

# K-5th Lesson plans

## P.E. KY Core Content:

PL-EP-2.34: Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)

### Practical Living KY Core Content:

PL-EP-1.1.6: Behavior/Choices: The learner will be able to describe how an individual's behavior and choices of diet, exercise and rest affect the body.

PL-04-1.1.6: Behavior: The learner will be able to describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (digestive).

### P.E. National Standards (NASPE):

**Kin-Ball Sport (World Games, pg. 19) #1 Motor skill development, #2 Defending open space #3,4 Aerobic capacity, upper body strength #5,6 Communication/cooperation, appreciation of diversity, accepting challenges (K-5<sup>th</sup>)**

## Vocabulary:

Expectations, rules, rewards, consequences safety, warm up, cool down, Kin-ball, Omnikin, defense, serve, fault, digestive system

## Learning Targets (relate all targets to real life)

**P.E.:** I can identify expectations and safety rules for my PE class. (K-5<sup>th</sup>)

**P.E.:** I can work cooperatively with a group. (K-2<sup>nd</sup>) I can use strategy and speed to avoid being touched by a Kin-ball. I can use my hands and feet to keep the Kin-ball from hitting the floor. (K-2<sup>nd</sup>)

**P.E.:** I can work together as a team and demonstrate how to play Kin-ball.

**Practical Living:** I can give examples of how to eat right. (K-5<sup>th</sup>)

**Practical Living:** I can describe the purpose of the digestive system. (3<sup>rd</sup>-5<sup>th</sup>)

### Tuesday-Thursday P.E. and Health Lesson Plans

**Mini lesson:** (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!

**Warm-up:** (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up.

**Mini lesson:** (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).

**Warm-up:** (P.E.) Mr. Kuhn will get into their personal space. (K-3<sup>rd</sup>) Students will be lead in a variety of warm ups by listening to the 1st song "Hopping, Skipping Song" from the website Having Fun Teaching. 4<sup>th</sup> and 5<sup>th</sup> grade students on will watch the Moe Jones "Hip Hop Video". They will watch a 5 minute segment (16-20).

**Mini lesson:** (Practical Living) Students will watch a video from brainpopjr.com titled "eating right". (Flashback): Give me a benefit of drinking milk. (Exit slip): Question: Give me a couple of examples of how you can eat right. (K-2<sup>nd</sup>) Students will watch a video from brainpop.com titled "digestive system". (Flashback): Give me a benefit of the "pasteurization" of milk. (3<sup>rd</sup>-5<sup>th</sup>) (Exit slip): Question: What is the purpose of the digestive system?

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Kin-ball Sport/The Train: See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement

## Daily Assessment:

- Observation
- Oral responses
- Self-Evaluation
- ORQ
- Whole Class
- Small Group
- Individual

## Formative and Summative Assessments

- Entrance (flashback) and Exit Slips
- Oral Questions
- Student Self-Assessment

correctly from the teacher or from peers. Advanced students: Have them come up with a different way to play the game "The Train".  
**Assessments/Exit Slip:** How did cooperation or working together help when playing this game. What would have happened if students didn't cooperate and work together.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Kin-ball Sport/Temple of Doom, See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Challenges: How many times can you play this game without getting hit by the Omnikin ball?

**Assessment/Exit Slip:** What strategies did you use in order not to get hit by the Omnikin ball?

**P.E. Activity #3:** Primary (K-2<sup>nd</sup>) Kin-ball Sport/Popcorn, See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many times can you play this game without you allowing the ball to hit the ground or go out of bounds?

**Assessment/Exit Slip:** Turn and talk and explain to a partner how to play the Omnikin game "Popcorn".

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Kin-ball Sport (World Games), page 19, see attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many points can you score before the signal? How few faults?

**Assessments/Exit Slip:** Explain how to object and rules of Kin-ball. Why do you think it is important to communicate as a team.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a

**Teacher:** Clark Kuhn **Subject:** P.E./Practical Living **Week:** October 13-16, 2015 and Friday (2) **Topic:** Kin-ball and various Kin-ball games, eating right, digestive system, cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".

**FRIDAY 2 P.E. and Health Lesson Plan:**

**Topic:** dance/movement, behavior, cooperative play, striking a ball  
**Friday 2 only: "I can" statements:** P.E. I can identify various motor skills. P.E. I can use offensive strategies in a game. (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can correctly perform various motor skills. (3<sup>rd</sup>-5<sup>th</sup>)  
**Friday 2 only: Warm-up:** Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)  
**Friday 2 only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.

**Friday 2 only: P.E. Activity #1:** Primary (K-2<sup>nd</sup>): Color Tag (Games, pg. 5) See attached lesson plan

**Friday 2 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.  
 Advanced students: Instead of standing in your hoop, each round I'll give you something to do. This time, do 3 push-ups! Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.)

**Friday 1 only: Assessments/Exit Slip:** Who can tell us a strategy you used to avoid being tagged? There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?

**Friday 2 only: P.E. Activity #2:** Primary (K-2<sup>nd</sup>): Fitness Introduction (Building a Foundation, pg. 47)

**Friday 2 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.  
 Advanced students: They will come up with an exercise of their choice.

**Friday 2 only: Assessments/Exit Slip:** Name some activities we did today that made your heart beat faster. Why does exercise make your heart healthy? Which skills or sports might you perform better with stronger muscles?

**Friday 2 only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Cooperatives (Cooperatives, 9)

**Friday 2 only: Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.

**National Standards (NASPE):**

(Friday 2 only) PL.EP-2.1.1: Fundamental Motor Skills: Students will apply fundamental motor skills: locomotor and nonlocomotor.

**National Standards (NASPE):**

(Friday 2 only) NASPE: (Building a Foundation) (K-2<sup>nd</sup>) #1,2 Spatial awareness, locomotor skills #3,4 Cardiovascular endurance, Cardiovascular endurance, muscular strength, muscular endurance, fitness concepts #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities

(Friday 2 only) NASPE: Color Tag (Games) (K-2<sup>nd</sup>) #1,2 Spatial awareness, locomotor skills, chasing and fleeing #3,4 Participates in enjoyable, aerobic capacity #5,6 Participates, appreciates, enjoys movement, cooperates in a group setting

(Friday 2 only) NASPE: Have You Ever? (Cooperatives) (3<sup>rd</sup>-5<sup>th</sup>) #1 Various motor skills #5,6 Communication/cooperation

(Friday 2 only) NASPE: Wallball: Recess Activities (3<sup>rd</sup>-5<sup>th</sup>) #1,2 Striking #2,6 Offensive game strategies #5,6 Cooperation, fair play

**Teacher:** Clark Kuhn **Subject:** P.E./Practical Living **Week:** October 13-16, 2015 **and Friday (2)** **Topic:** Kin-ball and various Kin-ball games, eating right, digestive system,

			<p>Advanced students: They can participate in the 5-Steps Challenge and/or the Strength Switch, page 10.</p> <p><b>Friday 2 only: Assessments/Exit Slip:</b> Students will give an example of a physical activity that they performed.</p> <p><b>Friday 2 only: P.E. Activity #2:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Wallball (Recess Activities, 19)</p> <p><b>Friday 2 only: Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: How many times in a row can you and your partner hit the ball before the signal? How far from the wall can you and your partner hit the ball before the signal? How far from the wall can you and your partner stand, and still keep a rally going?</p> <p><b>Friday 2 only: Assessments/Exit Slip:</b> Students will explain how they played the game Wallball.</p>	
			<p><b>Cool down and Rewarding Positive Behaviors:</b> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p>	

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

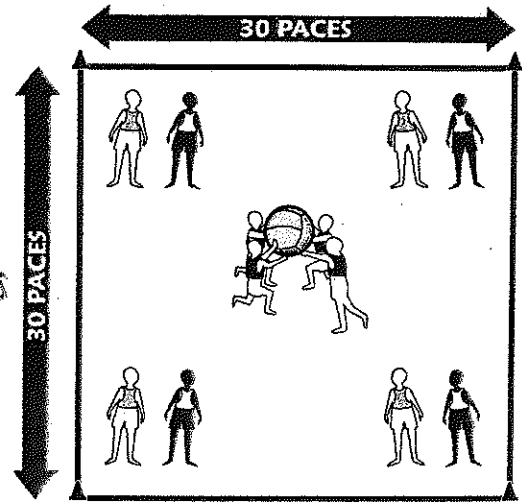


## Prep

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

## Set

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



## Teach

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

## EXTENSIONS

### Pedometer Points

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

### Speed Play

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

## GLOBAL INTEGRATION

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



## STANDARDS ADDRESSED

### NASPE

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

**Your State** (Write in here)

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## TEACHING TIPS

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

### NOTES

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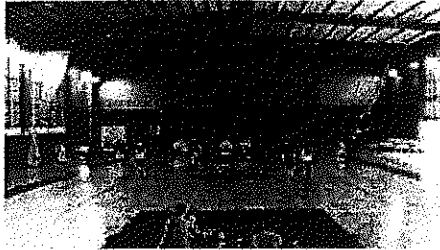
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Kin-Ball, is a team sport created in Quebec, Canada in 1986 by Mario Demers, a physical education professor, in which the main distinctive characteristics are the big size of the ball (about 1.5 meters of diameter) and that the matches are played between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

Game<sup>[edit]</sup>



3 periods 7 min. each  
Kin-Ball game

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

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

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

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

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

**1. Train Tracks-** This game is along the lines of body surfing. Have a line of students lie down on the floor with shoulders touching. Have a two people stand on the sides of the lines and roll the Omnikin Ball over the "track" of people. As soon as the ball rolls over a person, they stand up and run to the end of the line to keep the track going.

\*tips

-make sure students keep their hands to their side and not touching the ball.

-if you have more than one Omnikin ball, the two tracks can race each other

-see how long the group can keep the ball rolling before it runs out of track. Can the group make the track turn?

**2. Temple of Doom-** Like the Indiana Jones movie you do not want to get run over by the big boulder (Omnikin in this case). Students will make a circle on the outside facing the middle. A second, smaller circle will be formed on the inside where students are facing out. A space between the two lines is now formed.

Choose a few students to run in the space in a circle. Once they are moving, introduce the Omnikin ball into the game and have the outer circle and inner circle players pushing the ball together around the circle trying to get the ball to tag the runners. If a runner is tagged, they join back onto one of the circles as a pusher.

\*tips

-have the groups practice pushing the ball around the circle as a warmup before introducing runners.

-the pushers may change the direction of the Omnikin whenever they want. Talk to them about strategies of reversing the ball.

**3. Popcorn-** Have the class seated in a circle with feet facing the middle. Object is to keep the ball aloft as long as possible, keeping it within the circle. If the ball is kicked out, the teacher throws it back in. If you have more than one Omnikin or beach balls you can have multiple circles playing at one time to maximize participation. If class struggles keeping the ball in the air, let it hit the ground but still have the goal of keeping within the circle.



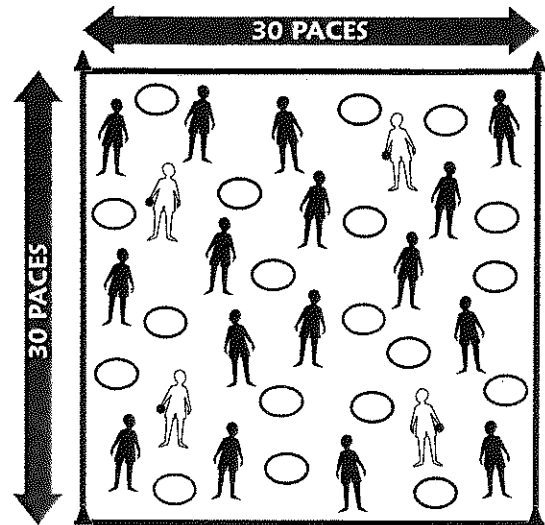


## Ready

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

## Set

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



## GO!

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

## ★ Spots of Color


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

## ★ Cone Zone

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

## ★ Card Counting

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



### HOME

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

### STANDARDS ADDRESSED

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

**Your State** (Write in here)


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### PAULA'S POINTERS

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

**Vocabulary**

Canvas

**NOTES**

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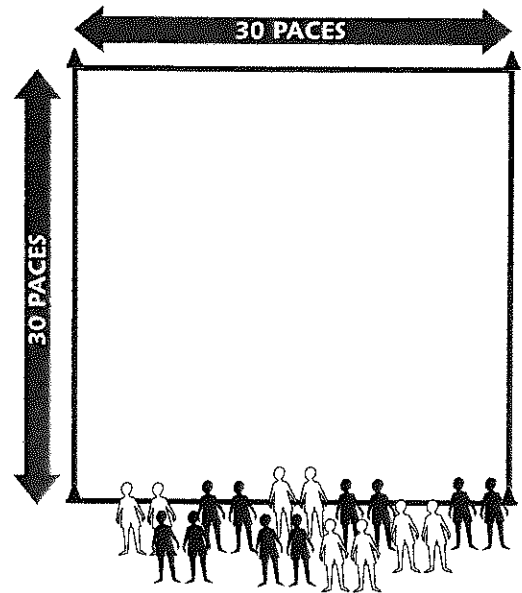


## Ready

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

## Set

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



## GO!

### 1. Introduction to Fitness

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

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

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

### 3. Workout Buddies

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

## FITNESS INTRODUCTION

### GO! (continued)

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

#### 4. Wrap It Up

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

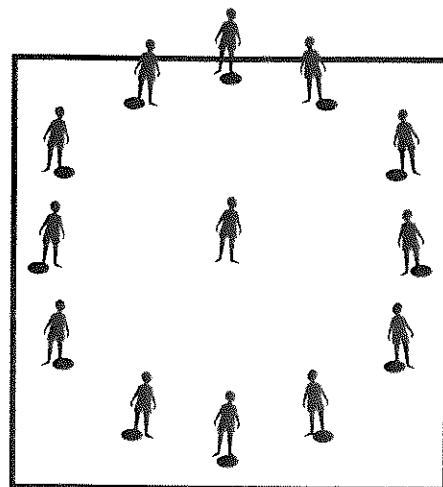


## Ready...

- 1 spot marker per student (minus 1 for student in the middle)

## Set...

- Form a large circle using spot markers.
- Students standing on spot markers facing center.
- One student in the middle starts the game.



## GO!

1. The object is to learn more about your classmates, while traveling safely through the circle.
2. Student in center asks, "Have you ever \_\_\_\_\_?"  
You fill in the blank with a physical activity you have done before. (Examples: "Have you ever gone surfing?" or "Have you ever biked off road?")
3. If your answer is "yes," move through the middle of the circle, and find an open spot marker somewhere around the circle.
4. The student left without a spot marker will be next in the center and starts the following round by asking, "Have you ever \_\_\_\_\_?"
5. Remember to move quickly, without touching others.

### CHALLENGES

- ★ Can you move to a spot marker without touching anyone?
- ★ Can you get to a spot marker before I count to 5?

### CUES

- ★ Think of what you'll ask the group before it is your turn in the center.
- ★ Watch out for others when looking for a spot marker.

# SPARK IT UP!

## ★ Pedometer People

(Select 5-6 students, and give each one a pedometer.) Pedometer People, monitor your steps, and give the pedometer to someone else when you reach 100 steps. (Widening the circle allows students to take more steps each round.) We'll play until all have had a chance to wear the pedometer.

## ★ 5-Steps Challenge

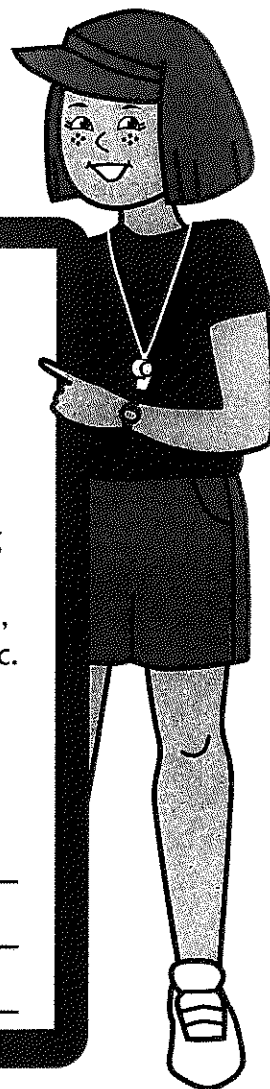
All start on the circle's edge. I'll call on 1 student to ask the question, "Have you ever \_\_\_\_\_?" You have 15 seconds to find a new spot marker at least 5 steps away from your previous spot marker. Do jumping jacks at your new spot marker until the next round. I'll call on a different student each time.

## ★ Strength Switch

Switch locations by using a bear walk, crab walk, 2-foot jump, leg lunge or hop.

## FUN FACT

Have you ever written a book? A group of young Native American children in Arizona told their stories to their teacher, Byrd Baylor, who had them published in 1976. The book is titled, *And It Is Still That Way*. Does your library have this book? Do you have a story to tell?



## PAULA'S POINTERS

- The first few times, you might want to role play the center person. To encourage a lot of movement, begin with something you know many students have done before, e.g., riding a bicycle, swimming in the ocean, skiing, etc.
- Larger circle = more movement.

## NOTES

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## STANDARDS ADDRESSED

### NASPE

#1 Various motor skills

#5, 6

Communication/cooperation

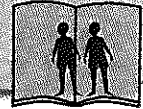
**Your State** (Write in here)

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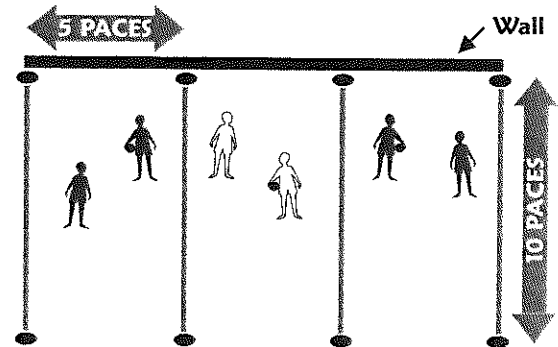


## Ready...

- 5 paces of wall space per 2 students
- 1 utility ball per 2 students
- 2 spot markers per pair, plus 2 more (for boundaries)

## Set...

- Create 1 small court per pair; 5 paces wide by 10 paces deep.
- Pair students.
- Pairs stand at their area of wall; each pair with a ball.



## GO!

1. The object is to work with your partner to strike the ball back and forth against the wall.
2. Take turns striking the ball to the wall. After leaving your hands, the ball must touch the ground before the wall.
3. Change partners on signal (*2-3 minute rounds*).

### CHALLENGES

- ★ How many times in a row can you and your partner hit the ball before the signal?
- ★ How far from the wall can you and your partner stand, and still keep a rally going?

### CUES

- ★ Step forward when you hit the ball.
- ★ Strike down on the ball so it bounces first.



## ★ Get the Point

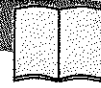
Rather than cooperative play, this one adds a little competition. Score a point if your opponent fails to keep the rally going. If you are ahead on points when you hear the stop signal, find a new partner who was also ahead. Those behind on points should find a new partner who was also behind. If tied at the signal, use Rock, Paper, Scissors, to break your tie.

## ★ Doubles

*(Students in pairs.)* Players on the same team must alternate hits. Score the same as 1 on 1.

## ★ Tennis Ball

*(Need 1 tennis ball per pair or group of 4.)* Play with a tennis ball to increase level of difficulty.



## ACADEMIC

**Language Arts (Urban Legends) - An Urban Legend is a tale that is retold as true, but no one knows for sure. One example is this explanation of how the Berlin Wall came down: Berlin, Germany, was divided by a big wall to keep people separated. Two East German boys played Wall Ball so hard, the ball knocked a brick off the wall. Larger chunks soon fell, and that is how it came down. Write your own Urban Legend and share it.**

### ● STANDARDS ADDRESSED

#### NASPE

- #1, 2 Striking
- #2, 6 Offensive game strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, fair play

**Your State** (Write in here)

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### PAULA'S POINTERS

- Allow students to choose their own partners to begin. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.
- If there is not enough wall space for all students, use 2-square courts for the overflow.

### NOTES

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