

<p>K-5 Lesson plans</p> <p>KDOE: Practical Living <i>(P.E.): Academic Standards 2.34:</i> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living <i>(Health): Academic Expectations: 4.1:</i> Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: <i>(Health) 5.4:</i> Students use decision-making process to make informed decisions among options. (K-5th)</p> <p>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30: Students evaluate consumer products and services and make effective consumer decisions. (K-5th)</p> <p>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36: Students use strategies for choosing and preparing for a career.</p> <p>KDOE: Practical Living (Health): 2.32: Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p>KDOE: Practical Living (Health): 4.1: Students effectively use inter-personal skills. (3rd-5th)</p>	<p>Vocabulary:</p> <p>Whole grain, refined grain, fiber, punctual, blood sugars, Kin-ball, Omnikin, defense, serve, fault, mortgage</p>	<p>Learning Targets (relate all targets to real life):</p> <p>P.E.: I can perform physical movement skills correctly. (K-5th) Health: I can define and provide a benefit of being punctual. (K-5th) Health: I can provide an example of a whole grain food. (K-5th) I can give a side effect of a diet high in refined grains. (K-5th) Consumerism: I can explain the benefits of saving money. (K-2nd) I can explain the purpose of a mortgage. (3rd-5th) I can explain the meaning of the words reduce, reuse, and recycle. (K-5th) Vocational Studies: I can give an example of a career from the education and training career cluster. (K-5th)</p> <p>P.E.: I can work cooperatively and use the Kin-ball in a variety of locomotor movements. (K-2nd) P.E.: I can work together as a team and demonstrate how to play the sport of Kin—ball. (3rd-5th)</p> <p>Tuesday-Thursday P.E. and Health Lesson Plans</p> <p>Mini lesson: (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day! Warm-up: (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Citizenship/Employability Traits): Character word of the week on Power Point: Punctuality. DOK #1: Define the meaning of the word punctuality. DOK #2: Compare and contrast punctuality at school and during your future job.</p> <p>Mini Lesson: (Health): Healthy food of the week (whole grains) versus a negative side effect of sugar and an example of a food (refined grains) that is high in sugar. DOK #2: Compare and contrast healthy food choices and foods that are high in sugar.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within health sciences. Remind students about Monday's guest speaker: Jose Rosario. Review the content discussed from the previous Monday's guest speakers. DOK#2: Compare and contrast a career in law, public safety, corrections, and security with a career in health sciences.</p>	<p>Daily Assessment:</p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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KDOE: Vocational Skills (Consumerism): 2.30:
Students evaluate consumer products and services and make effective consumer decisions. Students demonstrate the skills to evaluate and use series and resources available in their community.

National Standards (NASPE)
See attached lesson plans for NASPE standards!

Mini lesson: (Consumerism): Critical vocabulary: Use the powerpoint to go over the following consumer decisions that affect the environment: reduce, reuse, and recycle. DOK 1: Explain the meaning of the word reduce, reuse, and recycle. DOK 2: Compare and contrast the terms reduce, reuse, and recycle.

Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about “dynamic” stretching before a workout and will complete one upper body and one lower body stretch. (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 16-22 minute mark (“Chinese Challenge”)

P.E. Activity #1: Primary (K-2nd) 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 correctly from the teacher or from peers. Advanced students: Have students come up with a different way to play the game “The Train”.

Assessments/Exit Slip: DOK 1: Explain how to play the game “The Train”. DOK 2: Compare and contrast the game “the train” with a real train.

P.E. Activity #2: Primary (K-2nd) 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: How many times can you play this game without getting hit by the Omnikin ball?

Assessments/Exit Slip: DOK 1: Explain how to play the game “Temple of Doom”. DOK 2: Compare and contrast the game “the train” with “temple of doom”.

P.E. Activity #3: Primary (K-2nd) 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 allowing the ball to hit the ground or go out of bounds?
Assessments/Exit Slip: DOK 1: How did your group work together to make this activity fun? DOK 2: Compare and contrast the game “temple of doom” and “popcorn”.

P.E. Activity #1: Intermediate (3rd-5th) Kin-ball Sport (World Games), 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:** DOK #1: Explain how to play the game Kin-ball. DOK #2: Compare and contrast “Kin-ball and (choose a sport, ex. Basketball, volleyball, football, baseball).

Mini lesson (Careers): Students will watch a brainpopjr.com video titled “Dollar and cents”. (K-2nd). DOK 1: Explain the value of each coin. Students will watch a video from brainpop.com titled “mortgages”. (3rd-5th) DOK 1: Explain what a mortgage is. DOK 2: Compare and contrast a 15 year mortgage and a 30 year mortgage.

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

(2) FRIDAY PL/V/S Lesson Plan:

Topic: dance/movement, static stretching, Color Tag, strength exercises, Wallball, getting to know you

Vocabulary: static stretching, oblique, lunge, squat, triceps

Learning Targets (relate all targets to real life):

Health: I can define and provide an example of static stretching. (K-5th)

P.E.: I can perform physical movement skills through dance correctly. (K-5th)

P.E.: I can avoid being tagged by performing various locomotor movements. (K-2nd)

P.E.: I can perform various strength building exercises. (K-2nd)

P.E.: I can work with my partner to strike the all back and forth against a wall. (3rd-5th)

P.E.: I can learn more about my classmates. (3rd-5th)

Friday 2 only: Mini lesson: (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement’s skills effectively in a variety of settings.

NASPE Standards: See attached lesson plans!

Friday 2 only: Warm-up: Students will run two warm up laps.

Friday 2 only: Mini lesson (Spiral Review): Review with students the career cluster of the week. Review the healthy and unhealthy food of the week. Review the consumerism vocabulary and character/employability skills word of the week.

Friday 2 only: P.E. Warm-up Activity: Students will dance to a Just Dance for Kids song on youtube.com (K-5th)

Friday 2 only: P.E. Activity #1: Primary (K-2nd): “Color Tag” 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: Come up with their own unique locomotor movements.

Friday 2 only: Assessments/Exit Slip: Students will demonstrate how to correctly play and perform the locomotor movements with “Color Tag”. DOK #2: Compare and contrast “Color Tag” with traditionally played “Tag”.

Friday 2 only: P.E. Activity #2: Primary (K-2nd): Fitness Introduction (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: Students will come up with their own strength building exercises.

Friday 2 only: Assessments/Exit Slip: Students correctly performed strength building exercises. DOK 2: Compare and contrast strength building exercise and flexibility exercises.

Friday 2 only: P.E. Activity #1: Intermediate (3rd-5th) Wallball (see attached lesson plans)

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: 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?

Friday 2 only: Assessments/Exit Slip: Students correctly performed the physical exercises associated with “Wallball”. DOK 2: Compare and contrast “Wallball” and volleyball.

Friday 2 only: P.E. Activity #2: Intermediate (3rd-5th) Have You Ever? (see attached lesson plans)

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: Can you move to a spot marker without touching anyone? Can you get to a spot marker before 1 count to 5?

Friday 2 only: Assessments/Exit Slip: Students will participate and learn more about their classmates through a conservation.

****Emergency Drills:** Open the door on the rolling cart.
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:

- **Fire drills:** exit following the emergency exit plan & close doors (prevents spread of flames)
- **Earthquake drills:** doors open (you would be trapped if door is struck), everyone gets under/tables including teachers
- **Lockdown drills:** Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
- **Tornado drills:** File into the hallway, head covered... this will take some maneuvering with class sizes that have changed.
- **Evacuation drills:** We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
- **Emergency kits MUST go with the class on ALL drills.** This includes the red/green +/- cards and the first aid kits.

Notes and Anecdotal records:

• Why do you think it is important to communicate as a team?
 6. Think About...

• How many points can you score before the signal? How few faults?

5. Challenges

- Ball should be served to the leading group (the one with the highest score).
- Spread your group around to defend the entire court. Stay ready and alert.

4. Cues

3. Continue until the signal.

- Faulting group becomes the Serving Group.



- When a fault is made, all other groups score a point.

o ball does not travel 3 paces.

o the same player hits ball 2X before it is controlled.

o ball goes out of bounds.

o ball hits the ground.

- Continue until a fault is made. A fault occurs when:

another color group. Rotate servers within your group.

- The group whose color is called must catch and control the ball; then serve it up to

• Serves must be hit up and travel at least 3 paces. No spiking allowed.

overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.

- 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

2. The Rules

1. Today you'll play Kin-Ball® Sport, a Canadian 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.

Teach

1986

- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.

- Create large (30X30 paces) activity area.

Set

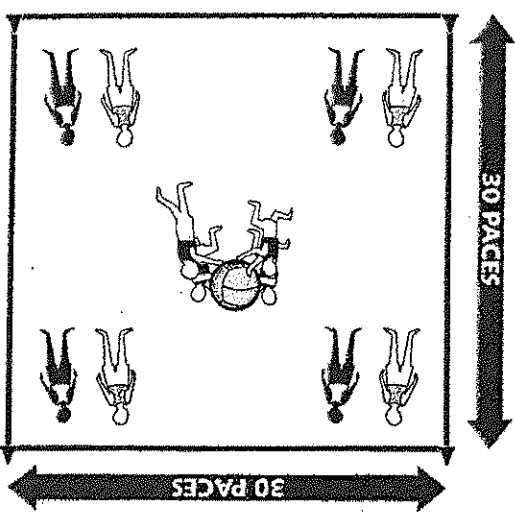
- Kin-Ball® Scoreboard (optional) dry erase boards
- 1 Kin-Ball® (40")

per color) per 12 students

- 3 sets of different color pinnies (4 pinnies

- 4 cones (for boundaries)

Prep




KIN-BALL® SPORT

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 to read more about it – in both English and French!

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.

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)

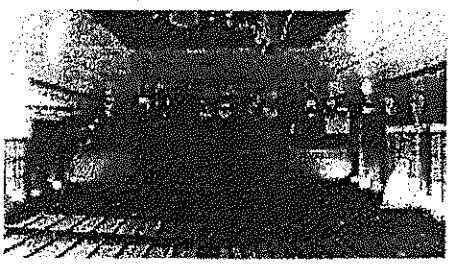
TEACHING TIPS 

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

NOTES

Kin-Ball, is a team sport created in Quebec, Canada in 1986 by Mano 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.

Gameledit



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 plimny 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

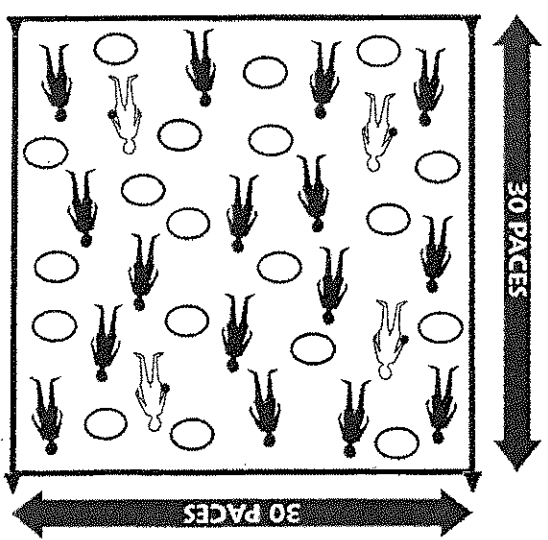
- 4 cones (for boundaries)
- 1 hoop per student (at least 3 different hoop colors)
- 4 fluffballs
- 1 spot marker per student (at least 3 different colors – optional)
- 1 deck of playing cards (optional)

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 1st safe color hoop is (blue). You may only stand in a (blue) hoop for a count of 3; then you have to leave.
5. More than 1 person can be in a safe hoop.
6. Each round, I will call a new color that will be safe that round.
7. (Play 2-3 minutes, then stop and change the color.)
8. **Add 1 for Fun**
 - Instead of standing in your hoop, each round I'll give you something to do.
 - This time, do 3 push-ups!
 - (Change the task each round; e.g., 3 sit-ups, 3 jumping jacks, 3-second jog in place, 3 imaginary rope jumps, etc.)
9. **Wrap it Up**
 - Who can tell us a strategy you used to avoid being tagged?
 - There are 3 primary colors. These are the colors all other colors are made from. Who can name 1 of them?
 - They happen to be the SPARK colors, too!



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)

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

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)!

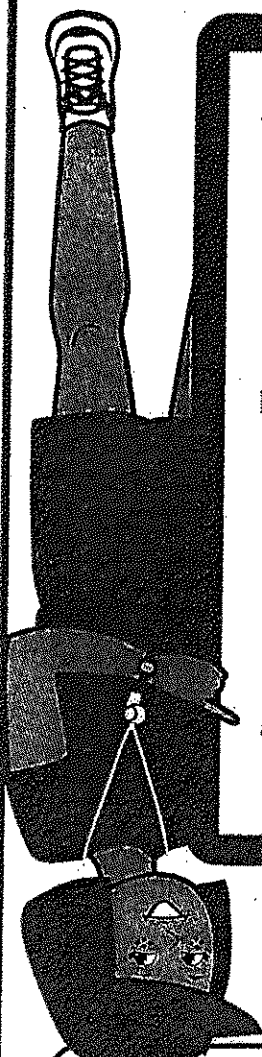
Cone Zone

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

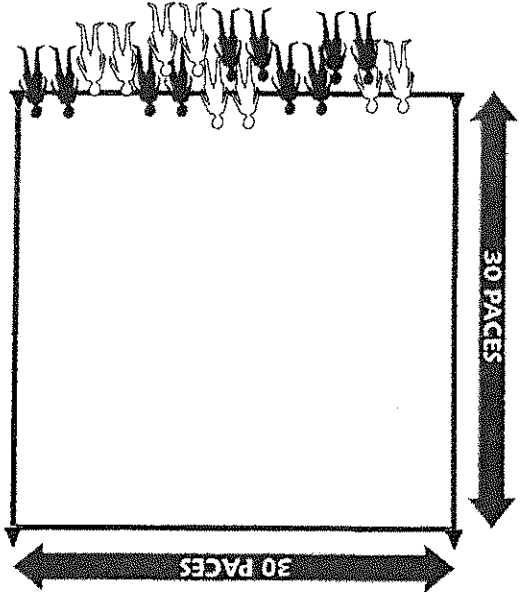
(Place a numbered playing card inside each hoop or under each spot.) There is a card hiding under your spot (or lying face down in your hoop). This time, when you're in your safe color, look at the number on the card. The number represents how many seconds you can stay (or march in place, jog, etc.)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

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 5 in SPARK stands for "Select fruits and vegetables." So add a little color to your plate, and make it a work of art!





BUILDING A FOUNDATION



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.

GO! (continued)

- o **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.
 - o Can you do a perfect push-up? Is your back nice and straight?
 - o **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?
 - o **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.
 - o **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?
 - o **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.
 - o **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.

HAVE YOU EVER?



Ready...

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

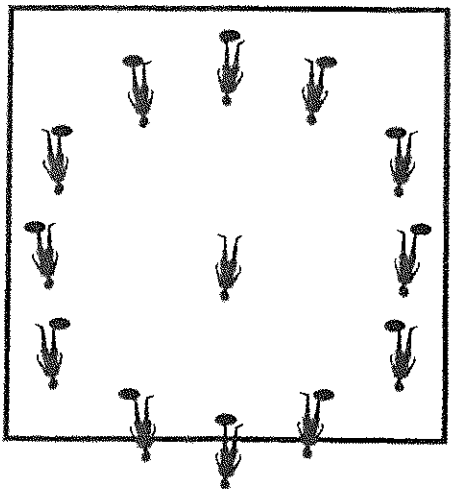
Set...

- 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.

COOPERATIVES



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.

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.

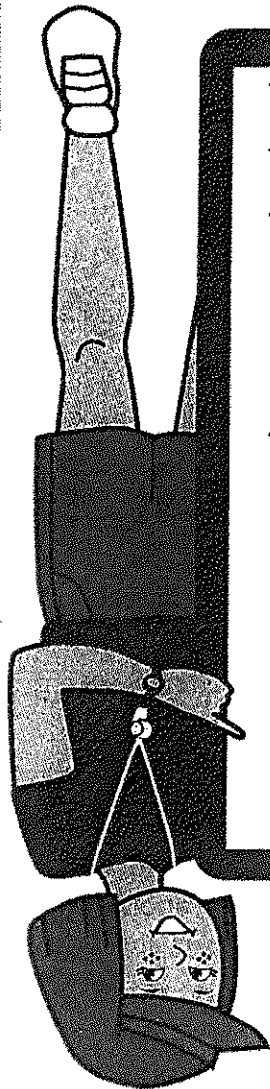
STANDARDS ADDRESSED

- NASPE**
- #1 Various motor skills
- #5, 6 Communication/cooperation
- Your State** (Write in here)

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



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?*

WALLBALL



Ready...

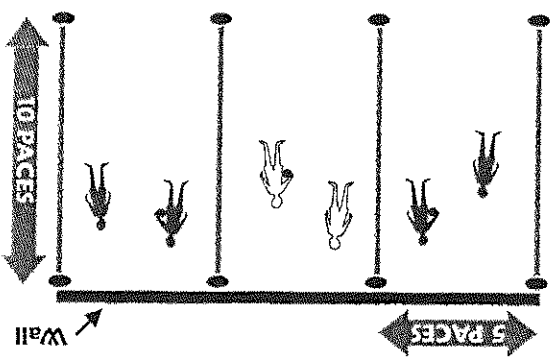
- 5 paces of wall space per 2 students
- 1 utility ball per 2 students
- 2 spot markers per pair, plus 2 more (for boundaries)

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.

RECESS ACTIVITIES

★ 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.

★ 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)*

NOTES

- 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.

PAULA'S POINTERS

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.

