

SEL: Morning meeting, Family time, Relationship skills

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 **Subject:** Date: Week of 8.10. to 8.26.22 PE, SEL, Career, & Health **Topics:** Locomotor, non-locomotor, football, relationships, medicine, alcohol, agriculture

K-5th Lesson plans	Standards and "I can" statements: K-5th	Vocabulary:	Weekly Assessment:
<p>Relationship Skills & (K-2nd)</p> <p>Using Medicine K.1.1 & 1.1.1 & 2.1.1</p>	<p>Kindergarten Health: I can identify family and school rules about the use of medicines. K.1.3. P.E: I can explore a variety of locomotor movements, traveling in different directions. K.1.L1</p> <p>1st Health: I can explain the harmful effects of medicines when used incorrectly. 1.1.1. P.E.: I can perform a variety of locomotor movements using different body parts. 1.1.L1</p>	<p><u>Vocabulary:</u></p> <p>expectations, rules, rewards, consequences safety, warm up, cool down, dynamic stretching, warm-up, dynamic stretching, P.E., Health, Career, SEL, relationship skills, medicine alcohol, locomotor, non-locomotor agriculture, food, natural resources</p>	<p>Formative and Summative Assessments</p> <ul style="list-style-type: none"> - Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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5th Health: I can identify short and long-term effects of alcohol use. 5.1.1. P.E.: I can explore different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels using different pathways in game-like situations. 5.1.L1

Wed,
Thurs
Fri

https://www.youtube.com/watch?v=C34sqSI4qA&list=PLwa7Ha3rP_K1ehQYELehG15aKYZW0Oq&index

Fri: What is SEL? Relationship skills

Primary: (Relationship Skills)

<https://www.youtube.com/watch?v=F5x23qhFHI4>

Intermediate: (Relationship Skills)

<https://www.youtube.com/watch?v=cD2iAY0Ww7g>

Aug 10th-12th: Wed - Fri: What is SEL? Relationship skills

Primary: Friends

<https://jr.brainpop.com/health/feelings/friends/>

Intermediate:

<https://www.brainpop.com/english/studyandreadingskills/backtoschool/>

Primary K-2nd Activity:

Wed - Friday: Building a Foundation: Locomotor skills, Levels, and Directions & Pathways and Creative Moves

~~Monday:~~ Tempo and Creative Move #2 & Movement Concepts Using Hoops

~~Tuesday:~~ Body Management and Balance & Pairing and Moving Together

~~Wednesday:~~ Grouping and Making Bridges & Grouping and Moving Together & Chasing and Fleeing (if time permits)

~~Thursday:~~ Building a Foundation:

~~Friday:~~ Building a Foundation.

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

Intermediate 3rd-5th Activity:

Wed - Fri: Passing and Receiving Drills & Designated Drivers. See attached for lesson, differentiated instruction and assessment/exit slip.

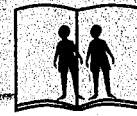
Monday: How to Throw a football & Throwing a football in relay using 3 Hula hoops for points!

Tuesday: Ball Carrying Drills & Kickback

Wednesday: Flag Pulling Drills & 3 catches in hula hoops = touch down

Thursday: Punting Drills & Review

Friday: 3 station football review



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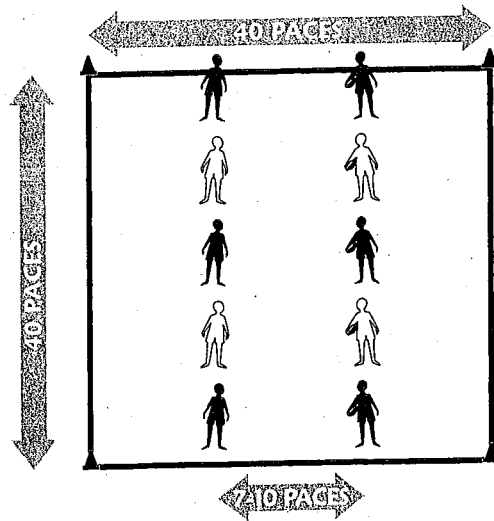
Ready...

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

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (7-10 paces apart); each pair with a ball.

GO!



1. The object is to practice throwing and receiving a forward pass.
2. First, watch your partner “shadow” the throwing motion (practice without the ball). Look for:
 - Side to target.
 - Ball back behind ear, high and away.
 - Lead with throwing elbow.
 - Step toward target.
 - Snap wrist, roll off fingertips, and follow through.
3. Now, watch your partner shadow catch balls thrown high and low. Look for:
 - High catches, fingers up.
 - Low catches, fingers down.
 - Fingers spread apart.
 - Eyes on the ball.
 - Reach with arms; give with hands.
 - Wrap fingers, pull ball to body.
4. Next, add the football, and check how your partner grips it. Look for:
 - Fingers spread apart.
 - Pointer finger off the laces near tip of ball.
 - Middle and third fingers across laces – fingertips on the ball.
 - Little finger on the laces.
5. Lastly, stand in a face-off formation 7-10 paces from your partner, and pass back and forth using your best form.

CHALLENGES

- ★ How many passes can you and your partner complete in a row?
- ★ Can you alternate high and low passes to your partner?

CUES

- ★ Receivers “ask” for the ball. Look at the passer, and have your hands up and ready.
- ★ Passers pass only when you see the receiver “asking” for the pass. Your receiver should be looking at you with “up-and-ready hands.”

SPARK™ IT UP!

★ Step Back

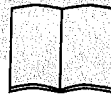
Receivers step back after every successful catch.
Receivers step forward if the pass is incomplete.

★ Drop Back

Pretend you are receiving a hike from the Center.
Drop back 2-3 steps, and then pass to your partner.

★ Target Pass

(Groups of 3, 1 ball and 1 hoop per group. 2 students in face-off formation 7-10 paces apart; 3rd student stands in the middle, and holds a hoop up overhead.) Passers try to pass through the hoop, and complete passes to your receiver. Hoop holder, turn so you are always facing the passer. Rotate after every 8-10 passes. Vary the distance.



ACADEMIC

Social Studies (Historical Timelines) - Did you know field goals were once worth 4 points, and touchdowns were worth 5? When was the forward pass legalized? (Answer: 1906.) The rules to any sport always change as the game evolves. Create a historical timeline of the football rule changes during the past century. The National Football League website at www.nfl.com/history/chronology is a great place to start.

STANDARDS ADDRESSED

NASPE

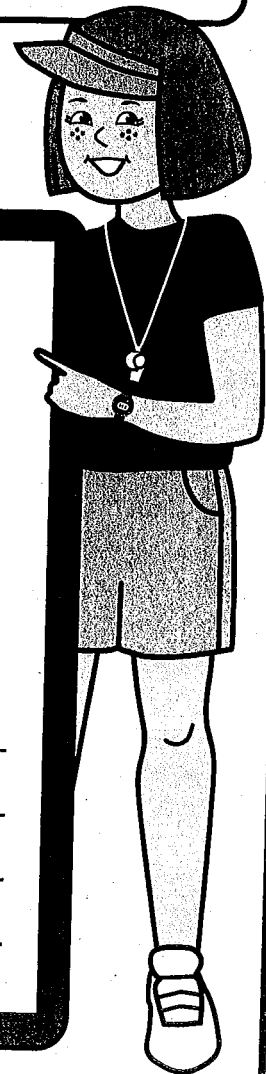
- #1, 2 Forward passing, catching
- #5,6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Allow students to work with a variety of partners.

NOTES





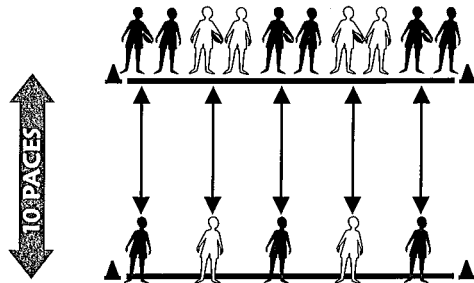
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Ready...

- 1 ball per 3 students
- 4 cones (to create lines)

Set...

- Create 2 parallel lines, 10 paces apart. Length of lines should accommodate 1/3 of your students.
- Form groups of 3; each group with a ball.
- 2 students in face-off formation, the 3rd with a ball, standing next to either of the others.



GO!

1. The object is to practice taking a hand-off, and carrying the ball.
2. (Teach the following ball carrying skill cues)
 - Keep forearm under the ball.
 - Cover tip of the ball with hand.
 - Put other tip of ball in the bend of forearm and elbow.
 - Keep arm close to body.
3. (Teach the following skill cues for taking hand-offs)
 - Keep arms parallel, like 12 inches apart.
 - Keep top arm below shoulders, elbow up.
 - Keep bottom arm above belly button.
 - Wrap ball with both arms.
 - Begin running, then shift to ball-carrying position.
4. When I signal, those of you with the ball run across the area to your group mate, hand the ball off, and take their place.
5. The new Ball Carrier runs back across to your other group mate, hands off the ball, and takes their place.
6. Continue handing off and running with the ball until I signal (about 2 minutes). Then we'll stop, review skill cues, rotate groups and begin again.

CHALLENGES

- ★ How many hand-offs can you make in 30 seconds?
- ★ Can you alternate which side you hand off to? R, then L.

CUES

- ★ When you see the ball carrier coming to you, get your arms up and ready for the hand-off.
- ★ When handing off the ball, look for the "up" elbow. Hand the ball to them on that side.

receiver/running back

★ SPARK™ IT UP!

★ Hurdle

(Place an obstacle between the 2 lines, e.g., a jump rope, cone, hurdle, etc.) Ball Carriers, jump over the hurdle when traveling across to your teammates.

★ Cone Creatures

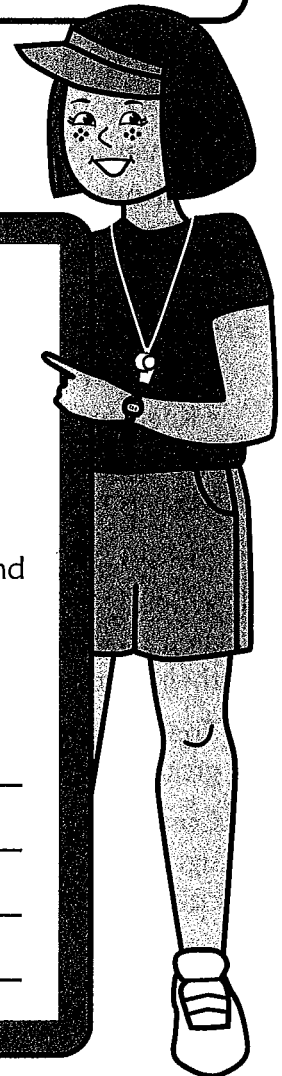
Scatter a bunch of cones in between the 2 lines – the more, the better. The cones are defenders. Ball carriers, fake and dodge the cones as you travel across.

★ Breaking Away

(Create a large [30X30 paces] activity area. Students in pairs, each pair with a ball, and all wearing flag belts.) One partner is the Ball Carrier, and the other is the Tackler. On signal, the Ball Carrier runs away from their partner (Tackler), who does 5 jumping jacks. Then, Tacklers, chase your Ball Carrier, and try to pull their flag. If your flag is pulled, Ball Carriers, give the ball to your Tacklers, and do 5 jumping jacks, reversing roles. Note that “tackling” means flag pulling, not dragging them down!

FUN FACT

In the 1929 Rose Bowl game between Georgia Tech and California, Roy Riegels scooped up a fumble, got spun around by a tackler and started sprinting...in the wrong direction! A teammate finally tackled him at the 1-yard line. They lost by 1 point. The press gave him the nickname Wrong Way Riegels, and covered it so heavily that it is considered a turning point in the general popularity of college football.



STANDARDS ADDRESSED

NASPE

#1, 2 Ball carrying, taking hand-offs

#3, 4 Cardiovascular endurance

- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Practice the traveling pattern before giving groups a ball.
- This activity is very aerobic. Therefore, practice in short intervals (i.e., 1-2 minutes). Between intervals, review cues and change groups.

NOTES



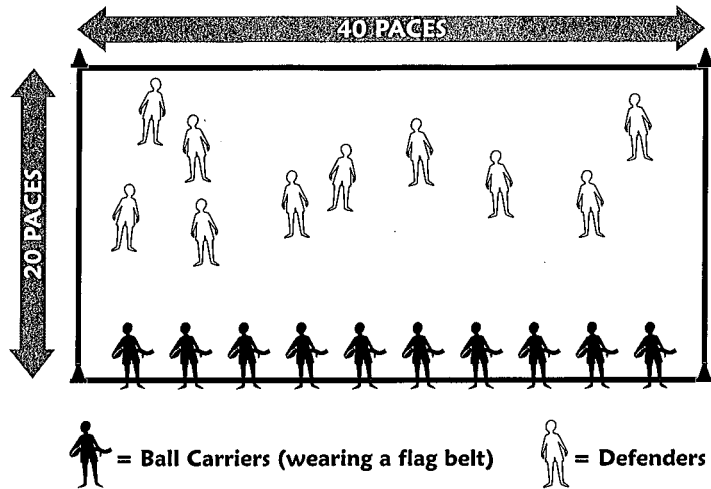
W

Ready...

- 1 football per 2 students
- 1 flag belt or scarf per 2 students
- 4 cones (for boundaries)

Set...

- Create large (20X40 paces) activity area.
- Form 2 groups; Ball Carriers and Defenders.
- Ball Carriers hold a ball, and wear the flag belt, and stand along 1 sideline.
- Defenders are scattered in middle of the area.



GO!

1. The object is for the Ball Carriers to run from 1 sideline to the other to score a touchdown, without having their flag pulled.
2. Those of you with a ball will run across the field to the other line when I say, "down, set, hike."
3. Defenders may not push, grab or shove the Ball Carriers, and you must stay on your feet when trying to pull a flag (no diving).
4. Ball Carriers are "down" if you fall, move out of bounds, or if a Defender pulls your flag.
5. If you make it across without having your flag pulled, you score 6 points.
6. If your flag is pulled, first, retrieve it, then hold it above your head to signal you are "down," and walk across the opposite sideline to get ready for the next play.
7. We'll switch roles/belts after 4 plays.

CHALLENGES

- ★ Ball Carriers, score 1 touchdown to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Galaxy All-Star!
- ★ Defenders, pull 1 flag to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Galaxy All-Star!

CUES

- ★ Defenders, stay on your feet.
- ★ Ball Carriers, fake and change directions quickly, and stay on your feet!
- ★ Ball Carriers, get your flag back to get ready for the next play.

GRADES 3-6

FOOTBALL

* SPARK IT UP!

* Turn Around

Defenders, begin with your backs turned to the Ball Carriers. We'll give them a 2-second start, and on signal, "Defenders," you may turn and chase.

* Partner Pull

(Students are in pairs; 1 the Ball Carrier and 1 the Defender.) Defenders, you may only pull your partner's flag. Defenders start along the midline between sidelines. Ball Carriers will be spread along 1 sideline. On "down, set, hike," Ball Carriers try to run to the opposite line, while Defenders try to pull your partner's flags.

* Pedometer

(Need 4-8 pedometers. There should be an equal number of Defenders and Ball Carriers wearing pedometer.) At the end of 4 plays, all Defenders, add your steps together for a group score, and all Ball Carriers, total your steps. Which group took more steps?

● STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, dodging, fleeing

#3, 4 Cardiovascular endurance

● #5, 6 Cooperation, teamwork

Your State (Write in here)

TONY'S TIPS

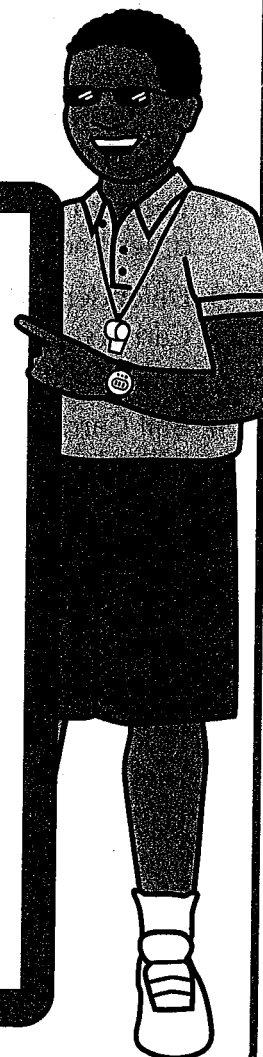
- Monitor closely for students playing too rough or using too much body contact.
- If you have flag belts for all, use them all to save time exchanging belts.
- In the beginning, have all students skip instead of run. This slows the game down. Progress to running when students seem capable of playing within the parameters of safety (i.e., not falling, minimal body contact, etc.).

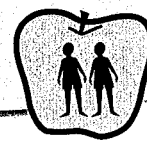
NOTES



HOME

Grab a friend and mark off a space in your yard. How many different flag pulling games can you invent? Do using different locomotor skills make a difference? How does changing the size of the activity area impact the game? Create a list describing your variations. Indicate which were the most fun. Send it to us at SPARK.





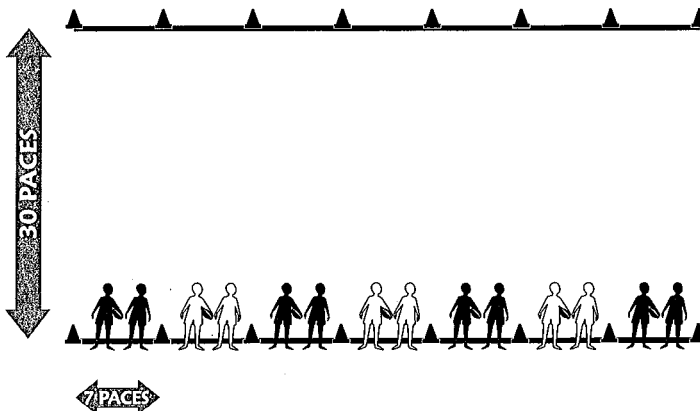
Th

Ready...

- 1 football per 2 students
- 16 cones (for boundaries)
- a stopwatch (for timing play)

Set...

- Create 2 parallel lines, 30 paces apart. The length must accommodate all students standing in pairs. Give about 7 paces between pairs.
- Pair students all on 1 line; each pair with a football.



GO!

1. The object is for you and your partner to score a touchdown by completing passes from 1 line to the other.
2. The partner with the ball begins as Quarterback; the partner without the ball begins as Receiver. On signal, you have 1 minute to score a touchdown. Receivers run a pass route toward the goal line, and Quarterbacks throw to Receivers.
3. If your pass is completed, Receivers stop where you catch the ball, and you and your partner switch roles. If your pass isn't completed, both of you do 5 Ski Jumps, Receivers retrieve the ball, and then you switch roles.
4. Score a touchdown (6 points) when you complete a pass over the end zone in the time limit.
5. Extra Point – pairs that score a touchdown have 10 seconds to try for an extra point. Place the ball 5 paces from the goal line, and make 1 last play to score.
6. After each minute, I'll give you all 30 seconds to huddle up and strategize, check heart rates, etc., before we begin again in the other direction.

CHALLENGES

- ★ I will time you. How fast can you and your partner score?
- ★ Can you and your partner beat your previous time?

CUES

- ★ Shorter passes may help you move the ball more quickly.
- ★ Quarterbacks, remember a good pass is 1 that is caught.
- ★ Receivers, don't run routes out of the range of your Quarterback's throwing distance.

* SPARK™ IT UP!

1 **Vary the Distance**
(Allow pairs to increase or decrease the distance between the 2 lines to bring the challenge to their level.)

2 **Back and Forth**
Start back in the other direction immediately after scoring a touchdown. How many can you score in 2 minutes?

3 **Defenders**
(Groups of 3.) We'll add a Defender. Quarterbacks and Receivers still try to score a touchdown as before. Defenders attempt to knock down or intercept passes. We'll play for 2-3 minutes. Quarterback and Receivers, start back in the other direction when you score on 1 side. We'll switch Defenders every 2-3 minutes.

4 **Pedometer**
(Need 1 pedometer per pair.) Play until you reach the endzone. Check your pedometers, reset, play again, and try to beat your previous step count with a higher one.



WELLNESS

To "Air it out," in football means throwing the ball as far as you can. Another meaning of "air it out" is to honestly talk with someone about your feelings. If you need some help or have a problem, sharing your feelings with someone you trust not only helps you feel better, but also gives them more information on how to help. Remember, feelings and emotions are real, so don't keep them inside too long.

STANDARDS ADDRESSED

NASPE

#1, 2 Passing, catching

#2 Offensive strategies

#3, 4 Cardiovascular endurance

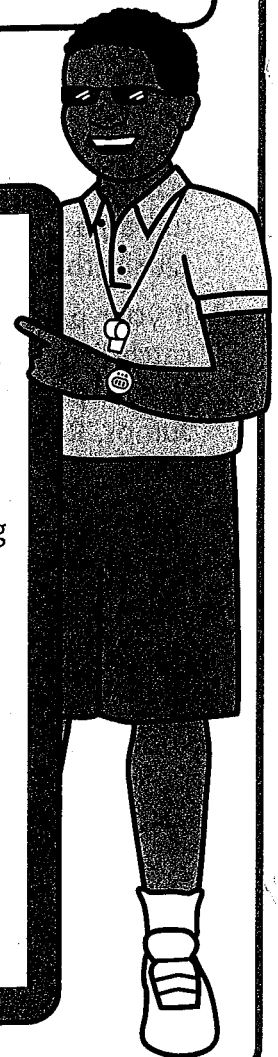
#5, 6 Cooperation, teamwork

Your State (Write in here)

TONY'S TIPS

- Prior to timing play, review rules and allow pairs to practice different types of pass patterns (i.e., down and out, button hook, fly route, etc.).
- Discuss advantages of throwing long passes versus short passes. Completed long passes may score quicker, but if incomplete they waste valuable time. Short passes may not score touchdowns as quickly, but are easier to complete.
- Provide opportunities for students to work with different partners.

NOTES



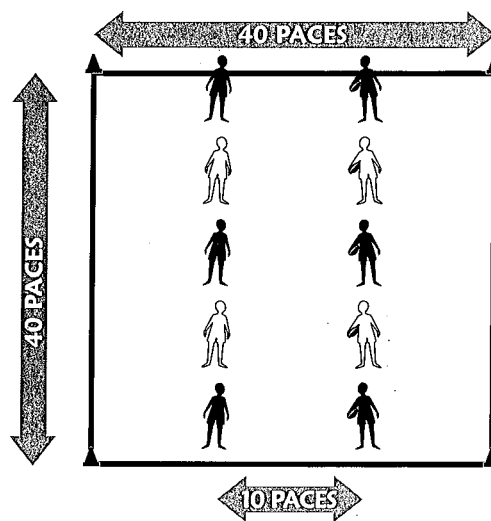


Ready...

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

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.



GO!

1. The object is to learn and practice the football punt.
2. *(Teach and demonstrate the punt.)*
 - In football, when you have not moved the ball at least 10 yards in 3 tries (downs), you have 1 last chance to either reach that "1st down" marker, or punt the ball sending it downfield, where the other team takes over on offense. A punt is a kick in which somebody drops a ball, and kicks it before it hits the ground.
 - *(Teach punting technique.)*
 - Stand with feet together, ball held with both hands waist high. Hold the pointed ends of the football at an angle so that when you drop it, you won't kick the pointed end.
 - As you step forward with your non-kicking foot, drop the ball out in front of you, and swing your kicking foot to meet the ball before it touches the ground.
 - Watch your pointed foot connect with the flat side of the ball.
 - *(Allow pairs to practice the punt back and forth from 15-20 paces apart. Partner A punts, Partner B catches, then punts back to Partner A. Continue for several minutes.)*

CHALLENGES

- ★ Can you punt the ball so it reaches your partner before it bounces?
- ★ How many punts can you and your partner make in 1 minute?

CUES

- ★ Drop the ball, don't throw it up.
- ★ Point your kicking toe.
- ★ Watch your foot connect with the ball.

★ Step Back

Begin close to your partner. Each time a punt is caught, the receiver takes 1 step back. Work your way farther from your partner.

★ Punt Run Back

(Need 1 flag per student.) Begin 20 paces from your partner. Punt the ball to your partner, then try to pull their flag once they have control of the ball. Punt Receivers, try to run the ball past your partner. Switch roles after each punt.



HOME

The current record in the NFL for the longest punt is 98 yards by Steve O'Neal on September 21, 1969. Grab a football, and go to your local junior high or high school football field. Start at 1 goal line – 98 yards is just 2 yards shy of the other goal line. Punt the ball, and run to where it stops. Punt again from that point. How many punts does it take you to cover the distance of O'Neal's record?

STANDARDS ADDRESSED

NASPE

#1, 2 Punting, receiving

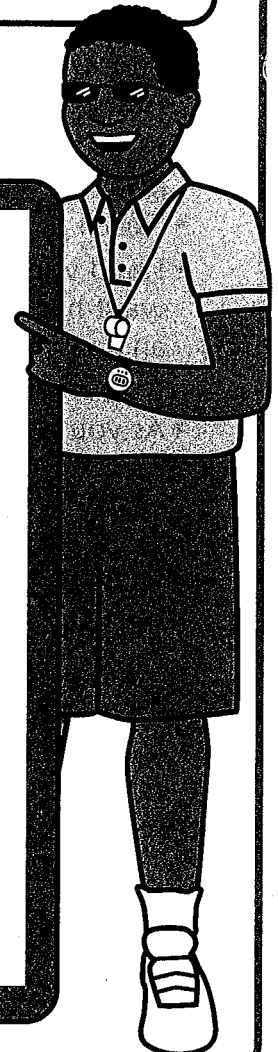
#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Rotate partners often.
- Use foam footballs to increase safety.

NOTES



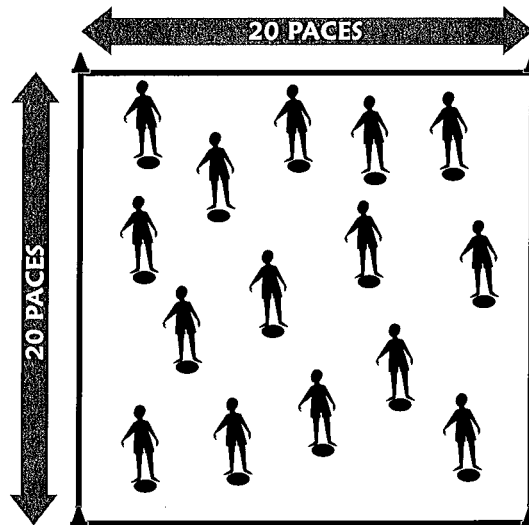


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- 1 hoop per student (optional)
- 2 beanbags per student (optional)

Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within boundaries.
- Send students to stand on a spot marker.



GO!

1. Personal Space Review

- What is the area on and around your spot called? (*Home base*) What can you do to make sure you have enough personal space to move safely? (*The Helicopter*) Show me your helicopter; twist and turn with your arms at shoulder height.
- **Challenges** – Can you...
 - Jump side-to-side over your home?
 - Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home.
 - Make a lower case letter “t” with your jumps? Practice your “t” until you hear the stop signal. (*Give 20-30 seconds to practice.*)
 - Stand behind your home base and step over it? Now step with the other foot. How many times can you step over your home before the signal? (*Give 10-15 seconds to practice.*)

2. Creative Words and Moves

- What does creativity mean? We will practice moving creatively in our next activity.
- When I say a word, think how you could move to show me that word.
 - How would you move to show: Sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist?

3. General Space Introduction

- General space is the space we all share. It is the space inside our boundaries (*lines on floor, coned area, etc.*).
- When in general space, we move without bumping or shoving others.

GENERAL SPACE AND CREATIVE MOVES

GO! (continued)

4. Go Away, Go Home

- When I say, “Go away,” leave your home base, and walk inside our general space. While moving, keep a safe distance from others.
- When you hear, “Go home,” return to your home base (*spot marker*).
- How safely can you move in general space?
- How quickly can you return home?
- (*Repeat several times.*)

5. Scrambled Eggs

- When you hear, “Scrambled eggs!” move safely within general space any way you wish.
- On signal, freeze right where you are. Can you freeze in a position without moving or falling over?
- If you hear, “Go home!” return to your home base.
- Show how well you listen and freeze.
- Watch for others moving in general space; no bumping or touching.
- (*Repeat many times until learned and signals are followed quickly.*)

6. Wrap It Up

- What people and objects were within your general space today? Are there any people or objects within your personal space right now?
- Who can name an animal that lays eggs – besides a chicken? (*Ducks, geese, ostriches, etc.*)
- Let’s review our key words from today. (*These are the underlined words/phrases in the GO section.*)

GENERAL SPACE AND CREATIVE MOVES

*SPARK™ IT UP!

* Switcheroo

When moving in general space, if you hear “Switcheroo,” do not return to your home base. Go to a different spot.

* Freeze Dance

(Play *The Freeze* from the ASAP unit. Students move within boundaries and stop when they hear the word “Freeze!”)

* Gathering Coconuts

(Scatter 1 hoop per student throughout activity area. Place 2 beanbags inside each hoop. Ask each student to stand inside a hoop. Give instructions.)

When you hear my start signal, walk to another hoop (“coconut tree”), and take (“harvest”) a beanbag (“coconut”) from within and bring it to your home hoop. Take only 1 at a time. On the stop signal, count your coconuts!



WELLNESS

Keep your personal space neat and clean! Who washes their hands before eating and after using the restroom? Who brushes their teeth after eating and before going to bed?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills

● #3, 4 Participates in physical activities that are enjoyable and challenging

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

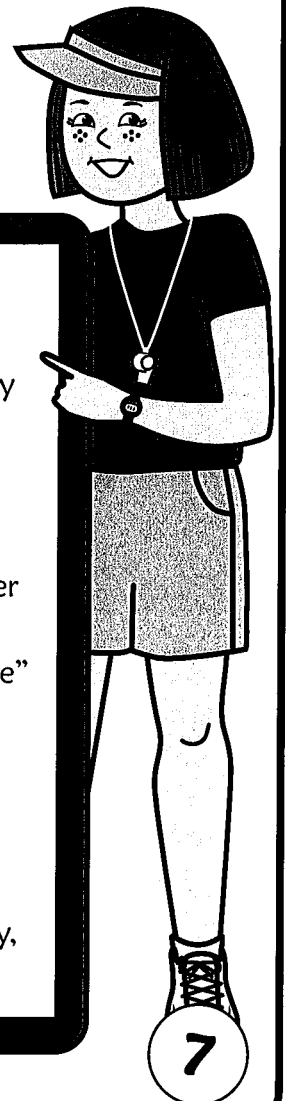
Your State (Write in here)

PAULA'S POINTERS

- Use “Scrambled Eggs” to signify that students may choose the way they move.
- Show those having difficulty stopping and maintaining their balance how to bend their knees and widen their stances (for lower centers of gravity).
- Alternate “Freeze” and “Go home” until students are proficient.
- Praise those following signals quickly and moving in general space without touching others.

Vocabulary

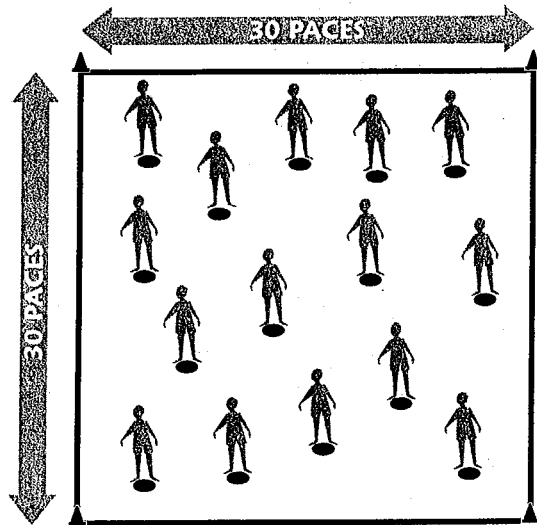
General space, boundaries, creativity, coconuts





Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 3 Movement Cubes (1 w/locomotor skills, 1 w/directions, 1 w/numbers)
- Note: 1 small die (dice) may substitute for the numbered Movement Cube
- *Locomotor Skill, Level, Direction, and Number Cards (SPARKfamily.org)*
- Music and player



Set

- Create large (30X30 paces) activity area.
- Call students in small groups to select and place their own spot.

GO!

1. Home Base Review

- Today you selected a spot and placed it yourself! Were you mindful of others? Do you have enough safe space to move? Who remembered to do the “helicopter” movement to create their safe space?

2. Introduce/Review Locomotor Skills

- There are 8 basic locomotor skills for us to practice. Locomotor skills move us from one place to another. Walking and running are locomotor skills. Who can name another?
- Even though you may have done some or all of them before, I want you to learn them by name and to do them even better. We all know the 1st one!
- *(Briefly introduce the skill by name and show the corresponding skill card, then signal students to practice it while moving safely within general space. Intersperse signals to “Go home.”)*
- Walking – Point your toes straight ahead; swing your arms; hold your tummy in; and keep your chest up. Stand tall and show good posture!
- Running (slowly) – Hold your hands near waist height; relax your shoulders, head, and wrists. Keep your head steady, elbows in, and arms moving forward and back. Don’t let your arms swing across the mid-line of your body (*demonstrate*). Running (*fast*) – Lean forward and land on the balls of your feet.
- Jumping – Take off from 2 feet and land on 2 feet.
- Hopping – Take off from 1 foot and land on the same foot. Switch feet after a few hops.
- Galloping – Lead with one foot and step-together-step. Switch your lead foot.

- Skipping – Take a step, then hop on that foot. Step on the other, then hop on it. Continue alternating step–hop, step–hop.
- Side-sliding – Move sideways, step–together–step. It is like a sideways gallop. Switch your lead foot every few steps.
- Leaping – Take a long step. Pretend you are trying to get over a big puddle. You take off on one foot and land on the other.

3. **One Movement Cube** (*Locomotor Skills*)

- This is a movement cube. We'll roll it and practice whatever locomotor skill is on top when it stops.
- When you hear, "Go home," return to your home base.
- (*Allow students to take turns rolling the cube and calling the name of the skill on top.*)

4. **Levels**

- You can move in space at different levels. Show me what a low level looks like (place hands on knees or ankles, kneel, squat, etc.). A medium level. A high level.
- **Challenges** – Can you...
 - Walk at a low level? Skip at a medium level? Gallop at a high level?
 - Side-slide at a medium level? Jump at a high level? Leap gracefully at a high level?
 - (*Prompt students, combining a variety of locomotor skills and levels.*)

5. **Directions**

- To be good movers, we should be able to change the direction of our movement. We can move forward, sideways, and backward. We can turn to our right (R) clockwise, or to our left (L) counterclockwise. (*Show Direction Skill Cards.*)
- **Challenges** – Can you...
 - Walk forward; turn R? Is that clockwise or counterclockwise?
 - Walk forward; turn L? Is that clockwise or counterclockwise?
 - Side-slide R? Jump L? Gallop R, switch feet; then gallop L?
 - (*Prompt students, combining a variety of locomotor skills and directions.*)

6. **Two Movement Cubes** (*Locomotor Skills and Levels/Directions*)

- Let's add a second movement cube. This one will tell us which level or direction to move in. Remember to return home when you hear, "Go home."
- (*Allow students to take turns rolling both cubes and calling the name of the locomotor skill and the direction or level on top.*)

7. **Wrap It Up**

- Show me how you move forward. Sideways? Clockwise? Counterclockwise? How is the gallop like the side-slide? (*You lead with 1 foot; the motion is step–together step, etc.*) How is it different? (*Side-slide moves the body forward while positioned sideways, gallop has the body facing straight ahead, etc.*)
- Do you have a favorite locomotor skill to do? When I say go, show me your favorite by doing it slowly within our boundaries. When I call you back, be ready to say why you chose it as your favorite. Go!

LOCOMOTOR SKILLS, LEVELS, AND DIRECTIONS

* SPARK™ IT UP!

* Locomotor Roll

(Use both the Locomotor Skills and Numbers Movement Cubes.) I'll roll 2 Movement Cubes. If the cubes show, "Walk," and the number 3, walk and touch 3 spots with your foot. Stay where you finish, and wait for the next roll.

* Locomotor/Direction/Level Roll

(Use all 3 Movement Cubes.) I'll roll 3 Movement Cubes. If one shows "Walk," the other "Forward," and the third says "Low," walk forward in low space until the next roll.



ACADEMIC

Language Arts

(Read *Move With Me* by Charlene Schade & Steve Pileggi.

In the classroom, have students work in pairs or groups to list the 8 locomotor skills in alphabetical order.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, levels, directions

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

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

Your State (Write in here)

- _____
- _____

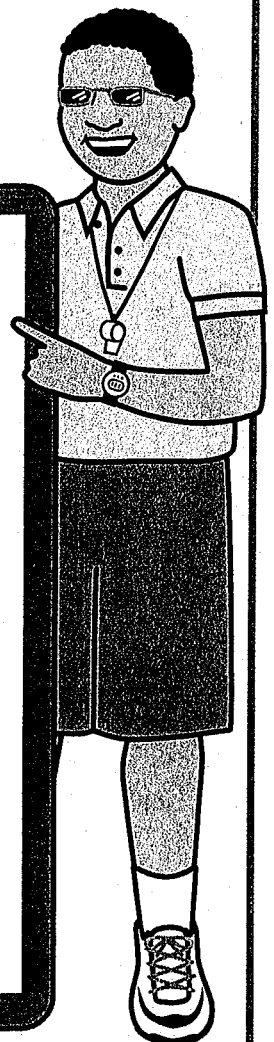
TONY'S TIPS

- Make the time to prepare the 3 Movement Cubes in advance.
- Children really enjoy rolling the "dice." Plan ahead so all have a turn before class ends.
- Help those having difficulty with any movement skill by having them "shadow" another student (or yourself).

Vocabulary

Clockwise, counterclockwise, die (dice), locomotor skills, gracefully

NOTES





W

Ready

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter hoops within boundaries.
- Send each student to stand in 1 hoop.

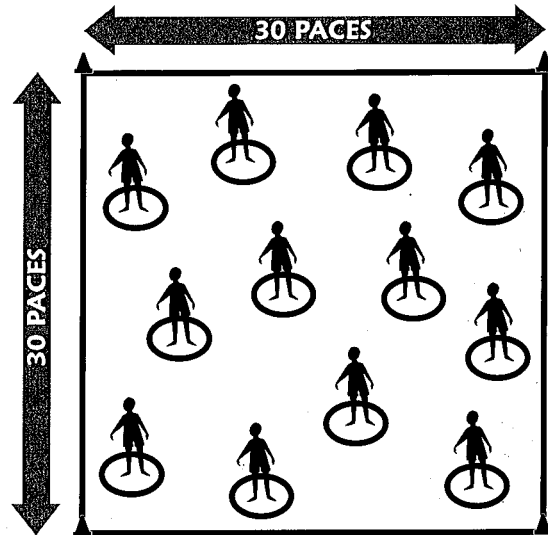
GO!

1. Home Base Review

- Today, the hoop is your home base. We will move over, under, around and through our hoops in many ways.
- Leave your hoop on the floor unless I instruct you to pick it up or move it.

2. Challenges – Can you...

- Balance on 1 foot inside your hoop? The other foot? Try it with your eyes closed! Balance on 1 foot with your eyes closed for 10 seconds?
- Jump (on 2 feet) up and down 3X?
- Jump forward out of your hoop? Jump back in?
- Jump sideways out of your hoop and back in?
- Jump out the other side and back in?
- Jump backwards out of your hoop and back in?
- Jump in and out of your hoop 3 times?
- Do it again going in a different direction on each jump?
- Jump out very far? Land softly with knees bent.
- How many times can you jump in and out of your hoop in 15 seconds?
- Hop (on 1 foot) around the outside of your hoop? Switch feet, hop in the other direction?
- How quickly can you hop around your hoop on 1 foot? Switch feet and change direction.
- Leap gracefully over your hoop at a high level? Practice until the signal.
- Gallop around the outside of your hoop at a medium level? Gallop in the other direction at a high level.



**BUILDING A
FOUNDATION**

MOVEMENT CONCEPTS USING HOOPS

GO! (continued)

- Change feet and gallop to a different hoop, then return to your home base?
- Side-slide around someone else's hoop and return to your home base?
- Side-slide leading with a different foot around 2 hoops and return to home base?
- Skip quickly around your hoop 3 times?
- Skip in a curved pathway around 3 hoops and return to home base?
- Move through your hoop from side to side?
- Hold it up and move under and through?
- Hold it low and step over and through it?
- Balance on your hands and feet over your hoop and hold. This is called a "4-point bridge."

3. Musical Hoops

- This game is called *Musical Hoops*. When the music starts, leave your home base (hoop) and side-slide (or walk, skip, etc.) within our area. Don't step on or in a hoop.
- When the music stops, find a hoop to stand in. (*Play several rounds.*)
- Next round, I am going to remove several hoops. What do you suppose will happen? (*They will share hoops with others.*)

(*Play until students are squeezed into the fewest number hoops safety allows.*)

4. Wrap It Up

- How did you share when you played *Musical Hoops*?
- When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing?
- Let's review our key words and phrases from today while we stretch.

MOVEMENT CONCEPTS USING HOOPS

* SPARK™ IT UP!

* Musical Hoop Challenges

(When 2 or more students are in a hoop.) Can everyone in your hoop pose at a different level? Can you pretend you are a sport player?

* Math Magic

(For use with Musical Hoops.) How many are in your hoop? Is it an even or odd number of students? Whose hoop has the most students? The fewest? If your hoop has more than 4 students, hop on 1 foot.



HOME

Do you have a hoop at home? If not, make a circle with a rope. Practice jumping around it, making bridges and leaping over it, hopping in and out of it, etc. What other tricks can you do with your hoop?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, manipulative skills

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

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

Your State (Write in here)

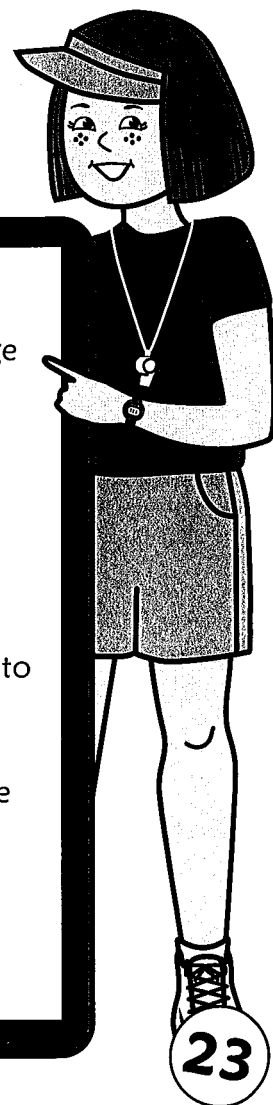
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PAULA'S POINTERS

- This is the first lesson using a large manipulative. Give additional safety signals and/or spend more time reinforcing start and stop signals if needed.
- Before playing *Musical Hoops*, encourage children to watch for others looking for someone to play with and invite that person to join them in their hoop.
- Use *Musical Hoops* to teach/reinforce sharing and praise those that practice it.

Vocabulary

Balance, odd, even, sharing





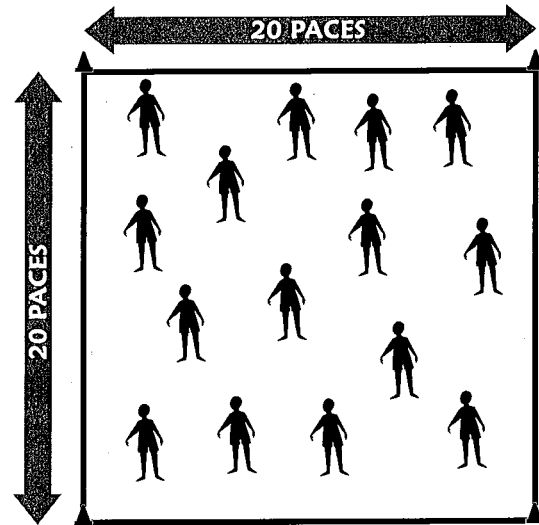
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Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways)
- 1 spot marker (or hoop) per student (use at least 4 different colors)
- Note: If no colored spot markers, use large, colored stickers to differentiate
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter students within boundaries; ask them to establish their home base and spread out safely.



**BUILDING A
FOUNDATION**

GO!

1. Home Base Review

- Were you able to find a home base without a spot or hoop to help you?
- Who did the “helicopter?”
- If you hear, “Go home!” what do you do? Correct, return to the home base you’re standing on now.

2. Rock and Roll

- Do you remember how we *Rock and Roll*?
- Three people will roll 1 Movement Cube each.
- If one shows “Skip,” begin skipping. If another says, “Forward,” skip forward. If the 3rd says, “curved,” skip forward in curved pathway.

(Begin slowly to integrate a warm-up. Play until all 8 locomotor movements, all directions, and all levels are reinforced.)

3. Body Shapes

- Today, we will move our bodies to create shapes.
- When I say an adjective (a descriptive word), think how you could move your body to show it.
 - o Curved – Be curved like a snake.
 - o Narrow – Stretch to be long and thin.
 - o Wide – Reach your arms and legs out to the sides.
 - o Angular – Make your body bend and point.

BODY MANAGEMENT AND BALANCE

GO! (continued)

- o Twisted – Turn part of your body one way and part of it another way.
- o Bent and curled – Close your body.
- o Shaking – You're cold and shivering!
- o Swinging – Make big, free movements with your body parts.
- o Swaying – Make small movements front and back or side-to-side.
- o Turning – Spin like a top!
- o Rising – Move away from the ground.
- o Sinking – Slowly move toward the ground.

4. Body Parts

(Send students in small groups to select/place their spot within the activity area.)

- This game is called *Body Parts*.
- I will call a color and a body part. First, find a spot of that color; then, touch it with that body part. There may be several of you at each spot, so show how well you've learned to share.
- Blue/knees. Red/hands. Green/elbows. Yellow/toes.
- Blue/L knee. Red/R elbow. Green/L big toe. Yellow/R hand.
- Blue/L thumb. Red/L hand. Green/R big toe. Yellow/L elbow.

5. Balance on This!

- When you hear music, move within our area, avoiding the spots.
- When the music stops, stand on a spot.
- I will call a number. Balance on your spot touching that number of body parts to the ground. If they don't all fit on the spot, it is OK to touch the ground.
- Challenge yourself to choose different body parts each time.

(Continue calling numbers from 1-6 and challenging students to be creative with body parts used.)

6. Wrap It Up

- Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time.
- What sports or dances might use some of the creative moves we did today?
- Let's review today's key words and phrases while we stretch.

BODY MANAGEMENT AND BALANCE

*SPARK™ IT UP!

* Double Body Parts

After touching one part to the spot, raise the opposite side's match in the air (e.g., touch R elbow, raise, L elbow).

* Right and Left

(Specify R and L body parts.)



WELLNESS

Taking care of all your body parts is a full-time job! Remember to take care of your heart by eating a healthy diet and getting plenty of physical activity. Which other body parts do you take care of? How?

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance

● #3, 4 Participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

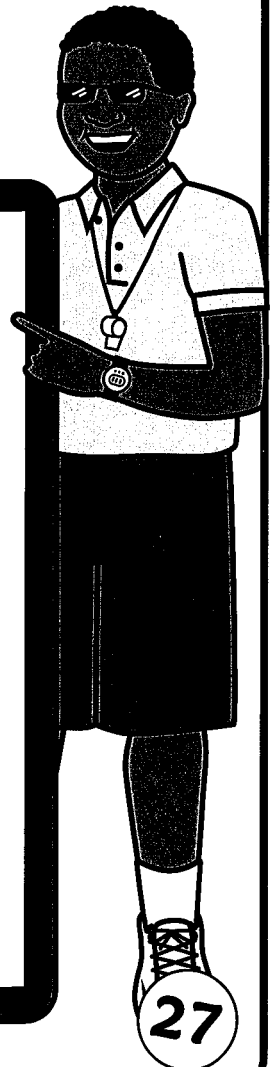
TONY'S TIPS

- Remind students of the importance of moving safely in a group.
- For more activity, spread spots (or hoops) farther apart.

Vocabulary

Adjective, diet

NOTES



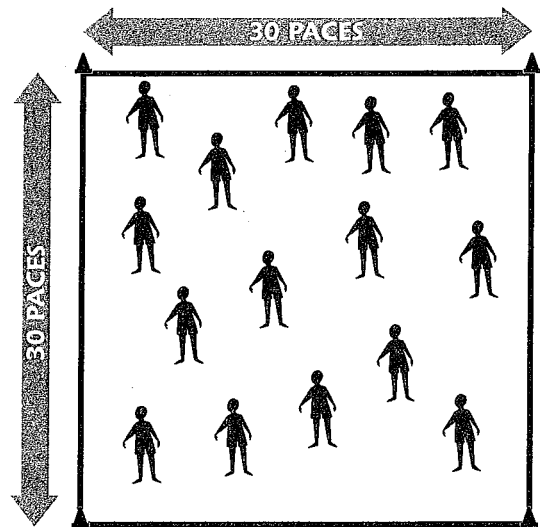


Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Locomotor Skill, Level, Direction, Pathways, Tempo Movement Cube Cards (SPARKfamily.org)*
- Music and player

Set

- Create a large (30X30 paces) activity area.
- Send students to establish a home base.



GO!

1. Rock and Roll

- Our 3 Movement Cubes are locomotor skills, directions and levels, tempos, and pathways. On my signal, different people will roll the dice; we'll see what ends up on top. Then everyone will move that way.
- *(Begin slowly to integrate a warm-up. Start with 1 or 2 Cubes, and begin adding on until students can sequence 3 or more movements. Prompt in challenging language; e.g., "Can you skip – quickly – at a high level – in a zigzag pathway?")*

2. Back to Back (Forming Pairs)

- Today, we'll begin partner activities. On my signal, walk within our area.
- When you hear, "Back-to-back," quickly stand back-to-back with a friend.
- If you don't find a partner, raise your hand and walk to the middle. That's our lost and found!
- If there is someone still looking for a partner, invite that person to join your pair. We never want anyone to feel left out, do we?
- *(Practice several times using different locomotor skills. Encourage students to pair quickly, and seek different partners each round.)*

3. The Sculptor

- How quickly can you get back-to-back with a new partner? One is the "Clay," the other is an "Artist;" decide now.
- The Artist "molds" their Clay partner into a letter of the alphabet by gently moving their limbs into shape.
- When the Clay looks like the letter, the Artist stands back and copies the shape.
- We will switch roles every few rounds.
- *(Repeat having the Artist stand in front and mirror their partner's shape.)*

PAIRING AND MOVING TOGETHER

GO! (continued)

4. **Shadow Matching** (See “Tips” for an indoor variation.)

- How quickly can you get back-to-back with a new partner? One partner is a “Poser,” the other a “Matcher;” decide now.
- The first Poser poses with the sun to their back. The Matcher stands next to their partner and tries to match their poses by watching their shadow.
- Switch roles after the Poser has performed 3 different poses.
- (Continue for several minutes to give all a chance to do numerous poses.)

5. **Same and Different**

- How quickly can you get back-to-back with a new partner? One partner is the first “Leader,” the other a “Follower;” decide now.
- When I say, “same,” Leaders lead their partner inside our area, and Followers match their Leader’s locomotor skill (e.g., both gallop).
- When I say, “different,” Leaders still lead their partners, but Followers do a different locomotor skill. For example, one hops, one skips.
- We will switch roles every few rounds; then repeat with new partners.

6. **Wrap It Up**

- What are things that make physical activity with others more fun?
- Who will name a sport or activity where 2 people play together against 2 others? (Tennis, squash, 2 on 2 basketball, 2 on 2 soccer, etc.)
- Let’s review today’s key phrase while we stretch.

PAIRING AND MOVING TOGETHER

* SPARK™ IT UP!

*** Traveling Shadow Matching** (Note: See "Tips" for an indoor variation.)

You and your partner play follow the leader. Leaders move in different pathways, directions, and levels. When the music stops, Leaders freeze and make a statue. Followers match your leader by looking at their shadow.

*** Partner Social Skills**

How quickly can you get back-to-back with a partner? Turn around and shake hands. Why do people shake hands when they meet? How do we shake hands properly? (E.g., Look at the person you're shaking with, give a firm handshake, and say, "It is nice meeting you," etc.)



ACADEMIC

Social Studies

When might we need to follow a leader? (Students follow teacher instructions; players follow coach's game plan, etc.) What are names and titles of different leaders? (Queen, prime minister, president, etc.) Who are some leaders you know? What makes them good leaders?

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, locomotor skills, nonlocomotor skills
- #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging
- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner

Your State (Write in here)

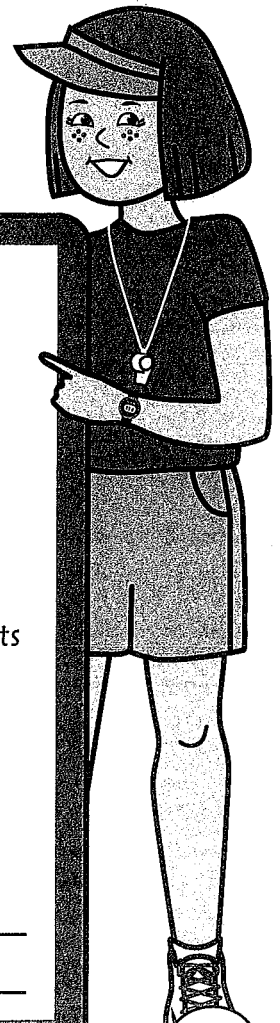
PAULA'S POINTERS

- Remind "artists" to "sculpt" their partners gently.
- You need shadows to do the *Shadow Matching* activity. If playing without shadows, have students mirror poses by looking directly at their partners.
- Before or after class, have students work with modeling dough to mold letters of the alphabet.

Vocabulary

Roles, molds, poses, match

NOTES



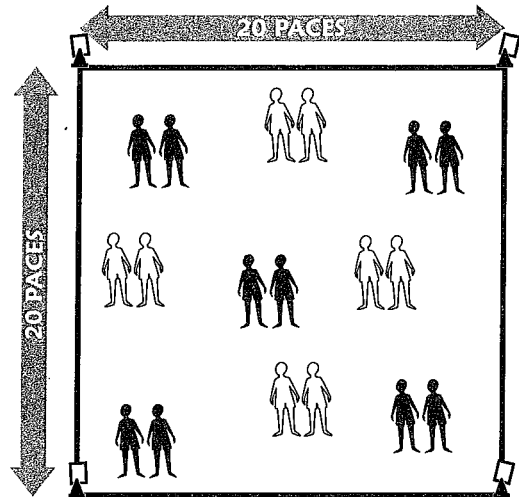


Ready

- 4 cones for boundaries
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Traveling Skill Cards* (Locomotor, direction, pathways, levels, and tempos) (SPARKfamily.org)
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Place a *Locomotor Skill Card* on 1 corner cone, then move clockwise and place a *Pathway Skill Card* on the next corner cone.
- Continue around placing a *Level* and a *Tempo Skill Card* on the final 2 corner cones. (Have alternate *Skill Cards* to exchange with these later.)
- Play *Back-to-Back* to pair students.
- Scatter pairs within area.



GO!

1. Rock and Roll in Pairs

- Let's *Rock and Roll*; this time with a partner.
- We'll roll 3 Movement Cubes, and you and your partner do the movement patterns together.
- (*Begin slowly to integrate a warm-up. Start with 2 or 3 Cubes and sequence 3 or more movements. Prompt in challenge language; e.g., "Can you gallop – slowly – at a medium level – in a curved pathway?"*)

2. Follow the Leader

- In *Follow the Leader*, one of you is the first Leader, the other follows. Decide now.
- On my signal, Leaders lead Followers inside our area. We'll begin by walking.
- Next, I'll call a direction. Leaders move in that direction; Followers follow.
- Next, I'll add a pathway. Leaders move in that pathway; Followers follow.
- We will continue for levels and tempos, too.
- Switch roles (Leaders and Followers) each round.
- Stay near your Leader, but not so close that your legs get tangled. Watch where you're going.
- (*Play several rounds.*)

PAIRS COMBINING MOVEMENT CONCEPTS

GO! (continued)

3. Partner Chase

- Both partners move at low level. You are both frogs looking for a lily pad. Crouch down and jump together to find your lily pad.
- Both partners move at high level. Both are tall monsters trampling over cars!
- Let's play *Partner Chase*. Everyone hold up 2 fingers (*index and 3rd*). Use them to tag yourself in a nice way. It is not a stab, a slap, or a push; it's a gentle touch. This is how you will tag your partner: between the waist and shoulders.
- One partner moves at high level, the other low. High is a cat, the other a mouse! Who would chase whom? Go!
- One partner moves at medium level, the other high. High is a giraffe and medium is a tiger. Who would chase whom? Go!
- One partner moves at high level, the other low. High is a T-Rex, low is a Stegosaurus! Who would chase whom? Go!

4. Corner Add-On

- Walk the perimeter with your partner. The perimeter is the outside boundary of our area. When you arrive at this corner (*point to the one with Locomotor Skill Cards*), read the card. If it says, "Run," run to the next corner.
- At the next corner, read the Pathway Skill Card. If it says "Curved," run in a curved pathway next corner.
- The 3rd corner will add a level, and the 4th a tempo (speed).
- When you have read all 4 cards and are putting together 3 movement concepts, continue around the outside of our activity area, or the perimeter.
- I will change the cards every minute or so to change the ways we move!

5. Wrap It Up

- Which locomotor movements did you use? Which levels? Pathways? Directions? How well did your Leader lead you? Were they easy to follow? Why or why not?
- (*While stretching*) Did you take turns with your partner today? Soon, we'll have equipment to share. I'll be watching and complimenting students who take turns with their equipment, and play well with different partners.
- Let's review today's key phrase while we stretch.

PAIRS COMBINING MOVEMENT CONCEPTS

*SPARK™ IT UP!

* In the Middle

Once you have read all 4 cards and know how to move, move inside our boundaries until your hear my signal to return to the perimeter.

* Snakes and Lizards

(Play *Snakes and Lizards*, ASAP section, pg. 19.)



WELLNESS

It's not only fun to play with a partner; it may be good for your health, too. A partner gives you someone to play catch with, ride a bike with, run with, and be your workout buddy. A partner can remind you to eat fruits and vegetables, get to bed early so you get plenty of sleep, and drink water instead of soft drinks. Be a good partner and a good friend.

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, pathways, levels, directions, tempos

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

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

● **Your State** (Write in here)

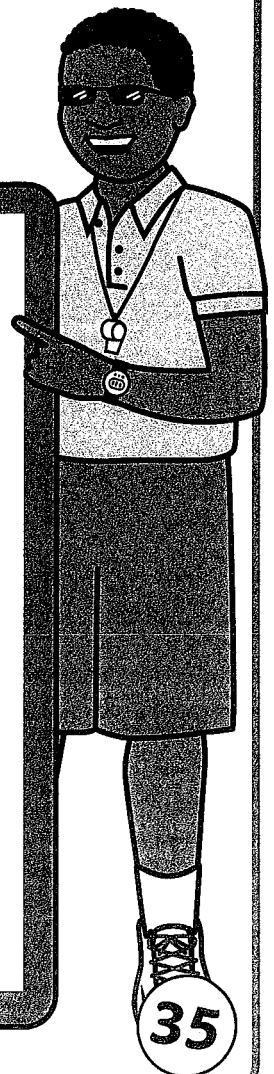
TONY'S TIPS

- Play each activity several times with new partners.
- To designate roles use familiar/local sport teams (e.g., 1 partner is a Yankee, the other a Met). Also try other familiar pairs (e.g., car and driver, dog and cat).

Vocabulary

Perimeter, sequencing, trampling

NOTES



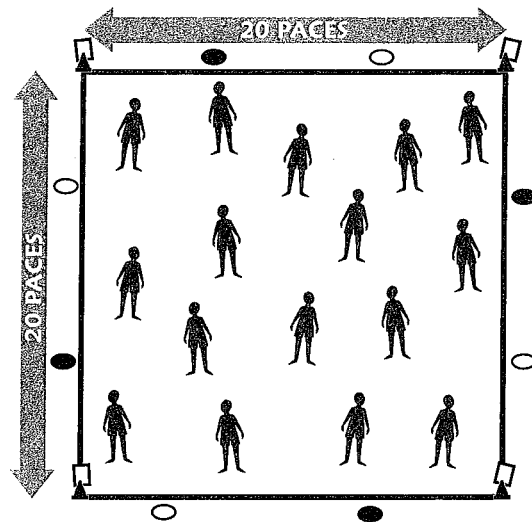


Ready

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

Set

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



GO!

1. Mingle, Mingle (Forming groups)

- When you hear, “Mingle, mingle,” walk within our boundaries. Mingle means to mix or blend. Pretend we’re making a healthy drink and we have to blend the ingredients.
- On the music stop (or “Freeze”) I’ll call a number and show that many fingers. How quickly can you form a group with that many people?
- Invite others to join your group, even if it means having an extra person. We never want anyone to feel left out.
- Ready? “Mingle, mingle!” (Signal students to move varying their locomotor skill, tempo, pathway, etc. After 5-30 seconds, call out, “3s!”)
- How quickly can you form a group of 3? Mingle, mingle to speak with others about joining your group.
- When your group is ready, move to a low level (squat, kneel, or bend over).
- (Practice until students form different size groups – 2s through 5s – quickly.)

2. Body Parts

- “Mingle, Mingle!” This time, I’ll call a number and a body part. First, form your group size; then touch the body part with others in the middle.
- Threes! – Knees! Touch 1 knee in the middle.
- Mingle, mingle – 4s! – Elbows!
- Mingle, mingle – 5s! – Toes!
- Mingle, mingle – 3s! – Thumbs!
- Mingle, mingle – 2s! – High 5!

GROUPING AND MAKING BRIDGES

GO! (continued)

3. Building Bridges

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

4. Wrap It Up

- What is the difference between over and under? Next to and through? Behind and in front? Forward and backward?
- (*While stretching*) Who can name a famous bridge, or one in our community? What does it go over?
- Bridges often allow us to cross a body of water. Our bodies need plenty of water to function properly.
- Remember to drink plenty of water during the day; especially instead of sugary soft drinks.
- H₂O is a special way to say “water.” Keep H₂O the way to go!
- Let’s review today’s key phrases while we stretch.

GROUPING AND MAKING BRIDGES

* SPARK™ IT UP!

* Obstacle Course

(Scatter 6 different color spot markers – 1 per 2 students – and 3-4 hoops, within boundaries. Pair students.) One of you is a “Mover,” the other an “Obstacle.” Obstacles, show how quickly you can stand on a spot. Say your color out loud.

- **Orange** – Lie on your backs.
- **Blue** – Make tunnels by standing with your legs in a wide straddle.
- **Red** – Make tunnels by standing and holding your hoop to the side.
- **Purple** – Crab position: 4-point bridges with tummies facing upward.
- **Yellow** – Bear position: 4-point bridges with tummies facing down and legs straight.
- **Green** – Frog position: Knees, legs, and arms on the floor; heads down.
- Movers, on my signal, travel around, over, or under the obstacles. We'll play for a couple of minutes, then switch roles.

* Add 1 for Fun

Let's build on the types of bridges we've learned.

- Yellows, can you run in place?
- Greens, what kind of noise does a frog make?
- Blues, can you open and close your bridge?
- Reds, can you create a new and different tunnel with your hoop?
- Oranges, if no one is nearby, can you do 3 crunches before company arrives?
- Purples, how you can change your crab position to make it less crabby?

GROUPING AND MAKING BRIDGES

STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, body awareness, locomotor skills

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

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

Your State (Write in here)



WELLNESS

Why is doing activity more fun with a group of friends? Which activities do you like to do with friends? Ask a parent if you can sign up for a class, league, or sport away from school where you can be active with your friends – or make a few new ones!

PAULA'S POINTERS

- Praise those who group quickly and/or invite others to join them.
- Pre-plan, then teach modifications for any role (e.g., students unable to hold a 4-pt. bridge with feet and hands should try knees and hands).
- Teach/reinforce taking turns when students arrive at a bridge simultaneously.
- On the walk back to the classroom, ask which colors of the rainbow were seen in the spot markers and hoops used in class today.

Vocabulary

H₂O, mingle, function

