

<p><b>K-5 Lesson plans</b></p> <p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th)</p> <p><b>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career.</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p> <p><b>KDOE: Practical Living (Health): 4.1:</b> Students effectively use inter-personal skills. (3<sup>rd</sup>-5<sup>th</sup>)</p>	<p><b>Vocabulary:</b></p> <p>UV rays, volleyball, long-term, short-term goals, fats, personal finances,</p>	<p><b>Learning Targets (relate all targets to real life):</b></p> <p>P.E.: I can perform physical movement skills correctly. (K-5<sup>th</sup>)</p> <p>Health: I can give examples of why safety signs are important. (K-2<sup>nd</sup>)</p> <p>Health: I can give an example of how UV rays can be dangerous. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p>Health: I can give examples of foods that contain both good and bad fats. (K-5<sup>th</sup>)</p> <p>Consumerism: I can provide examples of different types of saving goals. (K-5<sup>th</sup>)</p> <p>Vocational Studies: I can give an example of a career from the law and security career cluster. (K-5<sup>th</sup>)</p> <p>P.E.: I can demonstrate a variety of locomotor movements. (K-2<sup>nd</sup>)</p> <p>P.E.: I can volley and strike a volleyball. (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>Mini lesson:</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!</p> <p><b>Warm-up:</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>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: Study Skills. DOK #1: DOK #2: Explain how using study skills as a student will help you in your career someday.</p> <p><b>Mini Lesson: (Health):</b> Foods with bad fats and foods with good fats. DOK: Explain the risks associated with a diet high in bad fats. Explain the benefits of foods that contain good fats.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within law and public safety. Remind students about Monday's guest speaker: Lady from KET. Review the content discussed from the previous Monday's guest speakers.</p> <p><b>Mini lesson: (Consumerism):</b> Students will learn from a power point slide about long and short term goals setting in regards to finances. DOK #2: Compare and contrast long term and short term goals.</p> <p><b>Warm-up:</b> (P.E./stretching &amp; 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</p>	<p><b>Daily Assessment:</b></p> <ul style="list-style-type: none"> <li>X Observation</li> <li>X Oral responses</li> <li>□ Self-Evaluation</li> <li>□ ORQ</li> <li>X Whole Class</li> <li>X Small Group</li> <li>X Individual</li> </ul> <p><b>Formative and Summative Assessments</b></p> <ul style="list-style-type: none"> <li>X Entrance (flashback) and Exit Slips</li> <li>X Oral Questions</li> <li>□ Student Self-Assessment</li> </ul>
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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!

will watch a video from Adventure to Fitness. Students will watch from 23-30 minute mark ("Chinese Challenge")

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) I See, I See, ASAP, pg. 1: 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: Can you come up with an example of a movement we can do as a class together?

**Assessments/Exit Slip:** DOK 1: Give an example of how each one of us moves in our own unique way. DOK 2: Choose two different animals. Then compare and contrast how each of them moves.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) Volleying and Striking Introduction (Dribbling, Volleying, and Striking, pg. 11) 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: Can you...strike your balloon straight up in the air? Run under the balloon and catch it?

**Assessments/Exit Slip:** DOK 1: Where should you contact the balloon if you want it to go up? Straight forward? Down?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Perimeter Move (ASAP, 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: Can you come up with a different locomotor skill than we have gone over today? If so, demonstrate!

**Assessments/Exit Slip:** DOK #1: Explain the purpose of the game "Perimeter Move".

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Introduction to Forearm Pass (Volleyball, 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 bumps can you do in a row before that ball hit the ground?

Assessments/Exit Slip: DOK 1: Explain how to perform a forearm pass. Compare and contrast volleyball and Kin-ball.

**P.E. Activity #3:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Bumping Buddies (Volleyball, pg. 7), 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 passes in a row can you and your partner make, count out loud.

Assessments/Exit Slip: DOK 1: Explain how to perform a bump on a volleyball.

**Mini lesson (Careers):** Students will watch a brainpopjr.com video titled “Safety Signs”. Exit Slip (DOK 1): Give me a reason why safety signs are important. (K-2<sup>nd</sup>). DOK 2: Name two different signs that were shown in the video. Now compare and contrast the two signs. Students will watch a video from brainpop.com titled “UV Rays”. DOK 1: Give an example of a way you can protect yourself from UV rays.

**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.

**(1b) FRIDAY PL/CS Lesson Plan:**

**Topics:** fire safety, cancer prevention, ships and sailors, castle ball, dance

**Vocabulary:** cancer, smoke alarm, captain, sailors, offense, defense

**Health:** I can give examples of what to do in a fire. (K-2nd) I can describe what cancer is and ways we can prevent cancer. (3<sup>rd</sup>-5<sup>th</sup>)

**P.E.:** I can throw a ball towards a target and knock the target down. I can defend a target and keep it from getting knocked down. (K-5<sup>th</sup>)

**P.E.:** I can perform various locomotor skills by listening and following directions. (K-5th)

**KDOE: Practical Living**

**(P.E.): Academic Standards 2.34:** P.E.:

Students perform physical movement’s skills effectively in a variety of settings.

**KDOE: Practical Living**

**(Health/Safety):**

**Academic Standards 5.12:**

Students use skills such as

<p><b>Teacher:</b> Clark Kuhn</p> <p><b>Subject:</b> PL/CS</p>	<p><b>Week:</b> November 1, 2016 (Friday 1b)</p> <p><b>Topics:</b> safety signs, UV rays, volleyball, locomotor movements, saving goals, good and bad fats</p>
<p>analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.</p> <p><b>KDOE: Practical Living (Health): Academic Standards 3.2:</b> Students demonstrate the ability to maintain a healthy lifestyle.</p>	<p><b>Friday only: Mini lesson:</b> (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.</p> <p><b>Friday only: Warm-up:</b> Students will run two warm up laps.</p> <p><b>Friday only: Mini lesson (Spiral Review):</b> 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.</p> <p><b>Friday only: P.E. Warm-up Activity:</b> Students will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>)</p> <p><b>Friday only: P.E. Activity #1:</b> Primary (K-5th): Castleball is played like “Dodgeball” except instead of the students throwing the ball at students, they try to knock down the team hula hoop castles. Each team will have 2 castles made from hula hoops.</p> <p><b>Friday 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. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><b>Friday only: Assessments/Exit Slip:</b> DOK 1: Give an example of one strategy that you used during the game of castleball. DOK 2: Compare and contrast castleball and dodgeball.</p> <p><b>Friday only: P.E. Activity #2:</b> Primary (K-5th): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. Students that are eliminated from the game are given physical activities to act out (Jumping jacks, push-up, and etc.).</p> <p><b>Friday 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. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p>

**Friday only: Assessments/Exit Slip:** DOK 1: What strategies did you use in order to stay in the game? DOK 2: Compare and contrast the game Ships and Sailors and Simon Says.

**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/CS    Week: November 1, 2016 (Friday 1b)    Topics: safety signs, UV rays, volleyball, locomotor movements, saving goals, good and bad fats


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



## Ready

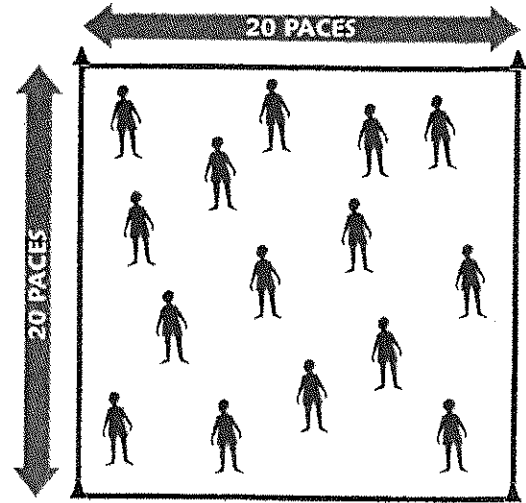
- 4 cones (for boundaries)

## Set

- Create medium (20X20 paces) activity area.
- Scatter students within area.

## GO!

1. Our ASAP is called *I See, I See*.
2. I will say, "I see, I see..." and you ask, "What do you see?" I tell you what I see, and you make it happen!
3. **I see...** (Start with the following prompts, then add some of your own.)
  - Happy children walking quickly with big smiles on their faces.
  - Horses galloping in a field of grass.
  - Rabbits jumping over small rocks.
  - Fairies leaping slowly through the air.
  - Butterflies flying gracefully from flower to flower.
  - Deer leaping over fallen trees.
  - Autumn leaves falling to the ground.
  - Bears lumbering slowly through the forest eating blueberries.
  - Crabs moving sideways at the beach.
  - Kangaroos springing about in the Australian Outback.
4. **Wrap It Up**
  - Animals and human beings move in many creative and interesting ways. Can you see the beauty and grace in each movement? Do you appreciate how each one of us moves in our own unique way? I do!



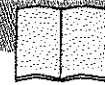
ASAP

## \* Kids' Creations

Now it's your turn to tell others what you see. Who would like to say what you want to see?

## \* Partner I See, I See

(In pairs.) Tell your partner what you want to see and they act it out. Take turns telling each other what you see.



## ACADEMIC

### Language Arts

(Before class, read Brown Bear, Brown Bear, What do you See? by Bill Martin.)

### STANDARDS ADDRESSED

#### • NASPE

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

#3, 4 Cardiovascular endurance

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

**Your State** (Write in here)

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### TONY'S TIPS

- Pair any non-English speakers with English speakers.
- Encourage children to use their imaginations and move creatively
- They like making animal noises!

### NOTES

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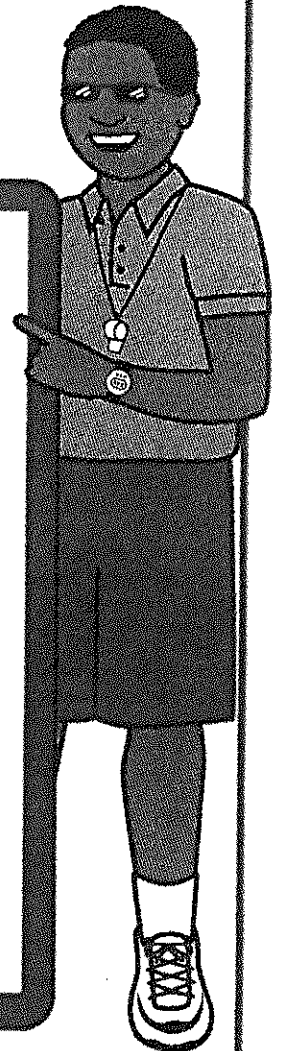
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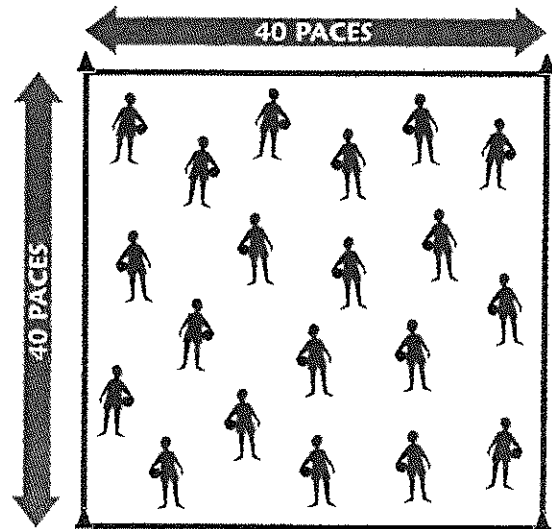


## Ready

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

## Set

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



## GO!

### 1. Introduction and Exploration

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

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

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

### 3. Striking

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

# VOLLEYING AND STRIKING INTRODUCTION

## GO! (continued)

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

### 4. **Wrap It Up**

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

# VOLLEYING AND STRIKING INTRODUCTION

## \* SPARK™ IT UP!

### \* Volley on the Move

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

### \* Double Trouble

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



## HOME

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

### STANDARDS ADDRESSED

#### ● NASPE

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

#3, 4 Participates in enjoyable, challenging activities

#### ● #5, 6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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### PAULA'S POINTERS

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

#### Vocabulary

Volley, strike, palm, thigh

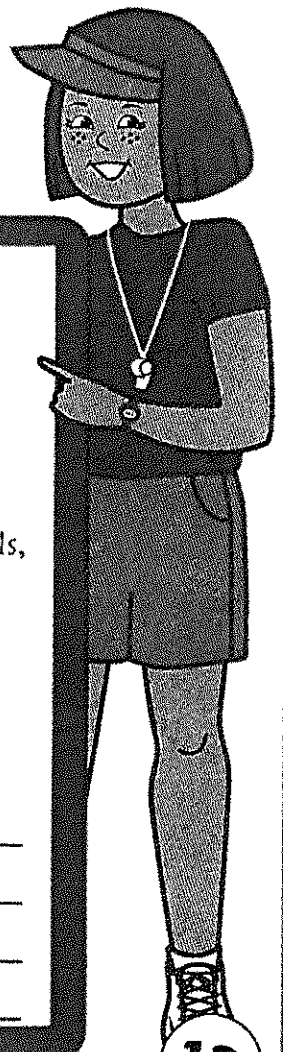
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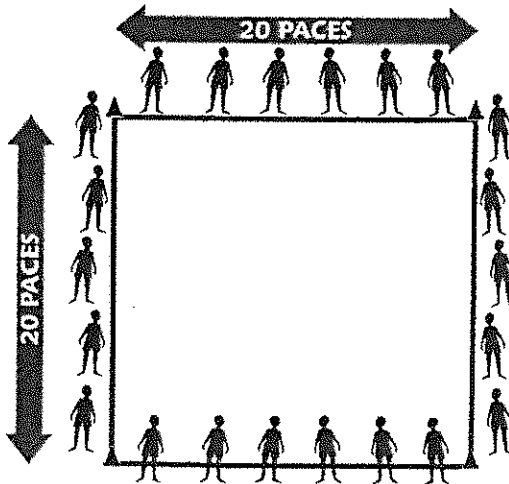
- 4 cones (for boundaries)
- Music and player (optional)

## Set...

- Create a medium (20X20 paces) activity area.

## GO!

1. The object of *Perimeter Move* is to warm up large muscle groups using a variety of locomotor skills.
2. Move clockwise around the 4 cones.
3. Passing is allowed only on the outside (farthest from the center of the activity area).
4. Change your locomotor skill on my call. (*Build from low to moderate to vigorous locomotor skills, such as walk, power walk, jog, gallop, skip, slide, and leap.*)



ASAP

### CHALLENGES

- \* How many cones can you pass before we stop?
- \* Can you give someone an encouraging remark as you pass them?

### CUES

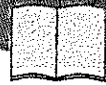
- \* Pass only on the outside.
- \* This is not a race!
- \* Listen to your body cues, and pace yourself accordingly.

## ★ Sequence

(Create your own sequences using a variety of locomotor skills and numbers. For example, 4 steps walking, 4 steps skipping, 4 steps sliding, repeat.)  
I'll call movement sequences for you to move in.

## ★ Animal Walks

I'll call various animal walks. Change on my call.  
(E.g., Crab Walk, Bear Walk, Frog Jump, 3-Legged Dog, etc. Helps build strength in the upper body.  
Found in Fitness Circuit Skill Cards.)



## ACADEMIC

### Math (Area and Perimeter)

The perimeter of a figure is the distance around the outside. The area of a figure measures the size of the region enclosed by the figure. Area is calculated by measuring the length and width and then multiplying the 2 numbers. (Have students use their own pace distance to measure perimeter and area. They can express the figures in terms of perimeter paces and square unit paces.)

### STANDARDS ADDRESSED

#### NASPE

- #1, 2 Locomotor skills, spatial awareness
- #3, 4 Cardiovascular endurance, upper-body strength
- #4 Understanding warm-up concepts
- #6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Use fun music to motivate students.
- Walk in the opposite direction of your students, and give them high-fives, feedback and encouraging remarks as you go by.

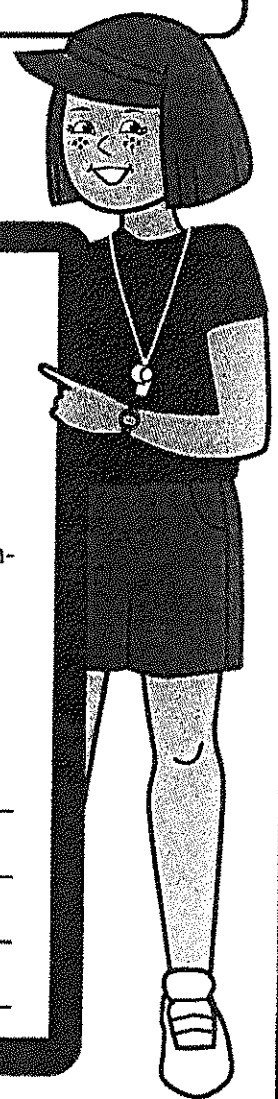
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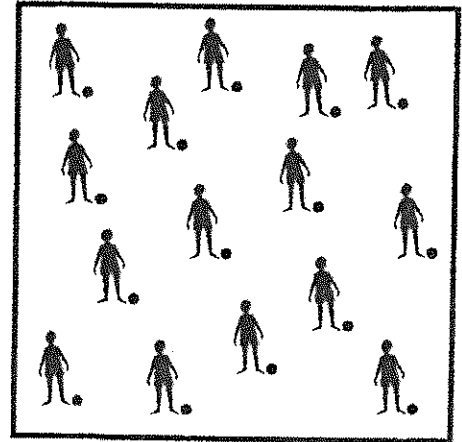
## Ready...

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

## Set...

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

## GO!



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

### 3. Bump (Ready) Position

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

### 4. To Execute a Proper Bump

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

### 5. Bumping with the Ball

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

## CHALLENGES

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

## CUES

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

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

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

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

## FUN FACT

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

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Ready position, forearm pass

#3, 6 Independent work

- #2, 6 Completion of challenges

**Your State** (Write in here)

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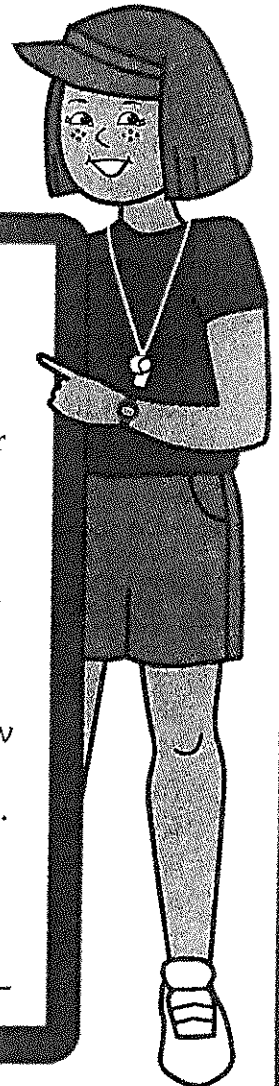
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### PAULA'S POINTERS

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

NOTES

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## Ready...

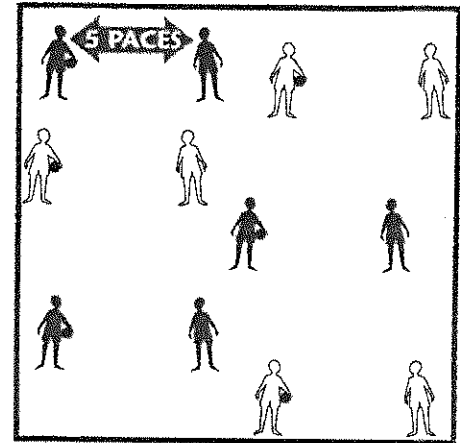
- 1 ball per 2 students

## Set...

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

## GO!

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



### CHALLENGES

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

### CUES

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

## ★ Pass to Wall

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

## ★ P.A.S.S.

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



## WELLNESS

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

### • STANDARDS ADDRESSED

#### NASPE

#1, 2 Forearm pass

#5, 6 Partner passing

#2, 6 Challenge completion

• **Your State** (Write in here)

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### TONY'S TIPS

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

### NOTES

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