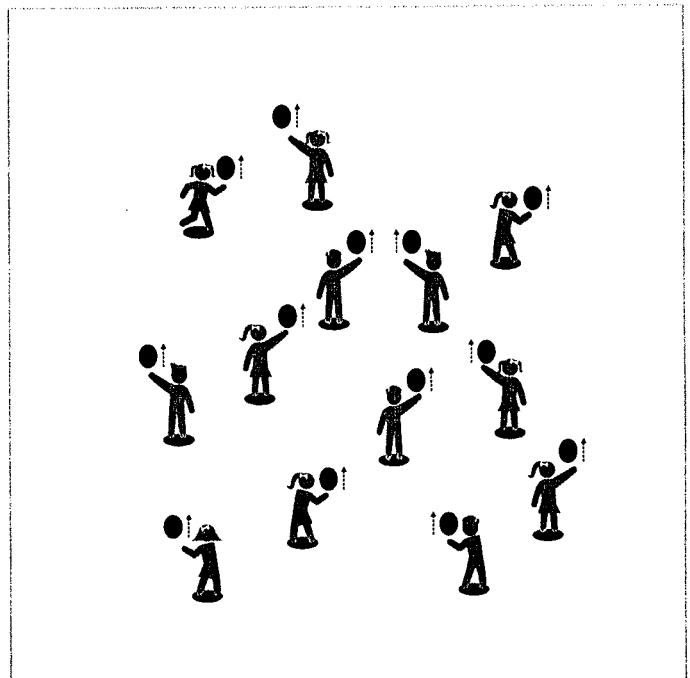
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 balloon/foam ball per student
- 1 spot marker per student

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a balloon or foam ball at a spot.



Activity Procedures:

1. Let's play Keep It Up with the balloon!
2. On the start signal, practice striking the balloon or ball straight up with your palm.
3. How many strikes can you make without dropping the balloon/ball?

Grade Level Progression:

- K:** Students strike and then catch the balloon before striking it again.
- 1st:** Introduce foam balls to students who are ready to progress.
- 2nd:** Emphasize continuous hits.



KEEP IT UP

CHALLENGE PROGRESSIONS

- Challenge students to keep the balloon or foam ball up with both their dominant and non-dominant hands.

MODIFICATIONS

- Toss the balloon to the student, allowing her/him to track the tossed object and then strike it upward.

ACADEMIC LANGUAGE

Volley, Up, Consecutive, Self-Space, Actively Engage, Improve, Safety

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- Standard 2 [E1.Ka]** Differentiates between movement in personal (self-space) and general space (Ka).
- Standard 3 [E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (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 self-space?
- DOK 2:** Why is it important to stay in self-space with your balloon?
- DOK 3:** What might happen if someone moved out of their self-space during the activity?

TEACHING STRATEGY FOCUS

Manage response rate with tiered questioning techniques: Inquiry-based instruction helps students process, internalize, and learn the content presented. By asking questions that are increasingly complex, you're helping students deepen their thinking and understanding of class content. It's also important to allow all students to respond and interact in class discussion. One way to do this is for students to discuss their thoughts in pairs or small groups.

MUSICAL BALLOON BOP

STUDENT TARGETS

- **Skill:** I will work in personal space to volley balloons upward, and then move safely in general space to find a new balloon.
- **Cognitive:** I will describe what it looks like to be actively engaged.
- **Fitness:** I will actively engage and work to improve my volleying skills.
- **Personal & Social Responsibility:** I will share space and equipment with my classmates.

TEACHING CUES

- Body in Position
- Swing to Strike Low with Palm
- Push Up to Strike High with Finger Pads
- Follow Through Straight Up

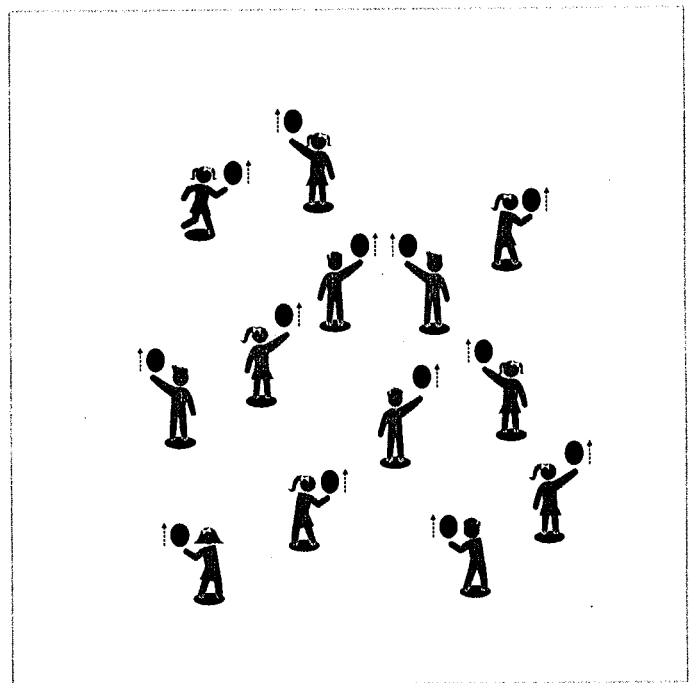
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 balloon per student
- 1 spot marker per student
- Music

Set-Up:

1. Scatter spots throughout the activity area.
2. Each student with a balloon standing at a spot.



Activity Procedures:

1. This activity is called Musical Balloon Bop.
2. When the music begins, strike the balloon straight up (with your dominant hand) so that it goes over your head. Strike it straight up as many times as you can before the music stops.
3. When the music stops, put the balloon on the spot and then quickly walk to a new spot to find a new balloon.
4. When the music starts again, start hitting your new balloon.

Grade Level Progression:

K: Students strike and then catch the balloon before striking it again.

1st: Practice with dominant and non-dominant hands. Introduce foam balls to students who are ready to progress.

2nd: Emphasize continuous hits with both dominant and non-dominant hands.



MUSICAL BALLOON BOP

CHALLENGE PROGRESSIONS

- When the music stops, challenge students to continuously strike the ball while they travel to a new spot. After each pause, they will be at new spots with the same balloons.

MODIFICATIONS

- Use the music as a simple start and stop cue. Students freeze and stay on their spots when the music stops, and then continue at the same spots when the music restarts.

ACADEMIC LANGUAGE

General Space, Share, Volley, Up, Consecutive, Self-Space, Actively Engage, Improve, Safety

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- Standard 2 [S2.E1.Ka]** Differentiates between movement in personal (self-space) and general space (Ka).
- Standard 3 [S3.E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); Works independently with others in partner environments (2).

DEBRIEF QUESTIONS

- DOK 1:** What does actively engaged look like? Sound like? Feel like?
- DOK 2:** How would you summarize what actively engaged looks, sounds, and feels like?
- DOK 3:** How is being actively engaged in physical education related to improving your skill?

TEACHING STRATEGY FOCUS

Help students practice skills: Active engagement requires physical and cognitive engagement. As students perform the psychomotor task of striking the balloon, engage them cognitively with verbal skill cues and purposeful feedback.

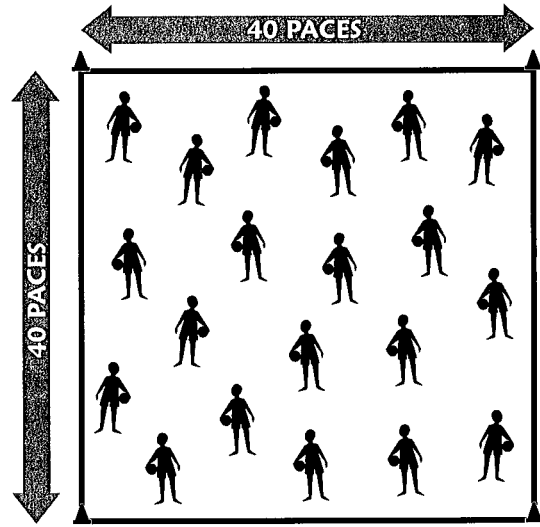
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Ready

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player

Set

- Create extra large (40X40 paces) activity area.
- Scatter students within area, each with a balloon or beachball.



GO!

1. Exploration

- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button;" freeze and listen.

2. Keep It Up

- The object of *Keep It Up* is to keep the balloon in the air as long as you can. You do that by volleying it with different body parts.
- **Challenges** – Can you. . .
 - o Strike the balloon from a low level? Medium level? High level? Squat position? Crab position? From your knees?
 - o Strike your balloon up from a low level? Down from a high level?
 - o Strike your balloon from hand to hand?
 - o Toss your balloon in the air, then jump and strike it with 1 hand? The other hand?
 - o Jump in the air and strike your balloon with a different body part?
 - o Strike the balloon with an elbow, knee, shoulder, then catch it? What other combinations can you do?
 - o Make your balloon go under a body part? Two body parts?
 - o What other ways can you strike your balloon?

3. Partner Keep It Up Challenges. . .

- (Pair students; each pair with 1 balloon, scattered safely within area.)
- How high can you and your partner strike your balloon (with your hands) back and forth? How low? How softly can you strike? How slowly?

KEEP IT UP

GO! (continued)

- How long can you and your partner keep your balloon in the air? I'll count out loud. (*Play 2-3X, moving to give pairs tips to improve.*)
- How far back can you move from your partner and still strike back and forth?
- (*After trials.*) Let's play again, this time you can use any body part to keep the balloon in the air!

4. Partner Step Back

- One partner strikes, the other catches. If you make 2 catches in a row, both of you take 1 step back. How far back can you and your partner go in 2 minutes?
- We are going to repeat the challenges with partners kneeling.
- When kneeling, you must have very good control over your hits.

5. Wrap It Up

- Why is it important to take turns when playing with a partner?

* SPARK™ IT UP!

* Over the Line

As your pair backs up, I'm going to give you a line to stay behind and strike over. (*Use existing lines, or create lines with chalk or tape.*) This makes your striking game look more like tennis! Can you and your partner keep a rally going?

* Be My Shadow

(*Need 2 balloons per pair and plenty of space.*) Whoever's head is closest to the ceiling chooses a way to volley or strike the balloon (e.g., *touch it with 1 finger, strike it with your hand straight up, skip while you volley it*). The other partner follows and shadows the move. When you hear "Switch," (*or the music stop*) change roles. Be creative; what can you do with your balloon that your partner can do, too?

* Group Keep It Up

(*Need 1-3 balloons per group of 4. Combine pairs to form groups of 4.*) The object is to see how many times your group can volley the balloon before it touches the ground. A player may not strike the balloon twice in a row. Set a group goal, and see if you can reach that number. (*After trials, add a 2nd balloon. Advanced learners might try 3 balloons at a time.*)

KEEP IT UP

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial and body awareness, strike a balloon continuously
- #3, 4 Participates in enjoyable, challenging activities
- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

Your State (Write in here)



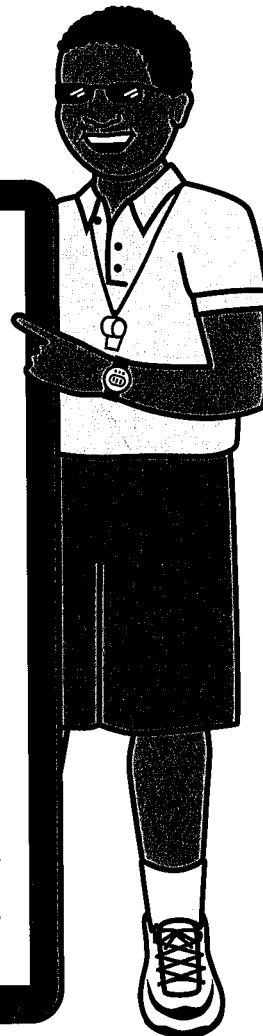
WELLNESS

I'm thinking of a family of fruits that are almost the same shape as our balloons. Who can guess? (*Melons.*) Who likes watermelon? Who has tasted cantaloupe? What about honeydew? Melons are sweet and good for you. They contain a lot of water, natural sugars, and some vitamins, too. Ask a parent to choose a melon for your family next grocery shopping trip. Just don't try to pick it up and volley it like a balloon – you'll have a big mess to clean up on aisle 3!

TONY'S TIPS

- Like throwing, students should transfer their weight by stepping to their front foot.
- Adjust students' arm angles so they progress from swinging directly underneath the balloon, to striking it with a "low to high" swing, similar to a forehand in tennis.
- Emphasize moving feet quickly to get into striking position.

NOTES



GRADES K-2

BULL'S EYE

STUDENT TARGETS

- 🎯 **Skill:** I will use the correct amount of force when striking the foam ball.
- 🎯 **Cognitive:** I will explain the difference between strong and light force.
- 🎯 **Fitness:** I will actively engage and work to improve my striking skills.
- 🎯 **Personal & Social Responsibility:** I will continue practicing my striking skills in order to build my confidence.

TEACHING CUES

- 🎯 Square to Target
- 🎯 Opposite Foot Forward
- 🎯 Tick Tock Swing
- 🎯 Contact Balloon with Palm
- 🎯 Waist High
- 🎯 Follow Through Up Toward Target

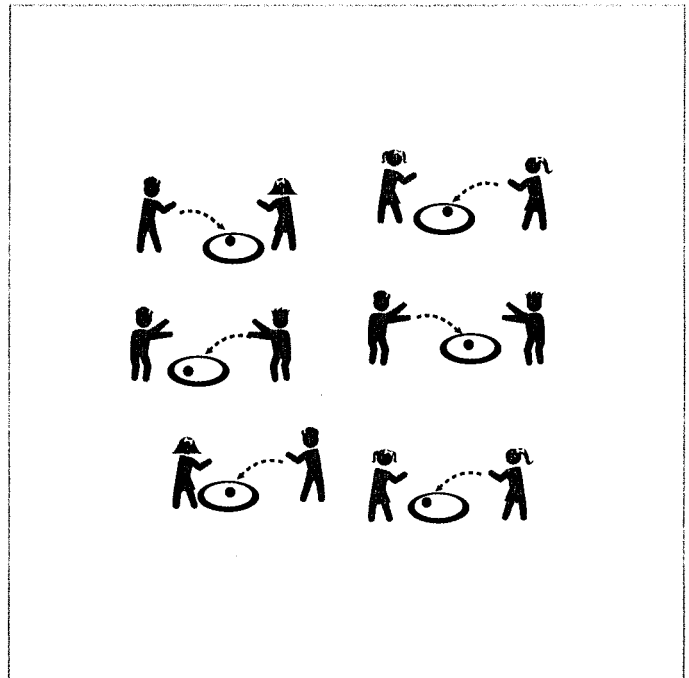
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 🎯 1 hoop per pair
- 🎯 1 foam ball per pair

Set-Up:

1. Scatter hoops throughout the activity area.
2. Pair students, each pair with 1 foam ball, standing in front of a hoop.



Activity Procedures:

1. It's time to play Bull's Eye! You're going to try to underhand serve your ball so that it lands in your hoop.
2. On the start signal, take turns serving the ball so that it lands in your hoop.
3. Attempt 3 serves and then switch roles with your partner.

Grade Level Progression:

- K:** Introduce the activity with students tossing the ball into the hoop. This establishes the activity management and demonstrates the task objective to the students. Then progress to the underhand serve.
- 1st:** Implement the activity as written above.
- 2nd:** Challenge students to take a step back from the hoop after 3 successful serves in a row.



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BULL'S EYE

CHALLENGE PROGRESSIONS

- Play *Match Me If You Can*. Give each pair a spot marker. Partner A attempts a serve from the spot. If the serve lands in the hoop, Partner B must attempt a serve from the same spot. If not, Partner B can move the spot and attempt a serve.

MODIFICATIONS

- Allow students to select an object to serve that promotes greater success and/or enjoyment (e.g., a balloon).

ACADEMIC LANGUAGE

Accuracy, Strike, Palm, Force, Strong, Light, Practice, Skill, Confidence

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1).
- **Standard 2 [S2.E3.1b-2]** Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- **Standard 3 [S3.E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).
- **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2).

DEBRIEF QUESTIONS

- **DOK 1:** What is force?
- **DOK 2:** What's the difference between strong and light force?
- **DOK 3:** How is force related to being accurate?

TEACHING STRATEGY FOCUS

Help students process content: Allow students to interact and experiment with different degrees of strong and light force. It is important for them to be able to verbally define what force is. However, physically interacting with different forces, as force relates to striking and accuracy, will allow students to deepen their understanding of the concept.

AIR BALL

STUDENT TARGETS

- **Skill:** I will strike the balloon upward with an open palm so that my partner can strike it before it hits the ground.
- **Cognitive:** I will describe what it means to show appropriate responses to feedback from the teacher.
- **Fitness:** I will actively engage and work to improve my striking and volleying skills.
- **Personal & Social Responsibility:** I will accept teacher feedback and use it to improve.

TEACHING CUES

- Body in Position
- Swing to Strike Low with Palm
- Push Up to Strike High with Finger Pads
- Follow Through Straight Up

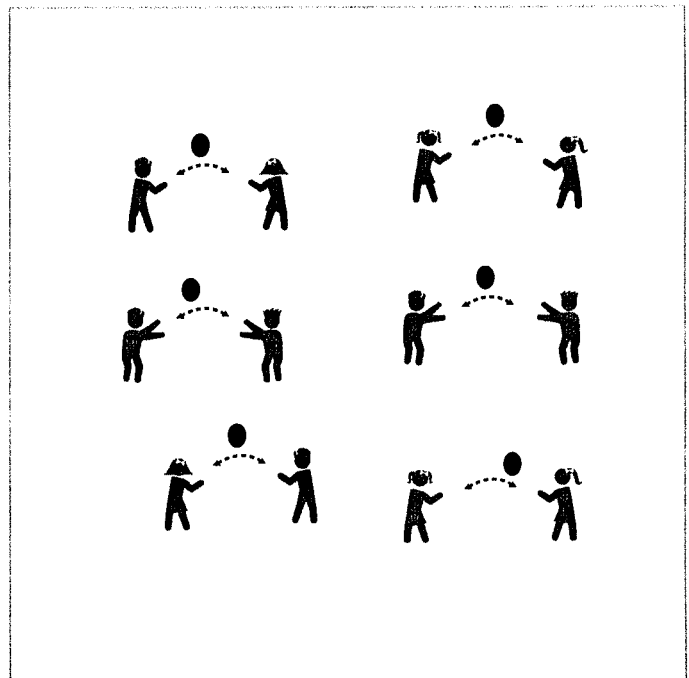
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 balloon per pair

Set-Up:

1. Pair students and send them into open space with 1 balloon per pair.



Activity Procedures:

1. This game is called Air Ball. The object of the game is to work with your partner to keep the balloon in the air as long as you can.
2. As you play, I will give you and your partner feedback that will help you improve your striking and volleying skills.
3. Start when I say, "GO." Stop on the stop signal.

Grade Level Progression:

- K:** Allow students to strike the balloon as many times in row as needed before passing it to their partners.
- 1st:** Limit each student to 2 strikes before the balloon is passed to her/his partner.
- 2nd:** Players must volley the balloon back and forth with a partner with only 1 strike.



AIR BALL

CHALLENGE PROGRESSIONS

- Add players to groups for an added challenge. Volleys can be made in a pattern, after a certain number of self-volleys, or with no restrictions.

MODIFICATIONS

- Allow students to catch and then serve the balloons to their partners.

ACADEMIC LANGUAGE

Strike, Volley, Palm, Appropriate, Feedback, Response, Improve, Practice, Skill

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- **Standard 3 [S3.E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).

DEBRIEF QUESTIONS

- **DOK 1:** What does feedback mean?
- **DOK 2:** What did you notice about the feedback I (your teacher) gave you about your striking skills?
- **DOK 3:** What is the best response to teacher feedback?
- **DOK 3:** How is feedback related to improving?

TEACHING STRATEGY FOCUS

Help students practice processes: Responding appropriately to constructive feedback is an essential part of the learning process that must be practiced. Isolating, discussing, and processing this concept will help students both understand and appreciate its importance.

NET BALL

STUDENT TARGETS

- **Skill:** I will move into position in order to strike (or catch) the balloon.
- **Cognitive:** I will describe what it looks like when partners work independently.
- **Fitness:** I will actively engage and work to improve my striking and volleying skills.
- **Personal & Social Responsibility:** I will make accurate passes so that my partner can improve her/his striking and volleying skills.

TEACHING CUES

- Square to Target
- Opposite Foot Forward
- Tick Tock Swing
- Contact Balloon with Palm
- Waist High
- Follow Through Up Toward Target

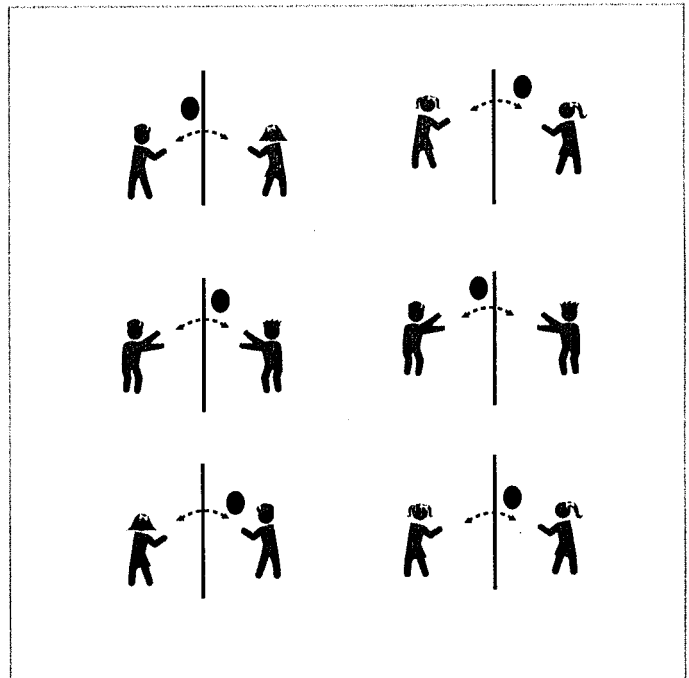
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 balloon per pair
- 1 jump rope per pair
- 4 low profile cones per pair

Set-Up:

1. Create 1 grid per 2 students using half cones.
2. Divide grids in half using jump ropes.
3. Pair students and send each pair into a grid with 1 balloon.
4. Set Player 1 on one side of the rope and Player 2 on the other side.



Activity Procedures:

1. This game is called Net Ball. You'll work with a partner to send the balloon over the net (jump rope) so that your partner can catch (or strike) the balloon.
2. It will be important to toss (or serve) the balloon accurately to your partner.

Grade Level Progression:

K: Player 1 tosses the balloon over the net; Player 2 must catch it before it hits the ground. Player 2 then tosses the balloon over the net; Player 1 must catch it before it hits the ground. Advance to striking after students display the ability to move to the tossed balloon in order to make a catch.

1st: Player 1 tosses the balloon over the net; Player 2 must strike the balloon up into the air and then catch it before it hits the ground. Player 2 will then toss the balloon for Player 1 to strike and catch.

2nd: Player 1 serves the balloon over the net; Player 2 volleys the balloon back over the net before it hits the ground. Allow up to 3 hits per side as students work to make it over the net. How many times can you and your partner volley the balloon back and forth before it hits the ground?



NET BALL

CHALLENGE PROGRESSIONS

- Progress to a light weight foam ball or inflatable.

MODIFICATIONS

- Allow the object to be caught off a bounce and then served.

ACADEMIC LANGUAGE

Position, Strike, Independent, Improve, Volley, Accurate

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [E22.K-2]** Volleys a lightweight object (balloon), sending it upward (K); Volleys an object with an open palm, sending it upward (1); Volleys an object upward with consecutive hits (2).
- **Standard 3 [S3.E2.K-2]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2).
- **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); Works independently with others in partner environments (2).
- **Standard 5 [E2.K-2]** Acknowledges that some physical activities are challenging/difficult (K); Recognizes that challenge in physical activities can lead to success (1); Compares physical activities that bring confidence and challenge (2).

DEBRIEF QUESTIONS

- **DOK 1:** What does it look like when partners work independently? Sound like? Feel like?
- **DOK 2:** How does working independently affect others in the class?
- **DOK 3:** How are accurate passes and hits related to working independently?

TEACHING STRATEGY FOCUS

Organize students to interact with content: Striking and volleying are essential skills needed for developing physical literacy. The ability to work independently with a partner is also an essential social skill for ongoing skill development. This activity provides many opportunities for students to interact with class content through shared experience and cooperative learning.



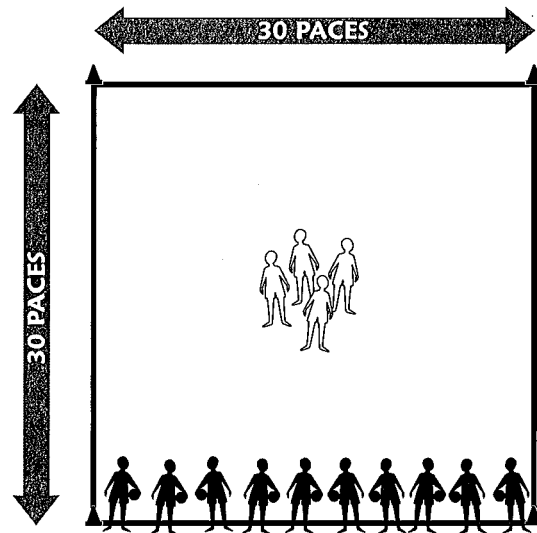
W

Ready

- 4 cones for boundaries
- 2 balloons and/or 1 beachball per student
- 10 12" cones (optional)

Set

- Create large (30X30 paces) activity area.
- Select 3-5 students (sheep dogs), and send them to the middle of the area.
- Scatter remaining students (shepherds), each with a sheep (balloon), along 1 sideline.



GO!

1. The object of *Sheep Dogs* is to move our “sheep” (balloons) safely across the “pasture” (activity area) without them being “captured” by a “sheep dog.”
2. Sheep owners: On my “Go,” tap, tap, tap your balloons, and try to cross the pasture.
3. Sheep dogs: Try to capture a sheep by catching it while it’s in the air.
4. If a sheep is captured, the sheep dog that caught it becomes its new owner. New owners take the sheep back to the starting line and try to tap it across. The owners who lose their sheep becomes sheep dogs.
5. (*Start the game, fix leaks, and add on the next cue when someone crosses.*)
6. If you successfully make it across with your balloon, run around the outside of our pasture, back to the starting line, and try crossing again.
7. **Wrap It Up**
 - What is open space? Why would you want to move to open space with your sheep?
 - Who remembers what the A in SPARK stands for? (*Avoid excess sugar and fat.*)
 - At lunch today (or dinner), I hope you’ll choose more vegetables and avoid chips, candy, and soda.

★ Animal Noises

We'll play again; this time, sheep dogs bark, and sheep owners make sheep noises for their sheep (baaa, baaa).

★ Get the Point

Each time you successfully escort your sheep across the pasture, you score 1 point. How many points can you score before the stop signal?

★ Maze of Cones

(For advanced learners, scatter large cones within the boundaries of the activity area.) I've made our game more challenging by adding obstacles for you to avoid. Move slowly, watch for cones in your way, and see if you can move your sheep all the way across the pasture.



ACADEMIC

Language Arts

(Read Brave Dogs, Gentle Dogs: How They Guard Sheep by Cat Urbigkit.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial and body awareness, strike a balloon continuously

#3, 4 Participates in enjoyable, challenging activities

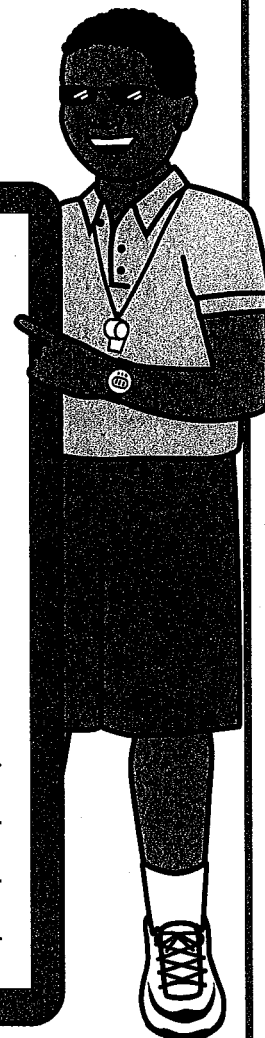
- #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

TONY'S TIPS

- Prompt students to keep their heads up, watch where they're going, and avoid others.
- Rotate Sheep Owners and Sheep Dogs often, ensuring each student has the opportunity to play both roles.
- Increasing the boundaries enhances safety and activity levels.

NOTES



Friday

K-2nd (Stations)

1. Hulas & jump ropes
2. Passing a soccer ball
3. Hitting a balloon by self or in pairs

3rd-5th (Stations)

1. Basketball
2. Dribbling a soccer ball
3. Serving a volleyball



Ready...

- 1 ball per student (soft volley trainer or foam ball)

Set...

- Scatter students in area, each with a ball on floor nearby.

GO!

1. Today, we'll learn and practice the "forearm pass." Calling it "bump" is easier to say.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.

3. Bump (Ready) Position

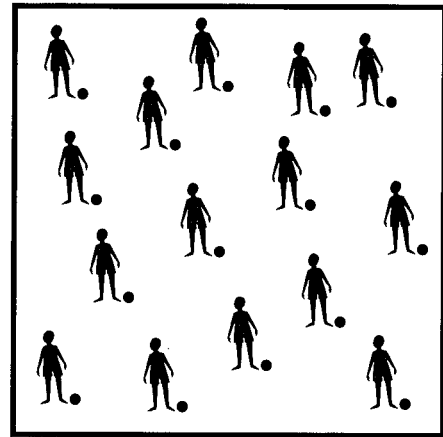
- Toes straight ahead; feet shoulder-width apart, one foot forward; bend your knees, and get low.
- Stretch your arms out in front of you. Keep elbows straight.
- Make a fist with 1 hand; wrap it with the other. Thumbs side by side and point them down.
- Create a flat platform for passing by keeping your arms straight.

4. To Execute a Proper Bump

- Move your feet to get your body to the ball.
- Watch the ball contact the platform you made with your forearms.
- Straighten your knees to pass. Move your arms up only until your platform faces your target.

5. Bumping with the Ball

- **Catch:** On signal, pick up your ball; then using both hands, toss it up (as high as you can reach); quickly bring your hands together, and "catch" the ball on your platform.
- **Toss, Bump, Catch**
Toss (toss the ball up); bump (pass it from your flat hitting surface), and catch it with your hands. Repeat. After you TBC 3X in a row, try toss, bump 2X, catch. Then toss, bump 3X, catch.
- **Keep it Up!**
On signal, toss, bump, and keep bumping.



CHALLENGES

- ★ How many bumps can you do in a row before the ball hits the ground?
- ★ How many bumps can you do in 15 seconds? Count out loud.
- ★ Try again. See if you can improve your score.

CUES

- ★ Make a flat platform.
- ★ Lock your elbows.
- ★ Contact the ball with both arms at the same time.
- ★ Shrug your shoulders and straighten your knees.
- ★ Don't swing up at the ball.

★ Against the Wall – Toss, Bump, Catch
Stand 2-3 paces from a wall. Toss the ball to yourself, pass it to the wall, and catch the rebound.

★ Step Back
If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?

★ Against the Wall
Toss, Bump, Bump: Can you toss, bump, bump, catch? Toss, bump 3X and catch? Keep it going? How many sets can you make in a row?



FUN FACT

It was discovered on a space mission that a frog throws up its stomach so the stomach dangles out of its mouth. Then the frog uses its forearms to dig out all of the stomach's contents and swallows the stomach back down again. Aren't you glad you use your forearms to "dig" differently?

STANDARDS ADDRESSED

NASPE

#1, 2 Ready position, forearm pass

#3, 6 Independent work

- #2, 6 Completion of challenges

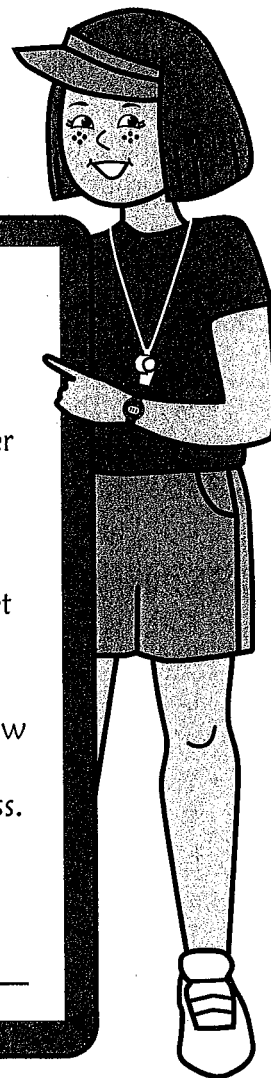
Your State (Write in here)

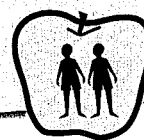
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PAULA'S POINTERS

- If inside, balloons in a plastic grocery bag or beach balls work well, as they are lighter and easier to control for beginners.
- Hard balls sting forearms, so use foam balls or volley trainers instead. If you don't have any, let some air out of the volleyballs.
- A good toss from a partner is critical to skill development. Allow pairs to practice tossing the ball before practicing the forearm pass.

NOTES





Ready...

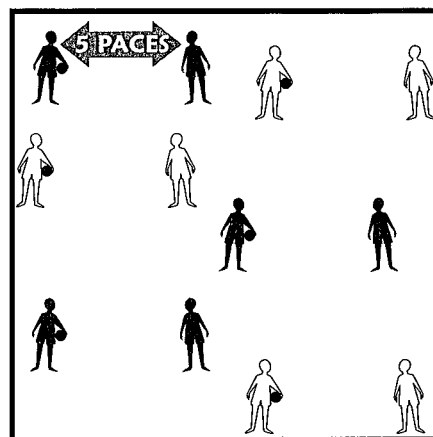
- 1 ball per 2 students

Set...

- Pair students (standing 5 paces apart), scattered in area; each pair with a ball.

GO!

1. The object is to improve forearm passing skills (bumping) by practicing with a partner. One will underhand toss; the other bumps the ball back.
2. **Toss to Bump**
 - Tossers, toss the ball with 2 hands (in an underhand motion with a gentle arch) to your partner's platform.
 - Passers, ready position; get low. Try and pass the ball back in a high arch, so your partner can catch it just above their forehead.
 - After 10X, switch roles. (*Allow students to switch at least 3X.*)
3. **Toss to Move**
 - Tossers, toss your ball slightly to the R or L of your partner.
 - Passers, move your feet to get your body under the ball; then use good form to pass back to your Tossers.
 - After 10X, switch roles.
4. **Keep it Up**
 - Begin with a toss from either partner, then bump back and forth.
 - Pass with a high arch, and try to keep the ball up as many times as you can.
 - Quickly return to ready position after each pass.



CHALLENGES

- ★ How many passes in a row can you and your partner make? Count out loud.
- ★ Try again. Can you beat your score?
- ★ How many passes can you make in 30 seconds? Count each successful pass.

CUES

- ★ Have your hands overlapping and elbows straight before the ball arrives.
- ★ Move your feet to get under the ball.
- ★ Keep elbows locked.
- ★ Watch the ball all the way into your flat platform.
- ★ Shrug your shoulders and use your legs.

* SPARK™ IT UP!

* Pass to Wall

(Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and pass the ball back and forth with ball, hitting wall between each hit.

* P.A.S.S.

(Give each pair 7 paces of wall space.) The object is to earn all the letters of P.A.S.S. Stand 2-3 paces from the wall, and pass the ball back and forth to the wall. The ball must hit the wall between each pass and can bounce only 2X on the ground between passes. The player who wins the rally earns the letters P.A.S.S. in sequence. (You can also use this game with Keep It Up if walls are not available.)



WELLNESS

For 1 week, take a pass on sweets, soda and junk food. Don't pass on fruits, vegetables, and plenty of water. Do this for 1 week, and see if you notice a heart-healthy difference in how your body feels.

• STANDARDS ADDRESSED

NASPE

#1, 2 Forearm pass

#5, 6 Partner passing

#2, 6 Challenge completion

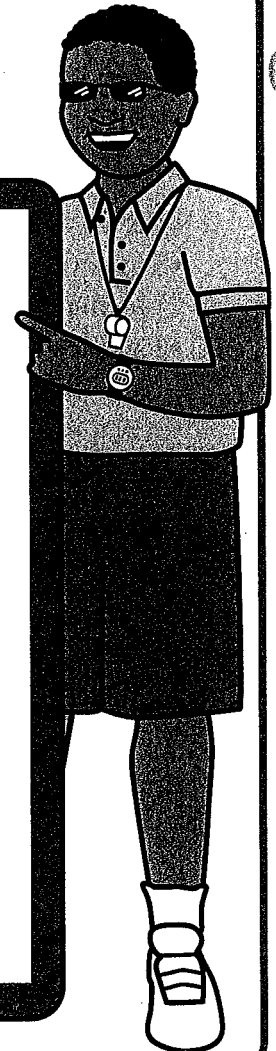
• **Your State** (Write in here)



TONY'S TIPS

- The toss is critical to skill development. Allow pairs to practice tossing the ball before beginning passing drills.
- Remind students of forearm pass cues.
- Switch partners often.

NOTES





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Ready...

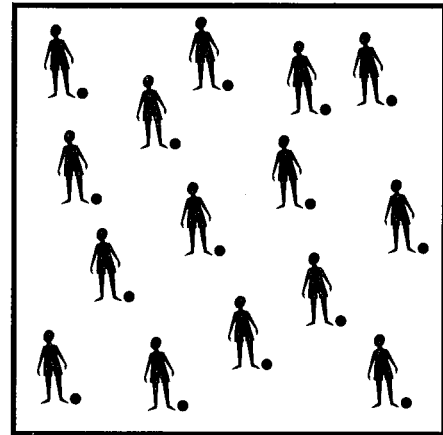
- 1 ball per student

Set...

- Scatter students in area; each with a ball on floor nearby.

GO!

1. Today, we'll learn and practice the "Overhead Pass." Calling it the "Set" is easier.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.
3. **Set Position**
 - Toes straight ahead; feet shoulder width apart; bend knees and lean forward.
 - Arms overhead, point elbows out and make the shape of a diamond.
 - Form the size and shape of the ball with fingers and thumbs.
4. **To Execute a Proper Set**
 - Move your feet under the ball; watch it into your finger pads, and allow them to "give" on contact.
 - Straighten your legs and elbows.
 - Extend your arms and wrists towards your target.
5. **Setting with the Ball**
 - **Catch:** Toss the ball a few feet in the air, move your feet under it, then "catch" it on your finger pads just above and in front of your forehead.
 - **Toss, Set, Catch:** Toss (toss the ball up); set (set it straight up), and catch it with both hands. Keep going. After you TSC 3X in a row, try toss, set 2X, catch. Then toss, set 3X, catch.
 - **Keep it Up!** On signal, toss, set, and keep setting.



CHALLENGES

- ★ How many sets can you do in a row before the ball hits the ground?
- ★ How many sets can you do in 15 seconds? Count out loud.
- ★ Try again. See if you can improve your score!
- ★ Can you set as high as a basketball rim?

CUES

- ★ Move your feet to get in position to set!
- ★ Are your hands in the shape of the ball?
- ★ Are all 10 finger pads contacting the ball?
- ★ Shhh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.

★ **Against the Wall – Toss, Set, Catch**
Stand 2-3 paces from a wall. Toss the ball to yourself and practice to the wall. Toss, set, and catch. How many in a row can you do, staying in control?

★ **Step Back**
If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?

★ **Against the Wall – Toss, Set, Set**
Can you toss, set, set, catch? How about toss, set 3X and catch? Can you keep it going? How many sets can you make in a row?

★ FUN FACT

The set was invented in the Philippines. It was an offensive style of passing the ball high to be spiked by another player. Filipinos called the spike the “bomba” or kill, and the hitter was called a “bomberino.”

• STANDARDS ADDRESSED

NASPE

#1, 2 Overhead set

#3, 6 Independent work

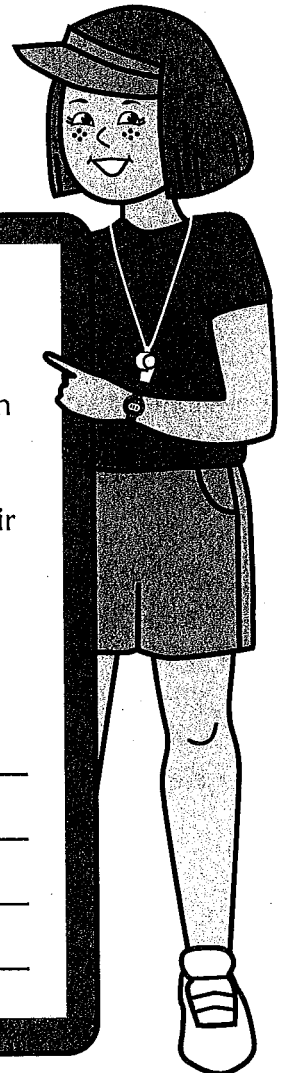
#2, 6 Challenge completion

• **Your State** (Write in here)

PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.

NOTES





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Ready...

- 1 ball per pair

Set...

- Scatter students in pairs; each pair with a ball.

GO!

1. The object is to improve overhead passing skills (setting) by practicing with a partner. One will underhand toss; the other passes (sets) the ball back.

2. Toss to Set

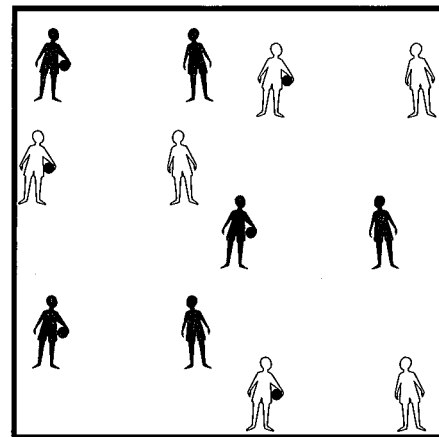
- Tossers, toss the ball with 2 hands in an underhand motion with a high, gentle arch. Toss the ball gently above your partner's forehead.
- Passers, ready position; get low. You always have to be ready to bump, because you don't know when it's coming. When you are low, you have time to adjust to a higher, slower ball, and set it.
- Pass the ball back in a high arch, so your partner can catch it just above their forehead.
- After 10X, switch roles. (*Allow students to switch at least 3X.*)

3. Toss to Move

- Tossers, toss your ball slightly to the R or L of your partner.
- Passers, move your feet to get your body under the ball; then use good form to pass back to your Tossers.
- After 10X, switch roles.

4 Keep it Up

- Begin with a toss from either partner; then set back and forth.
- Pass with a high arc, and try to keep the ball up as many times as you can.
- Quickly return to ready position after each pass.



CHALLENGES

- ★ Can you set it to your partner without making them move?
- ★ How many times can you and your partner set the ball in a row?
- ★ How many sets can you make in 30 seconds?

CUES

- ★ Move your feet to get in position to set.
- ★ Are your hands in the shape of the ball?
- ★ Are all 10 finger pads contacting the ball?
- ★ Shhh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.
- ★ Can you set the ball so its arc is as high as a basketball rim?

* SPARK™ IT UP!

* Set to Wall

(Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and set back and forth with ball hitting wall between each hit.

* S.E.T.

(Give each pair 7 paces of wall space.) The objective is to earn all the letters of S.E.T. Stand 2-3 paces from the wall and set the ball back and forth. The ball must hit the wall between each set. The player who wins the rally earns the letters S.E.T. in sequence. (You can also use this game with *Keep It Up* if walls are not available.)



HOME

Offer to “set” the table at home. No, don’t pick up the table and hit it across the dining room! Create a volleyball place setting. The plate can be the ball, knives and forks the posts, and the napkin the net. Take a picture, and send it to us at spark@sparkpe.org. You’ll receive a prompt response. Now dig in!

● STANDARDS ADDRESSED

NASPE

#1, 2 Overhand set

#3, 6 Partner setting

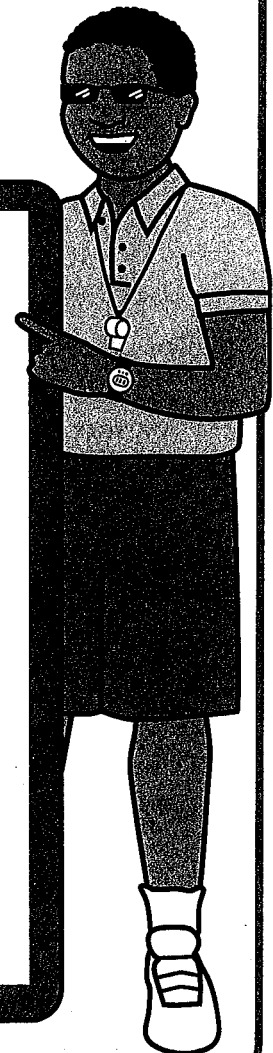
#2, 6 Challenge completion

● **Your State** (Write in here)

TONY'S TIPS

- The toss is critical to skill development. If need be, have pairs practice tossing the ball to one another before doing setting drills.
- Remind students of setting cues.
- Switch partners often.

NOTES





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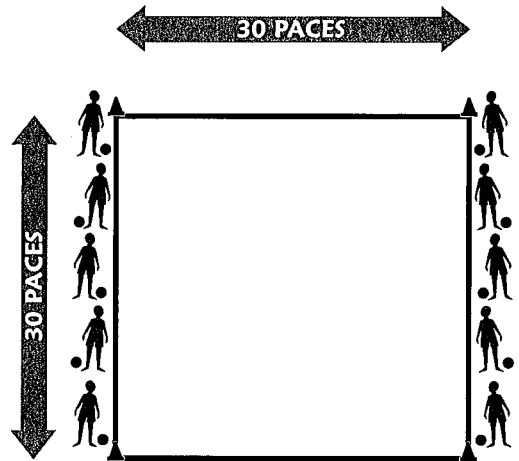
Ready...

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

Set...

- Create a large (30X30 paces) activity area.
- Students on 2 lines on opposite sides, each with ball on floor nearby.

GO!



1. The object is to learn and practice the underhand serve.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.
3. **Underhand Serve**
 - Feet together; hips and shoulders face your target.
 - Hold the ball on the palm of your non-serving hand, hip high, out in front (imagine the ball sitting on a tee).
 - Bring your serving arm back until it's a little higher than your waist.
 - To serve, step forward with your opposite foot, then swing your serving hand forward.
 - Strike the ball with the heel of your hand (do not toss) just under its mid-line.
 - Follow through; finish around head-high. (Repeat several times.)
4. **Wall Serve Step Back**
 - On signal, serve your ball to the wall, and try to catch the rebound. If you make 3 catches in a row, take a step back. Keep serving until you hear the stop signal.

CHALLENGES

- ★ How far back can you get in 3 minutes?

CUES

- ★ Bring your serving arm straight back and swing it straight forward – like a pendulum.
- ★ Hit off your hand. Don't toss the ball.
- ★ A bigger swing back and longer step forward adds distance to your serve.

VOLLEYBALL

★ Rebound Points

Serve the ball to the wall. Score 3 points for catching the rebound without a bounce, 2 points for catches after 1 bounce and 1 point if the ball bounces 2X or more. Does standing a certain distance from the wall help you be more successful? Take 1-3 steps back, and try again.



ACADEMIC

Language Arts - Word Serve. Scatter letters of the alphabet (written on index cards, taped to cones, marked on spots, etc.) 5-10 paces from the wall. Provide a list of words to spell. Students find the letter of each word and serve from that point to the wall. How fast can you “serve” words? Spell sentences?

● STANDARDS ADDRESSED

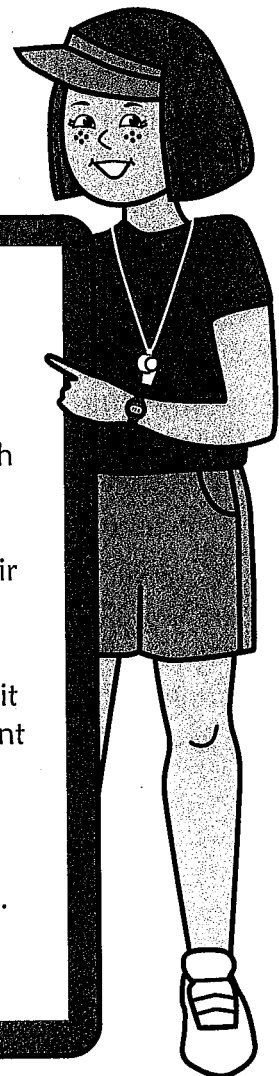
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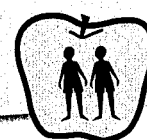
- #1, 2 Underhand serve
- #3, 6 Independent work
- #2, 6 Challenge completion

● **Your State** (Write in here)

PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.
- Monitor safety, i.e., balls being hit too hard, students moving in front of servers, etc.
- If space is limited, use stations. Some students practice forearm pass, others set, and others serve. Rotate every few minutes.



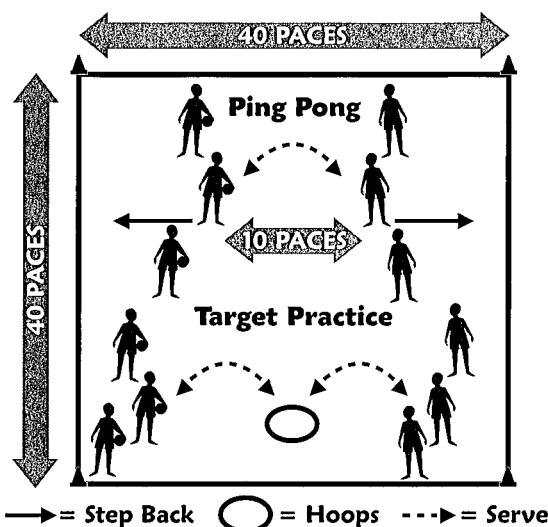


Ready...

- 4 cones (for boundaries)
- 1 hoop per 2 students
- 1 ball per 2 students

Set...

- Create a large (40X40 paces) activity area.
- Pair students. Partners face-off at mid-line; 10 paces apart.
- Put hoops just outside area for later use.



GO!

1. The object is to practice and improve your underhand serve.

2. Ping Pong

- (Review serving cues first).
- On signal, take turns with your partner, serving back and forth.
- Try to serve the ball so your partner can catch it after 1 bounce.
- Start close. If you make 2 catches in a row, each of you take 1 step back.

3. Target Practice

- Place a hoop on the floor midway between you and your partner.
- Your goal is to try to serve the ball on the hoop or into the hoop.
- Take turns serving back and forth. Score a point each time you reach the target.
- Move your starting position back as your skills and accuracy improve.

CHALLENGES

- ★ How many times can you serve into the target in 1 minute?
- ★ How far can you move back and still hit the target 3 out of 5X?

CUES

- ★ Step forward with opposite foot as serving hand swings.
- ★ Strike ball with heel of hand (do not toss).
- ★ Follow through.

* Serve and Follow

(Pairs join with another pair and get in Pass and Follow formation on opposite sides of the court.)
The 1st person in line serves across, then runs to the R and to the back of opposite line. Continue serving and following until signal.

* Add a Net or Barrier

(Place a net or barrier between sides of the court, such as a rope between chairs, trash cans, etc.).
Your goal is to get the serve over the net to your partner on the other side.

* 3 Serve and Follow with Net

(Pairs join with another pair and get in Pass and Follow formation on opposite sides of the net.)
First in line serves over, then runs to the R, around the net, and to the back of the opposite line. Continue serving and following until the signal.



WELLNESS

What are you serving? Being mindful of serving and portion sizes is just as important as the types of food you eat. Servings are measured amounts of food or drink. A portion is the amount of food you eat. Some portions are “super-sized,” while others have simply grown in size and provide enough food for at least 2 people. Beware of “portion distortion.”

• STANDARDS ADDRESSED

NASPE

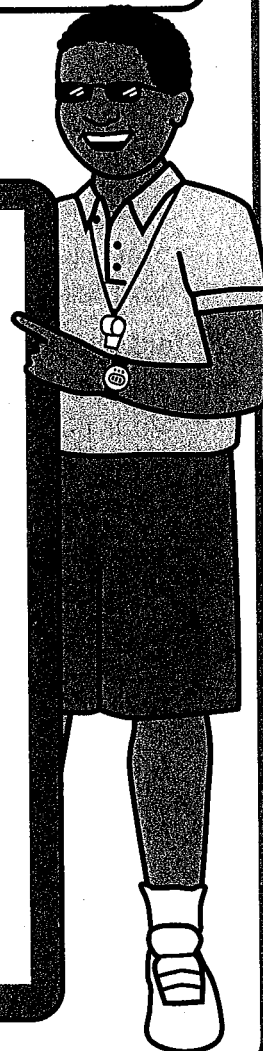
- #1, 2 Underhand serve
- #5, 6 Partner practice
- #2, 6 Challenge completion

• **Your State** (Write in here)

TONY'S TIPS

- Emphasize proper technique.
- Monitor students' progress, and let them know when they should move farther apart.

NOTES



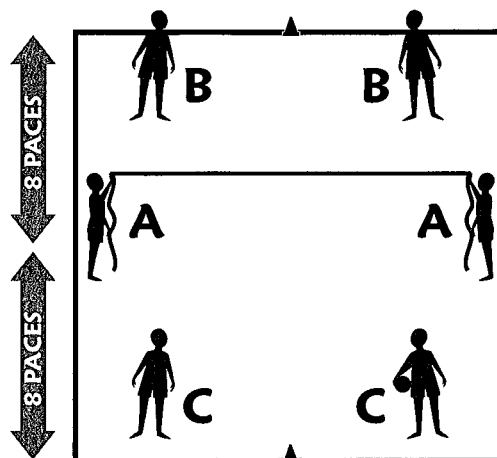


Ready...

- 1 ball per 6 students
- 1 10' rope per 6 students
- 2 cones per group

Set...

- Students in groups of 6; 3 pairs (Named A, B, and C) in each.
- To begin: The A group holds rope shoulder-high. The Bs on 1 side; Cs on the other. Pair C serves first.
- Bs and Cs place their cone 8 paces from the rope held by As.



GO!

1. The object is to play a modified volleyball game, combining all the skills we have been learning and practicing.
2. The cone is the back boundary. Each rope holder is the side boundary.
3. Play begins with a serve from 1 side of the rope. You may serve from anywhere inside your side of the court.
4. The server gets 2 chances to serve the ball over the rope.
5. The receiving team has up to 3 hits to send the ball back over the rope.
6. The ball may bounce once between hits.
7. Balls that land out of bounds (past cone or outside the rope) are awarded to the other team.
8. When servers lose a rally, the ball goes to the other team on a "sideout."
9. Switch rope holders after every 5 serves.

CHALLENGES

- ★ Servers, can you serve from farther back than you did last serve?
- ★ Receivers, can you make a pass to your teammate before sending the ball back over the rope?

CUES

- ★ Rope Holders, hold the rope straight and at shoulder-height, and count to 5 serves.
- ★ Receivers, call the ball before you hit it.
- ★ Remember to rotate after every 5 serves.

★ One Pass

When you receive serve, make at least 1 pass to a groupmate before sending the ball back over the rope.

★ Back Line Serve

Servers get 1 attempt to serve from the back of the court.

★ No-Bounce

You must hit the ball before it touches the ground.

★ Moving Net

Net holders move slowly in a circle to keep the net and all players constantly moving!



FUN FACT

2 vs. 2 beach volleyball debuted at the 1996 Summer Olympic Games in Atlanta, Georgia. There were 24 men's teams and 18 women's teams competed. The United States won the men's gold medal, and Brazil won the women's gold medal.

STANDARDS ADDRESSED

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#1, 2 Forearm pass, overhead set, underhand serve

#2 Introduction to rules

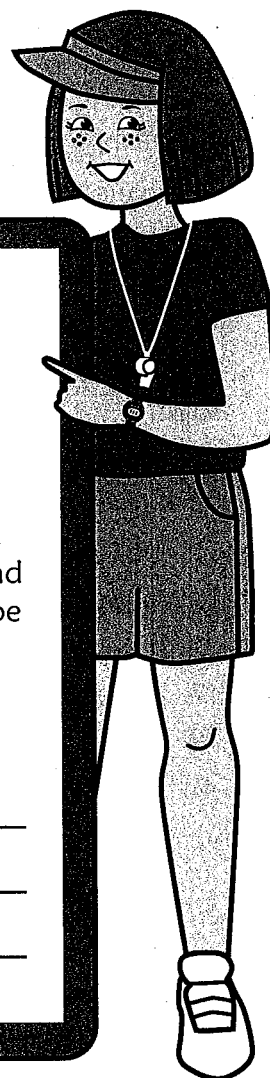
#5, 6 Group practice

Your State (Write in here)

PAULA'S POINTERS

- Appoint the rope holders to be referees, and call balls in and out of bounds.
- If space is limited, add a 4th pair and an extra ball to each group. The extra pair practices setting and passing skills and rotates in as rope holder after 5 serves.

NOTES



3rd-5th

Soccer
Review

Thursday

Setting up cones as goals around the gym. Each goal, one goalie & one defender. Groups of students visit and try to score a goal at various pairs around the gym.