

<p><b>K-5 Lesson plans</b></p>	<p><b><u>KDOE: Practical Living (P.E.): Academic Standards 2.34:</u></b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u></b> Students effectively use interpersonal skills. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Practical Living: Academic Expectations:</u></b> (Health) 5.4: Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</u></b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations:</u></b> 2.36: Students use strategies for choosing and preparing for a career.</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p> <p><b><u>KDOE: Practical Living (Health): 4.1:</u></b> Students</p>	<p><b><u>Vocabulary:</u></b> Kin-ball, Omnikin, defense, serve, fault, sleep, fats, Salt, sodium</p> <p><b><u>Learning Targets (relate all targets to real life):</u></b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)  <b>Health:</b> I can give an example of why sleep is important. (K-2<sup>nd</sup>)  <b>Health:</b> I can give examples of why too much fat in our diet is bad for my health. (3rd-5<sup>th</sup>)  <b>Health:</b> I can give examples of the side effects of a diet that is high in salt. (K-5<sup>th</sup>)  <b>Health:</b> I can provide an example of a food that is low in salt. (K-5<sup>th</sup>) I can give a side effect of a diet high in sodium. (K-5<sup>th</sup>)  <b>Consumerism:</b> I can provide examples of ways to be a smart consumer. (K-5<sup>th</sup>)  <b>Vocational Studies:</b> I can give an example of a career from the education and training career cluster. (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can catch and roll a ball correctly with a partner. (K-2<sup>nd</sup>) I can correctly throw a ball underhand and hit a target. <b>P.E.:</b> I can work together as a team and demonstrate how to play the sport of Kin—ball. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p style="text-align: center;"><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b><u>Mini lesson:</u></b> (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!  <b><u>Warm-up:</u></b> (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><b><u>Mini lesson (Health/Citizenship/Employability Traits):</u></b> 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><b><u>Mini Lesson: (Health):</u></b> Foods high in salt: Canned soup, bagels, barbeque sauce, frozen meals, Lunchables, Ramen Noodles. DOK 1: Explain the risks associated with a diet high in salt.</p> <p><b><u>Mini lesson: (KY Career Cluster):</u></b> I will show the students the career cluster poster and introduce students to careers within health sciences. Remind students about Monday's guest speaker: Lady from KET. Review the content discussed from the previous Monday's guest speakers.</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
--------------------------------	---	---	---

effectively use inter-personal skills. (3<sup>rd</sup>-5<sup>th</sup>)

**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):** Students will learn from a power point slide about how to be a smart consumer. Don't believe everything advertisers tell you, think before you buy, try more than one store or brand to find the best price. Look for good values (quality & features).

**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-2<sup>nd</sup>) Rolling and Catching with a Partner:** 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 catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score! Stand in a wider straddle. Can you score a goal by rolling the ball through your partner's legs? How many can you score in 30 seconds? If your partner scores 3 goals in a row, bring your feet closer together.

**Assessments/Exit Slip:** What popular activity is based on rolling a ball?  
DOK 2: What is the difference between throwing for accuracy and throwing for distance?

**P.E. Activity #2: Primary (K-2<sup>nd</sup>) Throwing Underhand to Targets,** 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 throw your beanbag into a hoop in 5 tries? Are you ready to aim for the 2<sup>nd</sup> row? Can you and a friend throw your beanbags into the same hoop?

**Assessments/Exit Slip:** How can you control the direction of your beanbag when using an underhand throw? Are there really beans inside a beanbag? Usually not real beans, but plastic pieces. DOK 2: Compare and contrast this game and Corn hole.

**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 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 (3<sup>rd</sup>-5<sup>th</sup>) 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).

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Backhand Throw and Catch (Flying Disc, pg. 5) 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 catches can you make before the signal? How quickly can you make 20 catches?

**Assessments/Exit Slip:** Demonstrate the proper grip, backhand throw and how to catch a Flying Disc (Frisbee). DOK #2: Compare and contrast throwing a football and throwing a Frisbee.

**Mini lesson (Careers):** Students will watch a bookflix video titled “A Good Night’s Sleep” under the Family and Community section. (K-2<sup>nd</sup>). DOK 1: Explain the importance of sleep. Compare and contrast taking a nap with

**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!

sleeping a full night's sleep. Students will watch a video from brainpop.com titled "fats". DOK 2: Why is too much fat bad for our diet?

**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.

**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!

**(3) FRIDAY PL/VS Lesson Plan:**

**Topics:** dance/movement, static stretching, cooperative games, flexibility, partner activity, kicking

**Vocabulary:** static stretching, cooperation, flexibility,

**Health:** I can define and provide an example of static stretching. (K-5<sup>th</sup>)

**P.E.:** I can perform physical movement skills through dance correctly. (K-5<sup>th</sup>)

**P.E.:** I can correctly perform various flexibility exercises. (K-2<sup>nd</sup>)

**P.E.:** I can help the "squirrel" (a student) find a safe place between 2 Trees (students). (K-2<sup>nd</sup>)

**P.E.:** I can earn my partner's trust by allowing them to "drive" them through "hazards". (3<sup>rd</sup>-5<sup>th</sup>) **P.E.:** I can I can correctly serve a ball by kicking it. (3<sup>rd</sup>-5<sup>th</sup>)

**Friday 3 only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**Friday 3 only: Warm-up:** Students will run two warm up laps.

**Friday 3 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 3 only: P.E. Warm-up Activity:** Students will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)

**Friday 3 only: P.E. Activity #1:** Primary (K-2<sup>nd</sup>): "Squirrels in the Trees" See attached lesson plan

**Friday 3 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 their own variations of the game by adding their own ideas for gameplay.

**Friday 3 only: Assessments/Exit Slip:** DOK 1: Who can name a pathway we used to find an open tree? DOK 2: What strategies did you use to keep yourself safe?

**Friday 3 only: P.E. Activity #2:** Primary (K-2<sup>nd</sup>): Flexibility (See attached lesson plan).

**Friday 3 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 additional flexibility exercise of their own through brainstorming.

**Friday 3 only: Assessments/Exit Slip:** Which skills or sports might you perform better with flexible muscles and joints? DOK 2: Compare and contrast dynamic and static stretching.

**Friday 3 only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Designated Drivers (see attached lesson plans)

**Friday 3 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 across without bumping other "cars?" Passengers, can you count your driver's verbal communication cues?

**Friday 3 only: Assessments/Exit Slip:** Students will give an example of a strategy that they used to get their partner through the maze of "road hazards." DOK 2: Compare and contrast this game with driving in "real life".

**Friday 3 only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Kickback (see attached lesson plans)

**Friday 3 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 kicks can your group make without an error? How far from the wall can your group stand and still keep a ball going? How close?

**Friday 3 only: Assessments/Exit Slip:** Students will explain how they played the game and the strategies that were used in the game “Kickball”. DOK 2: Compare and contrast kickball and baseball.

**Static Stretching (Cool Down) and Rewarding Student Behavior:**

Students will review the difference between static and dynamic stretching and when each type of exercise is beneficial. Students will go over numerous stretches presented on the Powerpoint. Students will walk a cool down lap prior to exiting the gym and line up at the door by playing the game “Mr. Kuhn says” and/or review critical vocabulary. Students will also receive green “adventure” tickets and/or white clip up tickets as needed.

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

**Drills:**

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

**Notes and Anecdotal records:**

**Teacher:** Clark Kuhn    **Subject:** PL/VS    **Week:** October 25th-28th, 2016 (Friday 3)    **Topics:** Kin-ball, Frisbee, throwing and catching, sleep, fats, smart consumers, sodium

--	--	--	--	--	--

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



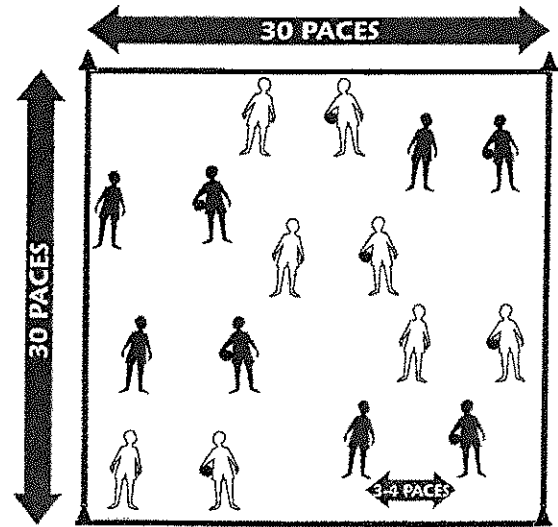
## Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 3" foamball per 2 students
- Music and player (optional)
- 1 cone per student (optional)

*K-2nd*  
*To-Th*

## Set

- Create large (30X30 paces) activity area.
- Pair students, give each pair 1 ball.
- Scatter pairs within area, facing their partners, standing 3-4 paces apart.



## GO!

### 1. Introduction to Throwing and Catching Balls

- Before we begin, let's talk about playing safely.
- When the music stops (or on "Freeze!"), place the ball between your feet and listen.
- What else can we do to be safe when we play with balls? (*Be far from others, make sure your partner is ready to catch before tossing the ball at them, watch for loose balls underfoot, stay within boundaries, etc.*)

### 2. Rolling with 2 Hands

- We are going to practice rolling and catching a ball with our partners.
- Stand with your feet apart (straddled). Hold the ball with both hands in front of your body. Aim between your partner's feet.
- Bend your knees, reach between your legs with the ball, then bring it forward. Release it very low (just above the ground) so it rolls but doesn't bounce.

### 3. Catching

- Watch the ball and move your feet until your body is in front of it. Bend your knees to get to a low-level, then catch the ball with both hands.

### 4. Rolling and Catching with A Partner

- On the music, roll the ball back and forth with your partner using 2 hands. (*Allow 3-5 minutes for practice, then pose challenges.*)

#### • Challenges. . .

- o How many catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score!



## ROLLING AND CATCHING WITH A PARTNER

### GO! (continued)

- o Stand in a wider straddle. Can you score a goal by rolling the ball through your partner's legs? How many can you score in 30 seconds?
- o If your partner scores 3 goals in a row, bring your feet closer together.

#### 5. Rolling with 1 Hand

- *(Use balls small enough for students to hold with 1 hand.)*
- Aim between your partner's feet. Bend your knees to get low, reach back with the ball, step with your opposite foot (*R hand roll, L foot step, vice-versa*), then swing your arm forward holding the ball just above the floor. Release the ball when it points to your target (between your partner's feet).
- On the music, roll the ball back and forth with your partner.
- *(Repeat Challenges with 1-handed rolling. In time, have students change partners, and choose a different size and color ball to practice with.)*

#### 6. Wrap It Up

- What happens when you roll the ball harder? Softer?
- What popular activity is based on rolling a ball? (*Bowling.*) Bowling is a game of "accuracy."
- What is the difference between throwing for accuracy and throwing for distance?

# ROLLING AND CATCHING WITH A PARTNER

## \* SPARK™ IT UP!

### \* Roll to Bowl

(Place 2 cones, i.e., "bowling pins," between each pair.) Take turns with your partner rolling the ball at your pins. Set up any you knock down for your partner. How many hits can you make before the signal? Now try it with 1 pin. Why is it harder with only 1 pin?

### \* Rolling For Dollars

Roll your ball to your partner. If your partner can reach the ball without having to take a step, you earn a point. If the ball rolls onto your partner's toes, you earn 2 points. If your partner has to take more than 3 steps to touch the ball, subtract a point from your score. Play until the signal or 10 points.



## HOME

Using any ball you can find – in the garage, in a closet, or under your little brother's bed – roll it to a wall (fence, garage door, etc.) and catch the rebound. Try rolling the ball at different angles, and see how the rebound changes with each roll.

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Spatial awareness, rolling, catching

#3, 4 Participates in enjoyable, challenging activities

• #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

---



---



---



---

### PAULA'S POINTERS

- Provide a choice of sizes, densities, weights, and colors of balls.
- Plan time to send students to exchange equipment for a new experience.
- After playing with backs bent, signal students to stand and stretch.
- Allow partners to determine their distance from each other.

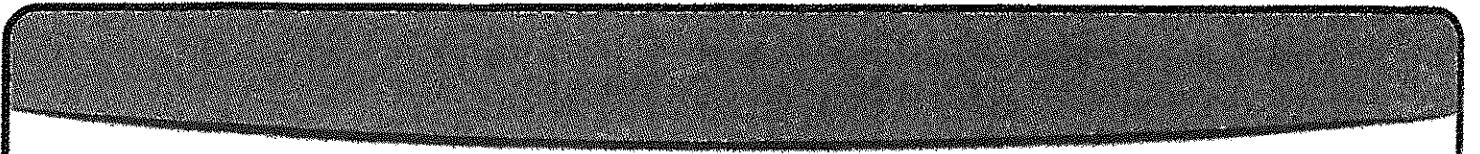
#### Vocabulary

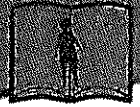
Accuracy, bowling, pins

#### NOTES

---



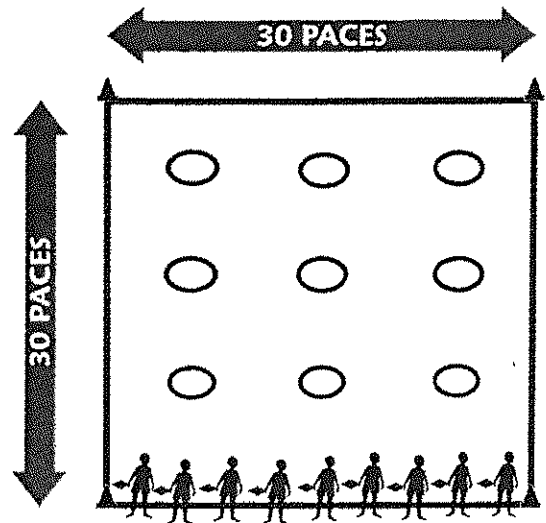




## Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 hoop per student
- Music and player
- 10 hoop holders (optional)
- 1 7" foamball per student (optional)
- 3 empty cans per 2 students (optional)

K-2nd  
Tl-3rd



## Set

- Create large (30X30 paces) activity area.
- Distribute beanbags, 1 per student.
- Scatter students along a sideline, facing 3 rows of hoops.
- If you have hoop holders, arrange several hoops as vertical targets.

## GO!

### 1. Exploration

- Today, we will be playing with beanbags. You have 2 minutes to safely explore with your beanbag in your own space.
- When the music stops, set your beanbag on the floor next to you.
- Today we will practice throwing underhand to a target.

### 2. Underhand Throw

- Choose a target hoop in the first row and face it. Reach back with your throwing arm.
- Step towards your target with the opposite foot.
- Swing your arm forward and release the beanbag when your hand points at your target.
- On "Throw," underhand toss your beanbag to your target hoop.
- On "Go," walk quickly (*gallop, skip, etc.*) to retrieve **your own** beanbag, then run back.
- **Challenges. . .**
  - o How many times can you throw your beanbag into a hoop in 5 tries?
  - o Are you ready to aim for the 2<sup>nd</sup> row?
  - o Can you and a friend throw your beanbags into the same hoop?
  - o Are you ready to aim for the 3<sup>rd</sup> row?
  - o Can you call the color hoop your beanbag will land in?
  - o What is the farthest hoop you can throw your beanbag into?

# THROWING UNDERHAND TO TARGETS

## GO! (continued)

### 3. Wrap It Up

- How can you control the direction of your beanbag when using an underhand throw?
- Are there really beans inside a beanbag? Usually not real beans, but plastic pieces.
- Does anyone know the word that describes the bean food group? (*Legumes.*)  
“Legumes” should be in everyone’s healthy diet.

## \*SPARK\* IT UP!

### \* Roll To Targets

(Need 1 7" foamball per student.) On my signal, exchange your beanbag for a foamball, and practice a 2-hand roll to targets.

### \* Operation “Hoop Removal”

(Need 8-10 hoops scattered within area.) When the music starts, everyone slow jog around our perimeter. When you hear “Throw,” speak with a friend nearby and aim for the same hoop. If both of your beanbags land in that hoop, on “Go,” retrieve them and remove the hoop together! (Choose a safe place for students to set their hoops). How quickly can we remove all of our hoops?

### \* Carnival Throw

(Need 3 cans and 1 beanbag per pair. Note: If without cans, play with 2 balls balanced on 2 different sized cones.) You and your partner may set up your cans any way you like (3 stacked, 2 with 1 on top, etc.). One of you throws the beanbag, trying to topple as many cans as possible. The other’s job is to set the cans back up between throws and return the beanbag to the thrower. Switch roles after 3 throws.

# THROWING UNDERHAND TO TARGETS

## STANDARDS ADDRESSED

### ● **NASPE**

#1, 2 Spatial awareness, underhand throw, locomotor skills

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

---

---

---



## ACADEMIC

### Language Arts

(Using chalk, write letters of the alphabet on the floor inside each hoop in the manner of a telephone keypad (i.e., ABC in 1, DEF in the next, etc.). Can you spell your name by throwing your beanbag to the correct hoops?)

## TONY'S TIPS

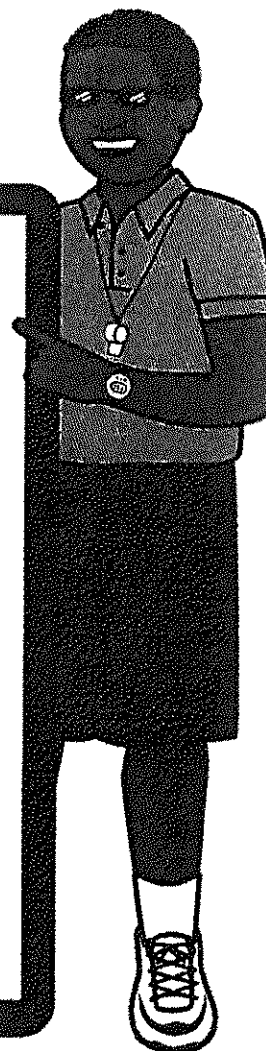
- For safety, have all students throw and retrieve on signal.
- Tell students to retrieve their beanbags quickly and run back to the line, to get more throws.
- If 3 colors of hoops are available, arrange them by color (e.g., yellow in 1<sup>st</sup> row, red in 2<sup>nd</sup>, blue in 3<sup>rd</sup>).
- Allow advanced learners to exchange their beanbag for a ball.

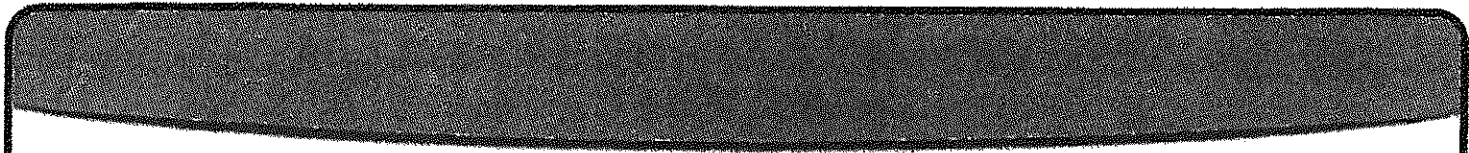
### Vocabulary

Legumes, topple

### NOTES

---







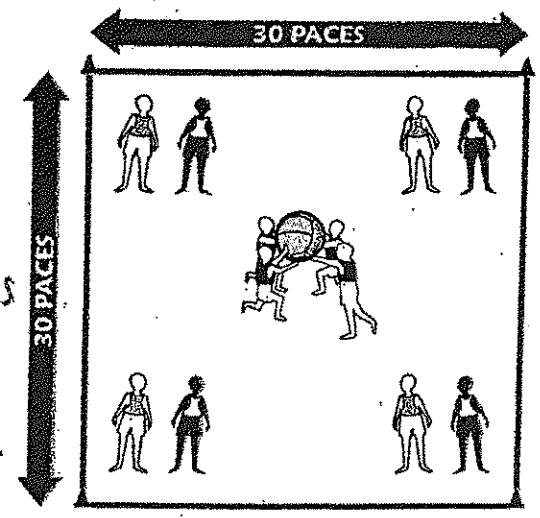
3rd-5th  
Tu-Th

## 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

1986

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.
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?



## 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)

---

---

---

---



## 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 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[edit]



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.



**Ready...**

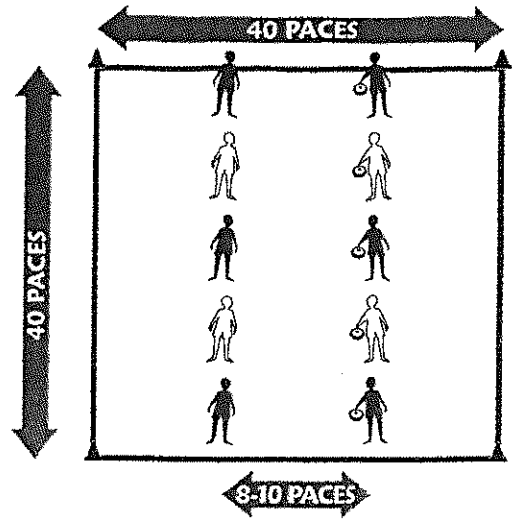
- 1 flying disc per pair
- 4 cones (for boundaries)

*TU-Th  
3-5th*

**Set...**

- Create large (40X40 paces) activity area.
- Pair students; partner face-off formation (8-10 paces apart); each pair with a disc.

**GO!**



FLYING DISC

1. The object is to learn and practice the backhand throw and the “clap” catch with a partner. The backhand throw is the easiest of the disc throws to learn and master.

**2. The grip**

- Place your thumb on top of the disc, and your index finger on the outside edge.
- Curl your other fingers under the rim, and grip firmly.

**3. The backhand throw**

- To make your throw, turn your side to your target, and hold your disc parallel to ground.
- Point your throwing elbow at your target, and step toward the target with your front foot.
- Extend your arm, and snap your wrist as you release, pointing at the target.

**4. The catch**

- Before we practice the throw, let’s learn how to catch a disc.
- Hold hands out in front of you; 1 above and 1 below.
- As the disc comes into your hands, “clap” it between them.
- Keep your eyes on the disc as it comes into your hands.

5. On signal, play catch with your partner.

6. *(Rotate partners every few minutes.)*

**CHALLENGES**

- ★ How many catches can you make before the signal?
- ★ How quickly can you make 20 catches? Jump up and down when you get there!
- ★ Can you tell your partner 1 thing that will make them a better thrower? Catcher?

**CUES**

- ★ Side to target.
- ★ Keep your forearm and disc parallel to the ground.
- ★ Snap your wrist.
- ★ Point at the target on finish.

GRADES 3-6

# SPARK IT UP!

## ★ Scattered

(Play in scattered formation.) On "Rotate," anyone not holding a disc runs quickly to find a new partner with a disc.

## ★ Step Back

Pass back and forth with your partner. Each time you make a catch, take 1 step farther away from your partner.



## ACADEMIC

Let's list as many different sports and activities that use a backhand motion (e.g. tennis, badminton, hockey, etc.) as we can. Draw a picture of yourself playing one of the sports we list using the backhand motion. We'll use the drawings to create a bulletin board.

## ● STANDARDS ADDRESSED

### NASPE

#1, 2 Backhand throw, clap catch

- #5, 6 Accepting challenges, cooperation

**Your State** (Write in here)

---

---

---

## PAULA'S POINTERS

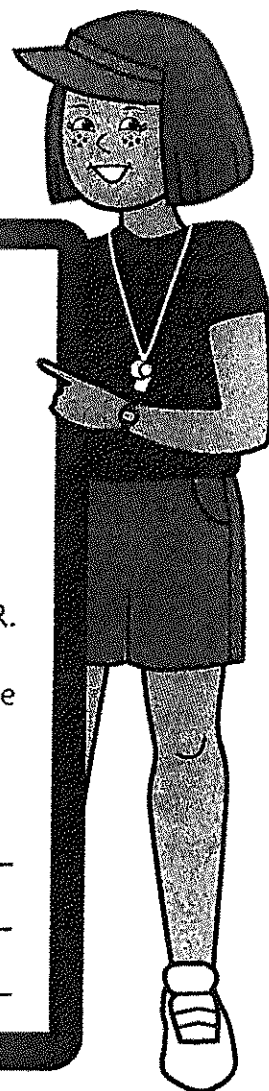
- Keep students well spaced when first learning a throw/catch, to avoid discs hitting others.
- For efficient partner rotation, get all discs back to students in 1 line, and then have all students in the other line shift 1 student to their R. The student farthest to the R runs behind their line all the way to the L end.

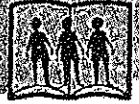
## NOTES

---

---

---





**Ready**

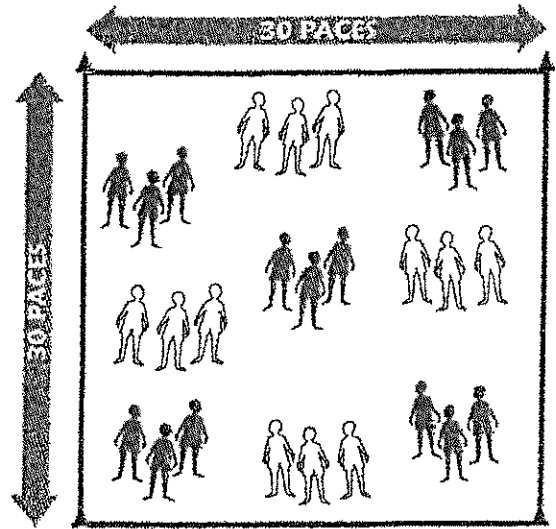
K-2

- 4 cones (for boundaries)
- Music and player

**Set**

- Create large (30X30 paces) activity area.
- Form groups of 3; scatter them within area.

**GO!**



1. The object of *Squirrels in the Trees* is for each squirrel to find a safe place between 2 Trees.
2. Two in your group are Trees; 1 is the Squirrel.
3. When the music starts, all Squirrels and Trees walk quickly through our "forest."
4. When the music stops, Trees should find another Tree, face each other, raise your arms and join hands (*demonstrate*).
5. Squirrels: Move quickly to find a safe place in the center of 2 Trees. Only 1 Squirrel per 2 Trees.
6. If another Squirrel arrives at a pair of Trees before you, it's theirs. Hurry to find a different Tree.
7. (*Have students switch roles every 3-4 rounds until all have had a chance to play both parts.*)
8. **Wrap It Up**
  - Who can name a pathway we used to find an open Tree?
  - Who helped a Squirrel find a safe home today?

GRADES K-2

~~3 Sauter / Sanding~~  
~~2 Taulbee / Smalley~~  
~~5 Moore / Meyer~~  


---

~~1 Newberry / McNeil~~  
~~1 Wilson / Whittaker~~  
~~4 Utley / Hickey~~

GAMES

# \* SPARK IT UP!

## \* (S)Park Ranger

Now pretend we're going for a hike in the park. Do you have your sunscreen on? I'm the *Park Ranger*, and you need to do exactly what I say when I say it to stay safe. When I say, "Take a hike!" fast walk anywhere inside our "park land."

(Practice saying "Take a hike!" until students respond correctly; then add on the following cues 1 at a time, frequently interspersing *Take a Hike* as your base command.)

### Challenges. . .

Storm coming = Move to a low level and take shelter in a cave.

Bird watch = Point your binoculars on a pretty bird in the tree.

Falling branch = Stop and duck

Jump in the lake = Swim all around our activity area.

Gather wood = Pick up pieces of wood for a fire.

Leap the creek = Leap over the water.

Roast marshmallows = Hold your stick over the fire, and tap 1 foot.

Bees = Run away and scatter!

Buddy up = Pair with someone nearby.



## ACADEMIC

### Language Arts

(Read *A House is a House for Me* by Mary Ann Hoberman, and discuss the types of homes animals and people in different parts of the country and world live in.)

### 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)

---

---

---

### TONY'S TIPS

- Compliment pairs who "grow big Trees," and Squirrels who "scurry" without bumping or pushing.
- If you have an odd number of students, 3 may form a Tree (house) together.
- For Ks, Trees remain stationary and only Squirrels move. Squirrels return to the same Tree each time.

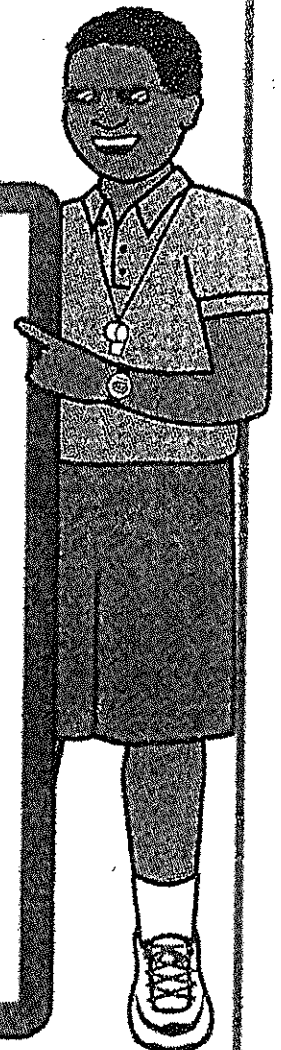
### NOTES

---

---

---

---





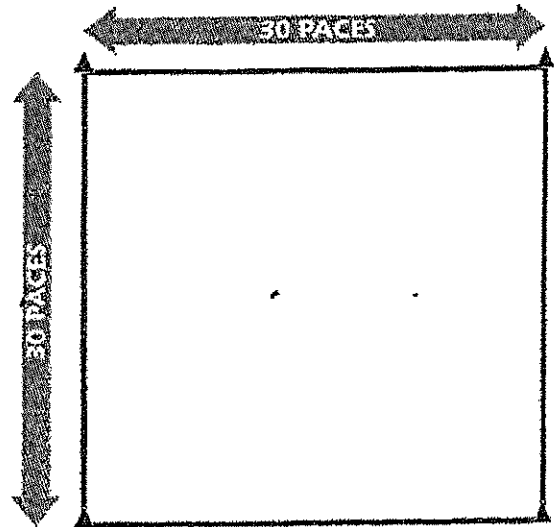
## Ready

K-2

- 4 cones (for boundaries)
- Either play *Rock and Roll* from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

## Set

- Create a medium (30X30 paces) activity area.



## GO!

### 1. Introduction to Flexibility

- Can you name a joint of your leg (*ankle, knee, hip*)? Flexibility is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.

### 2. Tag Game

- It is important to warm up our muscles before stretching. Stretching a “cold” muscle may actually hurt you.
- We will play a tag game (or *Rock and Roll*) to warm up, then we’ll learn and practice doing exercises that stretch both our muscles and joints.
- (*Play 5+ minutes of a tag game or Rock and Roll.*)

### 3. Stretch It!

- Let’s pretend to be “rubber band people” while we gently stretch our muscles. Copy what I do, and I’ll tell you the name of the muscle we are stretching. Hold your stretch to the “feel good” point. You should feel it, but stretching should never hurt. Our stretches are “static” meaning they are held steady. They are not “ballistic,” which is bouncy and may cause injuries.
- **Triceps (back of upper arm) Stretch** – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- **Pectorals (chest) Stretch** – Clasp your hands behind your back. Can you slowly lift them up and away from your body?



# FLEXIBILITY

## GO! (continued)

- **Hamstring (back of upper leg) Stretch** – Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?
- **Quadriceps (front of upper leg) Stretch** – Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?
- **Calf (back of lower leg) Stretch** – Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front feet and repeat on your other leg.

### 4. Wrap It Up

- Which skills or sports might you perform better with flexible muscles and joints?
- Let's review today's key words and phrases while we stretch.

## \* SPARK\* IT UP!

### \* Playground Fitness

*(The following stretches may be performed using playground equipment.)*

- **Pectoral Bar Stretch:** Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- **Lunge:** Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- **Shoulder and Back Stretch:** With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.

### \* Fitness Stations

*(Make cards showing the different exercises instructed in today's class, and post them throughout your teaching environment.)* The exercises we learned today are on cards posted around our room (classroom, gym, playground, etc.). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (*point*) to the next station. We'll keep going until you've circled our room at least once.

### \* Add 1 for Fun

*Add non-exercise stations (e.g., dribble a ball, toss and catch a beanbag, jump over ropes laid on the floor, etc.).*



# FLEXIBILITY

## STANDARDS ADDRESSED

### • NASPE

#1, 2 Spatial awareness, nonlocomotor skills, balance

#3, 4 Flexibility, 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)

---

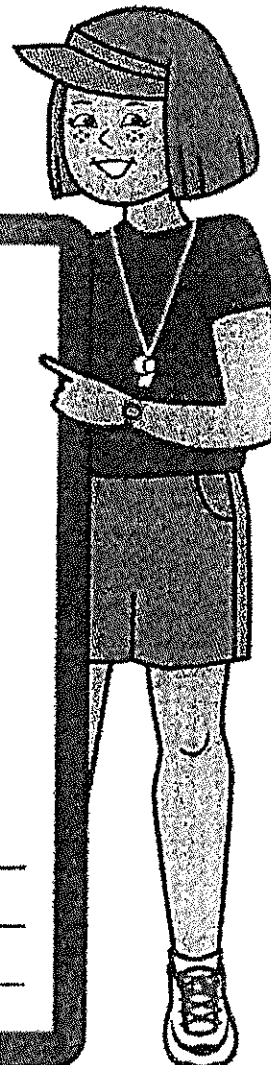
---

---



## HOME

Yoga (or "power stretching") is a fun activity that helps improve muscular strength and flexibility. Borrow a "yoga for children" DVD from your library and try it with your family. Have fun learning new poses and ways to stretch together.



## PAULA'S POINTERS

- Ensure students are warmed up prior to stretching.
- Continue to use these stretches throughout the year during cool-down and closure.
- Before or after class, name and locate the major muscles of the body.

### Vocabulary

Vertical, clasp, opposite, injuries

### NOTES

---

---

---





**Ready...**

3 - 5th

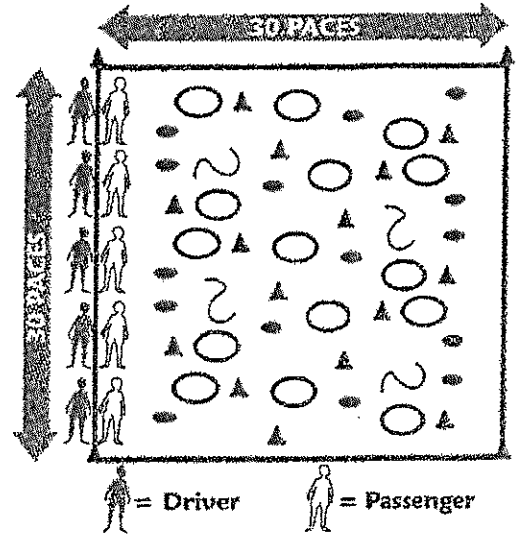
- 4 cones (for boundaries)
- A variety of "road hazards" (hoops, spot markers, cones, etc.)

**Set...**

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

**GO!**

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



**CHALLENGES**

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

**CUES**

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

# \* SPARK \* IT UP!

## \* Back Seat Driver

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

## \* In Reverse

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

## \* Limo Driver

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

## \* FUN FACT

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

### • STANDARDS ADDRESSED

#### NASPE

#2 Problem solving

#5, 6

Cooperation/communication and trust

• **Your State** (Write in here)

---

---

---

---

### PAULA'S POINTERS

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

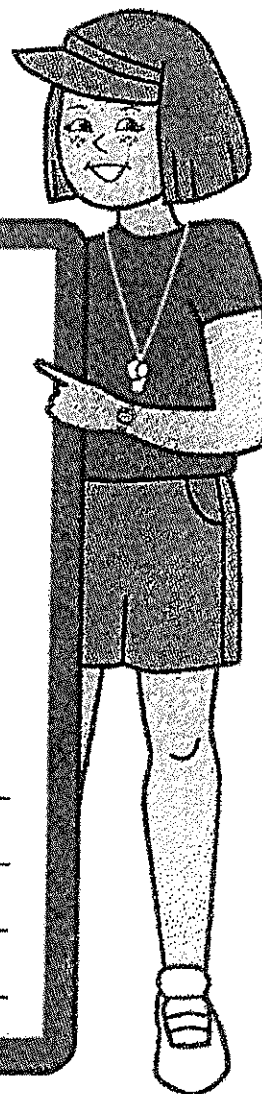
### NOTES

---

---

---

---





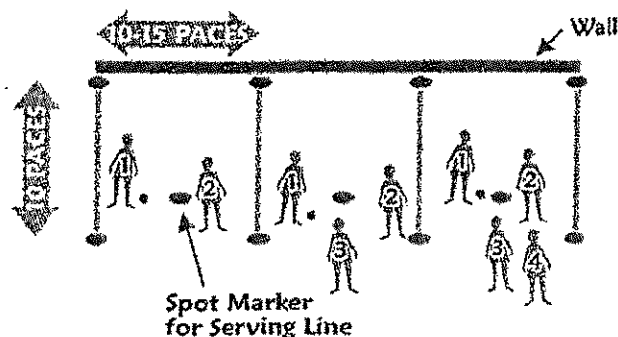
3-5/4

**Ready...**

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

**Set...**

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



**GO!**

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

**CHALLENGES**

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

**CUES**

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

# \*SPARK\* IT UP!

## ★ Get the Point

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

## ★ Doubles

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



## HOME

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

### ● STANDARDS ADDRESSED

#### NASPE

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

Your State (Write in here)

---

---

---

### TONY'S TIPS

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

### NOTES

---

---

---

---

