

<p>K-5 Lesson Plans</p>	<p>KDOE: Practical Living (P.E.): Academic Standards 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p>KDOE: Practical Living (Health): Academic Expectations: 4.1: Students effectively use interpersonal skills. (K-5th)</p> <p>KDOE: Practical Living: Academic Expectations: (Health) 5.4: 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>Body positions, beanbag, overhead pass, "set" a volleyball, self-control, business</p>	<p>P.E.: I can perform physical movement skills correctly. (K-5th)</p> <p>Health: I can demonstrate self-control in the area of snacking. Vocational Studies: I can give an example of a career in business. (K-5th) Health: I can demonstrate courtesy toward others. (K-5th) Consumerism: I can use resources to find out the truth in advertising. (K-5th)</p> <p>P.E.: I can practice basic body positions. (K-2nd) P.E.: I can balance a beanbag on various parts of my body. (K-2nd) P.E.: I can correctly perform an overhead pass. (3rd-5th) P.E.: I can set a volleyball with a partner. (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!</p> <p>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: courtesy</p> <p>Mini Lesson: (Health): Students will look at a slide about self-control and snacking.</p> <p>Mini lesson: (KY Career Cluster): I will show the students the career cluster poster and introduce students to careers within business. Flashback: Ask students to summarize what they learned from the teenagers last week during Junior Achievement.</p> <p>Mini lesson: (Consumerism): Slide about: Truth in advertising!</p> <p>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 if time permits.</p> <p>P.E. Activity #1: Primary (K-2nd) Basic Body Positions, page 7, See attached lesson plan!</p>	<p>Daily Assessment:</p> <ul style="list-style-type: none"> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual <p>Formative and Summative Assessments</p> <ul style="list-style-type: none"> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment
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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!

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: See attached lesson plan
Assessments/Exit Slip: See questions under Wrap It Up!

P.E. Activity #2: Primary (K-2nd) Beanbag Balances, page 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: See attached lesson plan under challenges.

Assessments/Exit Slip: See attached lesson plan under Wrap It Up.

P.E. Activity #1: Intermediate (3rd-5th) Dribble Keep Away, pg. 9). 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: See attached lesson plan under challenges.

Assessments/Exit Slip: DOK 2: Compare and contrast dribbling in basketball and in hockey.

P.E. Activity #2: Intermediate (3rd-5th) Passing Drills, page 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: See attached lesson plan under challenges.

Assessments/Exit Slip: DOK 1: Describe how to correctly dribble a hockey puck. DOK 2: Compare and contrast passing a basketball and passing a hockey puck.

Mini lesson: Students in grades K-2nd will watch a video from youtube.com titled "Our Earth, Making Less Trash". Students in grades 3rd-5th grade will watch a video from brainpop.com titled "Budgets".

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

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

NAPSE Standards: See attached lesson plan(s) for national standards.

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.

FRIDAY PE & Health Lesson Plan:

Topics: importance of practice, time management, dance, locomotor movements, cooperative teams, tag

Vocabulary: brigade, time management, practice,

Health: I can give examples of why practice is important (K-2nd). I can give an example of a time management strategy. (3rd-5th).

P.E.: I can correctly perform locomotor movements. (K-2nd)

P.E.: I can work cooperatively with my team. (3rd-5th)

P.E.: I can score a point for my team by not getting tagged. (3rd-5th)

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

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

Friday 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 only: P.E. Warm-up Activity: Students will dance to two Just Dance appropriate for school songs on youtube.com (K-5th)

Friday only: (Practical Living K-2nd): Students will watch a video from youtube.com titled "Michael Jordan: The Importance of Practice". DOK 1: Why is practice important? DOK 2: Choose two different activities and compare and contrast how you practice for that activity.

Friday only (Practical Living 3rd-5th): Students will watch a video on youtube.com titled "Time Management Tips (Ana Practus)". DOK 1: Give me a strategy you could use to help you manage your time better. (3rd-5th).

Friday only: P.E. Activity #1: Primary (K-2nd): Toys Alive (ASAP)

Materials: 4 cones, 1 beanbag per student

1. Who has seen the movie Toy Story? What toys belonged to Andy, the young boy in the film?
2. ON my signal, pretend you are a toy and move within our area.
3. In the movie, toys can only move when humans are not around. So when you hear "Andy's coming!" freeze in a shape that looks like one of his toys. Hold your balance for the count down, "3,2,1."
4. On "All Clear!" you may start moving again.
5. Play several rounds, using a variety of locomotor skills.

Friday 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: Vary the locomotor movements and/or come up with their own unique movements.

Friday only: Assessments/Exit Slip: DOK 2: Pick two characters from Toy Story. Compare and contrast their movements.

Friday only: P.E. Activity #2: Primary (K-2nd): Monsters Inc.
Materials needed: 8 to 10 hula hoops

Students today are going to be monsters hiding in closets. Scatter the hoops about on the floor, leaving enough space between the hoops for the children to move freely. Tell them, as the music plays, they will be "monsters" wandering about looking for a closet to jump into. The student may perform any type of locomotor skill during this activity. When the music stops, they must jump into a hoop and give their very best monster grown. Once they have completed this, take away 2 or 3 of the hoops and repeat the activity, until there are only about 2 hoops left. You'll be amazed at how many children can stand in one of these hoops!

Friday 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 can add their own locomotor movements into the game.

Friday only: Assessments/Exit Slip: DOK 2: Compare and contrast the gameplay of the Toy Story and Monster Inc. game.

Friday only: P.E. Activity #1: Intermediate (3rd-5th): Don't steal the bacon!
Activity: Students are divided into two teams and will be numbered off. The numbers will be called off, students will run to the middle of the court and will try to grab the "Bacon" (red rectangular object). The student that tags the student gets one point. The student that makes it back to their group earns two points.

Friday 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 could be given a different locomotor movement to perform.

Friday only: Assessments/Exit Slip: DOK 1: What strategy or strategies did you use? Did they work? Why or why not?

Friday only: P.E. Activity #2: Intermediate (3rd-5th): Centipede Bucket Brigade (Aerobic Games, pg.) See attached lesson plan

Friday 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 perform more advance locomotor movements (various animal walks, such as bear walk, crab walk, 3-legged dog, etc.).

Friday only: Assessments/Exit Slip: DOK 1: What is the meaning of a brigade? DOK 2: Choose a relay type game. Now compare and contrast that game and the game Centipede Bucket Brigade.

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.

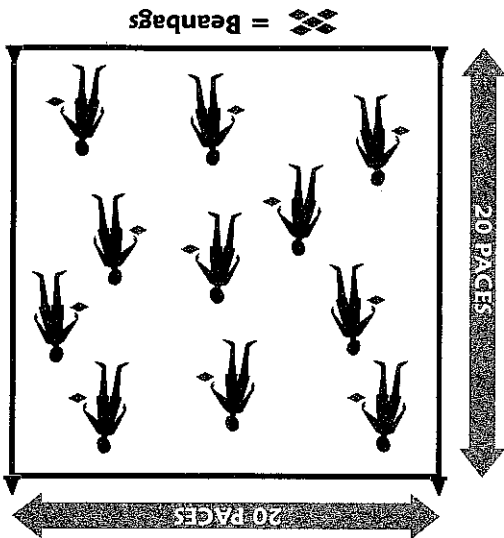
	<p>**Emergency Drills: Open the door on the rolling cart. On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.</p> <p>Drills: **Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames) **Earthquake drills: doors open (you would 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.</p>	
	<p><u>Notes and Anecdotal records:</u></p> <p><u>Static Stretching (Cool Down) and Rewarding Student Behavior:</u> 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.</p>	

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

BEANBAG BALANCES



BALANCE, STUNTS,
AND TUMBLING



Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- Music and player
- 1 fluffball per 10 students (optional)

Set

- Create medium (20X20 paces) activity area.
- Distribute 1 beanbag to each student.
- Scatter students within area.

GO!

1. Exploration Time
 - When the music starts, safely play (explore) with your beanbag around home base (1-2 minutes).
 - Show how quickly you freeze when the music stops.
2. Beanbag Balancing
 - Place your beanbag on top of your head. The object is to follow my signals without letting it drop to the floor. If it does, put it back and keep going.
 - Listen carefully for the music stop (or "Go home").
 - Challenges – Can you...
 - o Walk slowly with good posture in general space? Head high, chest out, shoulders back.
 - o Walk in a curved pathway at a medium level?
 - o Walk quickly in a zigzag pathway at a high level?
 - o Squat to a low level? Stand up?
 - o Turn so your L shoulder faces the center of our general space?
 - o Point your R shoulder towards the center?
 - o Turn all the way around?
 - o Lower your body slowly by bending your knees? Elevator down!
 - o Reverse the motion; elevator up!

- o (Have children balance the beanbag on the back of 1 hand then the other, and continue providing/repeat movement challenges.)

BEANBAG BALANCES

GO!

(continued)

3. Balance Touch

- Set your beanbag on the floor in front of you.

• **Challenges** — Can you...

- o Stand on 1 foot and reach with the other foot to touch the beanbag with your toe?
- o Tap the beanbag gently 3X in a row with your toes? Switch legs and try again.
- o Move your beanbag to the side of your body and try to tap it? Switch legs.
- o Move your beanbag behind you and try to tap it?
- o Circle your head with the beanbag? Waist? Ankle? Other ankle?

4. Wrap It Up

- Was 1 leg easier to balance on than the other? Why do you think that is?
- Would practicing help improve your balance? Where and when could you practice?

SPARK™ IT UP!

★ Courtesy Tag

(Need 1 fluffball for every 10 students.) The object is to balance a beanbag on your head and avoid being tagged. I will give fluffballs to 3 students, who will be our 1st Chasers. If tagged, take the fluffball, because you are now a Chaser. If your beanbag drops, freeze until another person picks it up and hands it to you. Remember to say "Thank you;" then put the beanbag back on your head, and return to the game. While helping a classmate, you are safe from being tagged. If your beanbag drops while helping someone, you are not frozen. It pays to be courteous! We'll start and stop on the music.

★ Crab and Bear Tag

Bears love to eat crab! In this game, everyone will be in the crab position (4 pt. bridge tummy up) balancing the beanbag on their tummies, except for 5 hungry bears. The Bears will Bear Walk (inverted crab) until they safe tag (2 fingers between waist and shoulders) a crab. When a Bear tags a Crab, Bears become Crabs (flip to Crab position and flee), and Crabs become Bears (flip to Bear position and chase).

BEANBAG BALANCES

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness, balance, non-locomotor skills, manipulative skills
 - #3, 4 Flexibility, muscular strength, muscular endurance
 - #5, 6 Participates, appreciates, enjoys movement, respects others

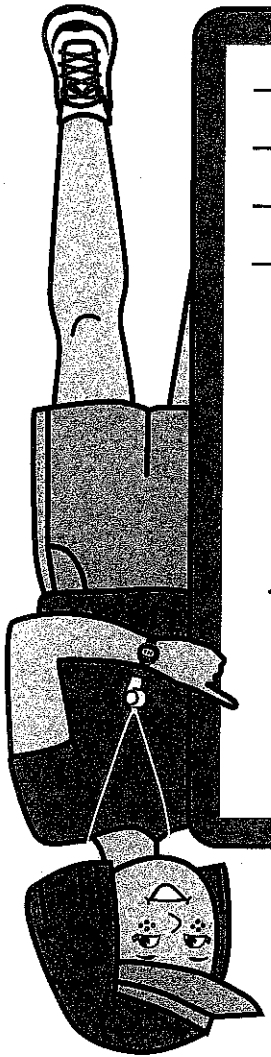
Your State (Write in here)

PAULA'S POINTERS

- It is harder to balance an object while moving. To help students progress, think stationary first, then move slowly, then speed up.
- When advanced learners are balancing a beanbag and not moving, challenge them to try with their eyes closed.

Vocabulary – Dynamic

NOTES



WELLNESS

Did you know that certain fish (e.g., salmon, mackerel, and sardines) are very high in Omega 3? Omega 3 are acids that help keep our hearts healthy. Crabs and lobsters are higher in fat and lower in omegas. Ask a parent to grill salmon for dinner sometime, and tell them about Omega!

GO!

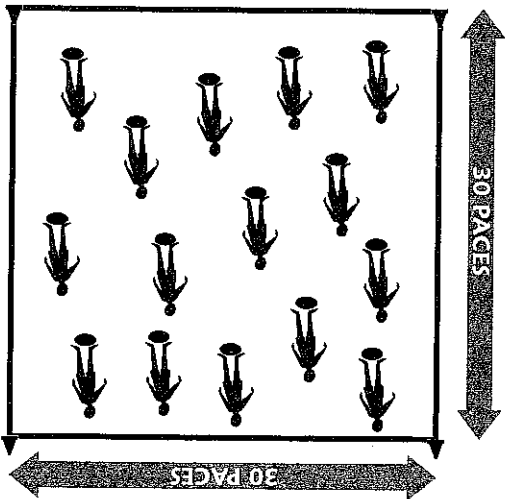
- 1. Personal Space Review**
 - You placed your own spot today. What did you do to spread out safely (helicopter)?
 - Today we will learn and practice basic body positions.
 - On music start, move in general space using the locomotor skill I call. Avoid spots and others.
 - On music stop, move to a spot, and we will learn and practice different body positions.
 - (Use the Body Position Skill Cards to teach T-Stand, Pike, Tuck, Sit, Straddle Sit, Front Support, Side Support, Rear Support, Tuck to Front Support, Front Support to Tuck, Front Support to Straddle Stand, Straddle Stand to Front Support, Front Support to Rear Support.)
 - (Provide a variety of challenges by combining different Body Positions with locomotor skills.)
- 2. Body Positions**
 - Today we will learn and practice basic body positions.
 - On music start, move in general space using the locomotor skill I call. Avoid spots and others.
 - On music stop, move to a spot, and we will learn and practice different body positions.
- 3. Wrap It Up**
 - What body parts did you use to make your base of support in a front support? A straddle?
 - What position are you in when you watch TV? Probably not one that is very good for you.
 - The R in SPARK stands for "Reduce TV and video time." Who is careful not to spend too much time just lying around?

Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Body Positions Skill Cards (SPARKfamily.org)
- Locomotor Skill Cards (SPARKfamily.org)
- Music and player

Set

- Create large (30X30 paces) activity area on grass or mats.
- Send students to select and place their own spot markers.



BALANCE, STUNTS,
AND TUMBLING



STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness, balance, nonlocomotor skills, locomotor skills
 - #3, 4 Cardiovascular endurance, flexibility, muscular strength, muscular endurance
 - #5, 6 Participates, appreciates, enjoys movement, respects others

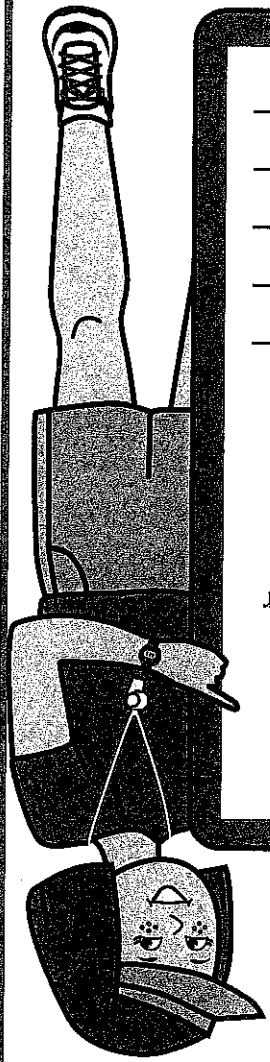
Your State (Write in here)

PAULA'S POINTERS

- Many stunts begin, end, or pass through a pike position. Have students practice this position while watching demonstrations or listening to instructions.

Vocabulary
Horizontal, pike, tuck

NOTES



✦ **More Positions** (Add more advanced supports — i.e., Tuck to Front and Front to Tuck).

✦ **Memory Game**

The object is to remember our body positions in the order we do them. I'll start the music and give you a locomotor skill to do. When the music stops, I'll call a body position. Hold that position until the music begins and I give you a different way to move. When the music stops again, I'll give you a 2nd body position; but do the previous move first; then the new one. We'll keep adding on and see how many we remember. It's okay to look around for help, too!

ACADEMIC

Science

(Read Bridges: Amazing Structures to Design, Build & Test (Kaleidoscope Kids) by Carol A. Johann, and discuss the strength and balance of various types of structures.)

INTRODUCTION TO OVERHEAD PASS



Ready...

• 1 ball per student

Set...

• Scatter students in area; each with a ball on floor nearby.

GO!

1. Today, we'll learn and practice the "Overhead Pass." Calling it the "Set" is easier.

2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.

3. Set Position

• Toes straight ahead; feet shoulder width apart; bend knees and lean forward.

• Arms overhead, point elbows out and make the shape of a diamond.

• Form the size and shape of the ball with fingers and thumbs.

4. To Execute a Proper Set

• Move your feet under the ball; watch it into your finger pads, and allow them to "give" on contact.

• Straighten your legs and elbows.

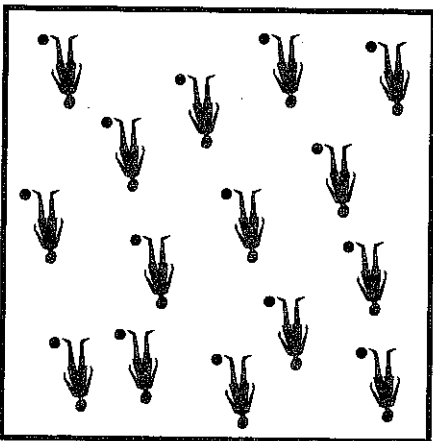
• Extend your arms and wrists towards your target.

5. Setting with the Ball

• **Catch:** Toss the ball a few feet in the air, move your feet under it, then "catch" it on your finger pads just above and in front of your forehead.

• **Toss, Set, Catch:** Toss (toss the ball up); set (set it straight up), and catch it with both hands. Keep going. After you TSC 3X in a row, try toss, set 2X, catch. Then toss, set 3X, catch.

• **Keep it Up!** On signal, toss, set, and keep setting.



• How many sets can you do in a row before the ball hits the ground?

• How many sets can you do in 15 seconds? Count out loud.

• Try again. See if you can improve your score!

• Can you set as high as a basketball rim?

CUES

• Move your feet to get in position to set!

• Are your hands in the shape of the ball?

• Are all 10 finger pads contacting the ball?

• **Shhh!** A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.

STANDARDS ADDRESSED

NASPE

#1, 2 Overhead set

#3, 6 Independent work

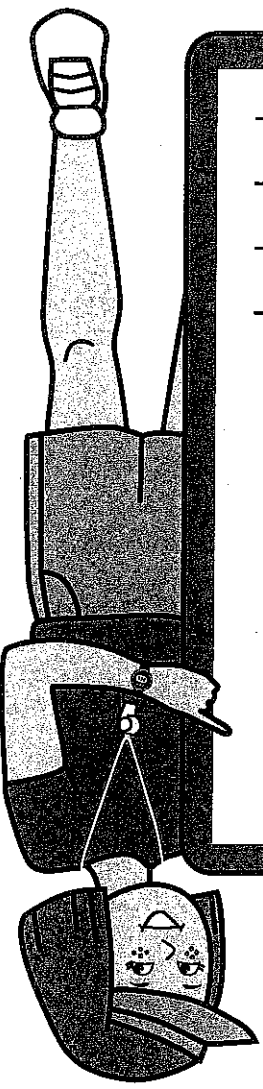
#2, 6 Challenge completion

Your State (Write in here)

PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.

NOTES



- ★ **Against the Wall - Toss, Set, Catch**
Stand 2-3 paces from a wall. Toss the ball to yourself and practice to the wall. Toss, set, and catch. How many in a row can you do, staying in control?
- ★ **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, Set, Set**
Can you toss, set, set, catch? How about toss, set 3X and catch? Can you keep it going? How many sets can you make in a row?

FUN FACT ★

The set was invented in the Philippines. It was an offensive style of passing the ball high to be spiked by another player. Filipinos called the spike the "bomba" or kill, and the hitter was called a "bomberino."

SETTING PAIRS



Ready...

Set...

GO!

- Scatter students in pairs; each pair with a ball.

1. The object is to improve overhead passing skills (setting) by practicing with a partner. One will

underhand toss; the other passes (sets) the ball back.

2. Toss to Set

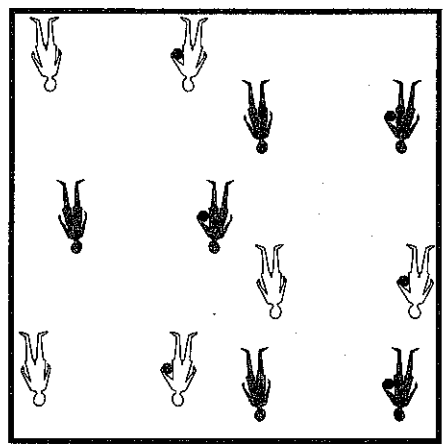
- Tossers, toss the ball with 2 hands in an underhand motion with a high, gentle arch. Toss the ball gently above your partner's forehead.
- Passers, ready position; get low. You always have to be ready to bump, because you don't know when it's coming. When you are low, you have time to adjust to a higher, slower ball, and set it.
- 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 Tossers.
- After 10X, switch roles.

4. Keep it Up

- Begin with a toss from either partner; then set back and forth.
- Pass with a high arc, and try to keep the ball up as many times as you can.
- Quickly return to ready position after each pass.

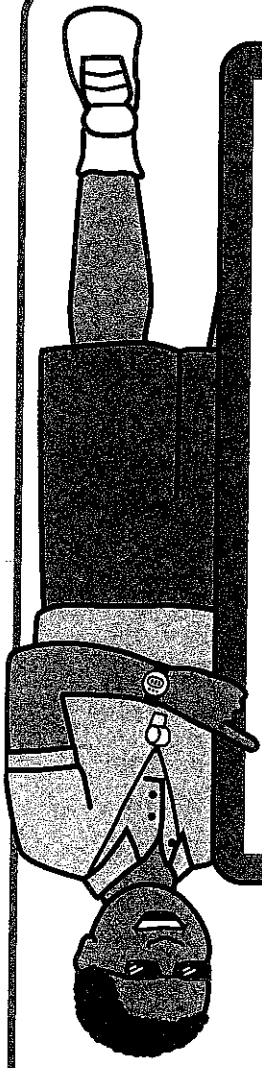


CHALLENGES

- Can you set it to your partner without making them move?
- How many times can you and your partner set the ball in a row?
- How many sets can you make in 30 seconds?

CUES

- Move your feet to get in position to set.
- Are your hands in the shape of the ball?
- Are all 10 finger pads contacting the ball?
- Shh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.
- Can you set the ball so its arc is as high as a basketball rim?



TONY'S TIPS

- The toss is critical to skill development. If need be, have pairs practice tossing the ball to one another before doing setting drills.
- Remind students of setting cues.
- Switch partners often.

NOTES


STANDARDS ADDRESSED

NASPE

- #1, 2 Overhand set
- #3, 6 Partner setting
- #2, 6 Challenge completion

Your State (Write in here)

HOME



Offer to "set" the table at home. No, don't pick up the table and hit it across the dining room! Create a volleyball place setting. The plate can be the ball, knives and forks the posts, and the napkin the net. Take a picture, and send it to us at spark@sparkpe.org. You'll receive a prompt response. Now dig in!

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

★ S.E.T.
 (Give each pair 7 paces of wall space.) The objective is to earn all the letters of S.E.T. Stand 2-3 paces from the wall and set the ball back and forth. The ball must hit the wall between each set. The player who wins the rally earns the letters S.E.T. in sequence. (You can also use this game with Keep It Up if walls are not available.)

6

CUES

- * How many balls can you tap away?
- * How few times can you have your ball tapped away?

CHALLENGES

- * You may tap balls away only when you have control of your own ball.
- * Just tap balls; do not hit them hard.
- * Keep stick low to the ground.
- * Look ahead while you dribble.

1. The object is to practice dribbling, trapping and stick-handling.
2. On signal, dribble in control of the ball.
3. When I say, "Dribble Keep Away," try tapping other players' balls away.
4. If your ball gets tapped away, retrieve it and continue.

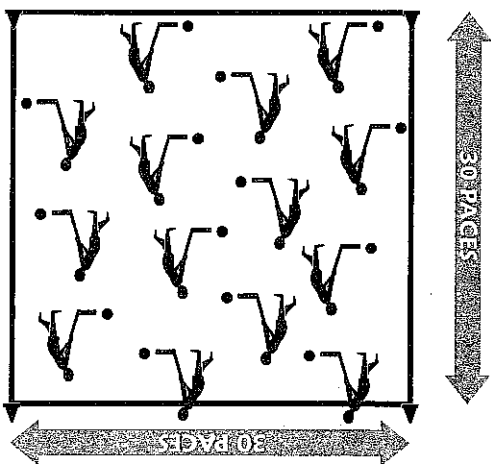
GO!

- Scatter students in area; each with a stick and a ball.
- Create large (30X30 paces) activity area.

Set...

- 4 cones (for boundaries)
- 1 stick and ball per student

Ready...



HOCKEY

DRIBBLE KEEP AWAY

SPARK SKILL BUILDER



Your State (Write in here)

- #3, 4 Cardiovascular fitness
- #2 Critical thinking
- hand coordination
- dodging, agility, balance, eye-
- #1, 2 Dribbling, trapping,

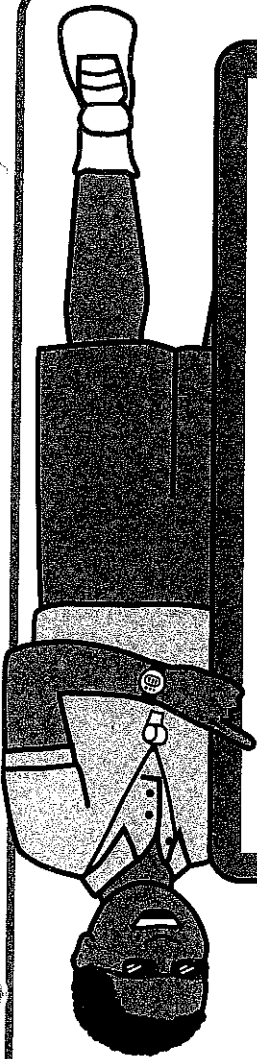
NASPE

STANDARDS ADDRESSED

NOTES

- Stop play every minute or so to allow students to regain control.
- Change focus from offense (i.e., guarding their own ball) to defense (i.e., tapping others) each round.

TONY'S TIPS



(Take away ball from 1/5 of students.) On signal, those without a ball (Sharks) try to legally steal the ball from other players. If the ball is stolen, you become a shark.

Shark

(Scatter spot markers.) The spot markers are "holes" in the ice. Now you have to watch out for holes and others trying to tap your ball away. If your ball rolls over a hole, put your stick down, and do 10 jumping jacks.

Holes

(Make the activity area smaller.)

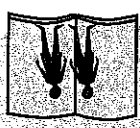
Small Ice

Save those empty water bottles. Use them as targets. Invent shooting games. How far away can you hit a target? How many can you hit in a row? Set up a hockey golf course.

HOME



PASSING DRILLS



Ready...

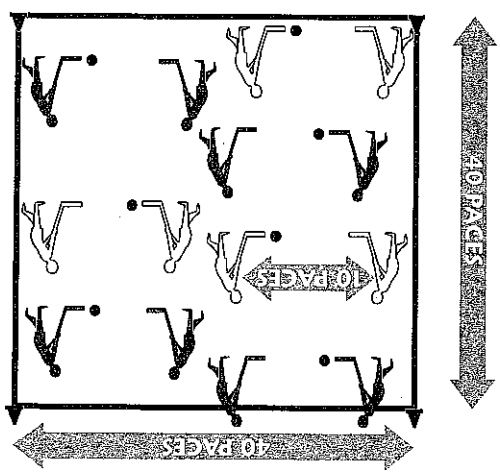
- 4 cones (for boundaries) or spot markers if using grids
- 1 hockey stick per student
- 1 hockey ball per pair

Set...

- Create large (40X40 paces) activity area, or create 1 10X10 pace grid per pair.
- Pair students; each with a stick; 1 ball per pair.
- Partner face-off formation, about 10 paces apart (or 1 pair per grid).

GO!

1. The object is to practice passing and trapping (receiving) with a partner.
2. Teach students to pass and receive. To pass, keep the ball on the front side of your stick. With top hand angled forward, push the ball to your partner using your lower hand, and keep the stick along the ground. Finish with the lower hand forward, and snap your wrists.
3. To receive, keep blade on the ground and give with the ball as it approaches your stick. Relax your lower hand grip, and angle your top hand forward. Try not to let the ball rebound off your stick.
4. On signal, begin passing with your partner. Focus on control and accuracy.



CHALLENGES

- * How many traps can you make with your partner before the signal? (For example: 30 seconds, 1 minute. Play several rounds, and increase the distance after each round.)
- * Can you make a backhand pass using backside of stick? Pass the ball directly to your partner's stick.
- * Can you dribble a few steps before you pass?

CUES

- * Keep stick along the ground.
- * Push ball to partner using lower hand.
- * Snap your wrists.
- * Give with the ball as it touches your stick.
- * Don't let the ball rebound off your stick.

STANDARDS ADDRESSED
NASPE

#1, 2 Dribbling, trapping, passing

#2 Critical thinking

#3, 4 Cardiovascular fitness

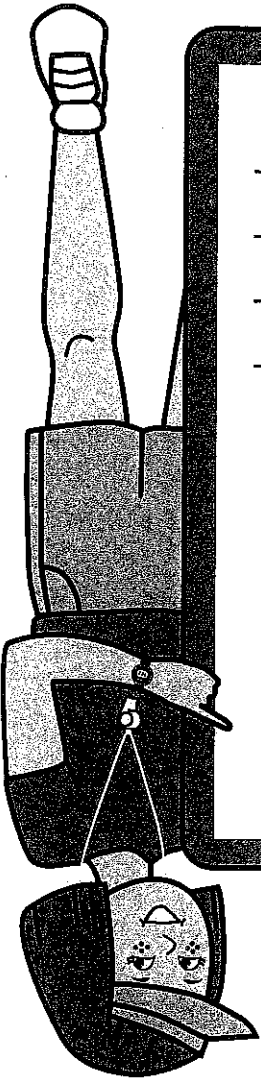
#5, 6 Cooperation

Your State (Write in here)

PAULA'S POINTERS

- Rotate partners often. The player with the ball stays, and the other player moves 1 partner/grid up.
- Expand grid size if necessary.

NOTES



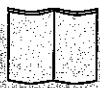
Pass Pass
 (Partners around perimeter.) The object is to pass back and forth with your partner as you both move around the perimeter. Continue until the signal. Advanced: add a fake before passing.

Give and Go
 The object is to pass, then move to an open space. The partner with the ball is stationary. The other partner runs to an open space to receive the pass. Make the pass (Give); then run to an open space (Go). Pass to where your partner is going. "Lead" them with your pass.

Partner Step Back
 (Partner face-off formation.) The object is to pass accurately at different distances. After 2 successful traps (1 each), both partners take 1 step back and try again. How far back can you both go in 3 minutes?

Author Roy MacGregor has written a mystery series about a team's adventures on and off the ice. The Matt Christopher Series chronicles the different players and the peer, family and personal issues they each face.

ACADEMIC



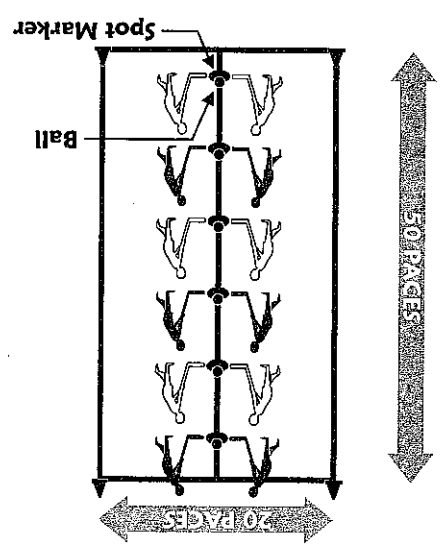
HOCKEY

CUES

- * Count aloud, "1, 2, 3"
- * Straddle feet wide and bend knees to get low.
- * while ground sticking.

CHALLENGES

- * How quickly can you gain control of the ball?
- * How quickly can you be ready for next round?



1. The object is to practice the face-off. Use the face-off to begin all the mini-games.
2. On signal, tap the ground with your sticks, then tap each other's sticks above the ball ("ground sticks"), alternately 3X. After the 3rd tap above the ball, attempt to get control of the ball and dribble to the opponent's endline (in front of you).
3. (Rotate partners every other round.)

GO!

- Create large (50X20 paces) activity area.
- Spot markers spread along half-court line.
- Pair students; each with hockey sticks and a ball.
- Partners face each other from opposite sides of spot marker. Ball is on spot marker.

Set...

- 4 cones (for boundaries)
- 1 spot marker per pair
- 1 hockey stick per student
- 1 hockey ball per pair

Ready...

FACE-OFF

SPARK™ SKILL BUILDER



STANDARDS ADDRESSED

NASPE

#1, 2 Face-off, Shooting on goal

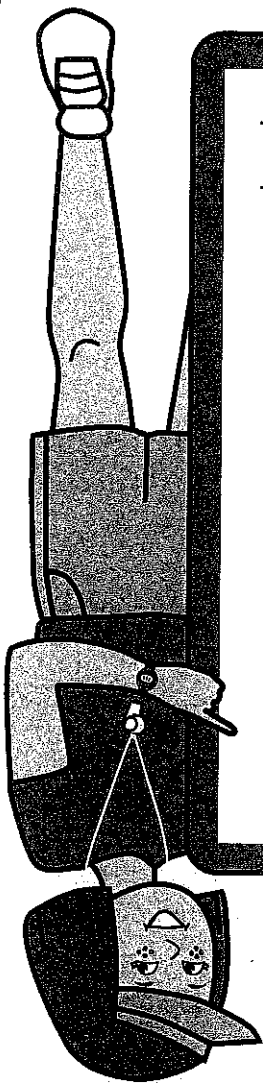
#3, 4 Cardiovascular fitness

Your State (Write in here)

PAULA'S POINTERS

- After each round, count down from 5 to motivate students to hustle back to mid-court line and get ready for the next round.
- For efficient partner rotation, get all the balls back to the spot markers, and all the students in 1 line shift to their R. The student farthest R runs behind their line all the way to the L end.

NOTES

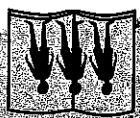


- ★ **Add Goals**
(Create 2-4 goals along endlines.) After winning the face-off, attempt a shot.
- ★ **Small Targets**
(Place cones or water bottle targets along the endlines for targets.)
- ★ **Get Your Ball**
(Pairs in face-off formation on opposite endlines. Place balls on spot markers along half-court line.) On the "Get-Your-Ball!" signal, partners run to the center and complete the face-off. The winner attempts to score on the opponent's endlines.

FUN FACT

The first hockey puck was a frozen piece of cow poop. No kidding! Today, an official game puck is 3" in diameter and 1" thick. It weighs 6 ounces and is constructed of vulcanized rubber. The puck is frozen before games to make it bounce-resistant. It smells much better than the old ones.

CENTIPEDE BUCKET
BRIGADE



Ready...

- 1 tossable per student
- 2 hoops per group of 5 students

Set...

- Create medium (20X20 paces) activity area.
- Place 2 hoops on opposite sidelines for each group of 5.
- Create groups of 5; standing in a file line at 1 hoop. The line moves toward the hoop on the opposite sideline.
- Fill hoops at this end with 5 tossables.

GO!

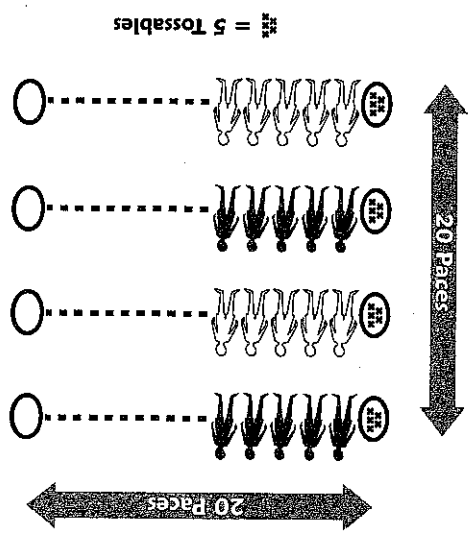
1. The object is to move the tossables from your hoop to the one on the opposite sideline.
2. You do that by passing it down your line in centipede fashion, where all are in a line facing the filled hoop.
3. The 1st in line grabs the tossable and hands it overhead to 2nd in line. The 2nd in line takes it and hands it between legs to the 3rd in line. Third in line hands it overhead. Fourth between the legs, and so forth.
4. As soon as you have passed the tossable, run to the other end of your line and wait to receive it.
5. Continue until you reach the opposite sideline with the tossable. Drop it in, and the whole group runs back to the other hoop and repeats until all the tossables are out of their hoop.
6. When finished, your group moves around the perimeter, moving 1 tossable in centipede fashion.

CUES

- * As soon as you hand off the tossables, run to the end of your line.
- * It's not a race. Focus on working together well.

CHALLENGES

- * Can you move the tossables without dropping them even once?
- * How quickly can you remove your tossables from your hoop?



STANDARDS ADDRESSED

NASPE

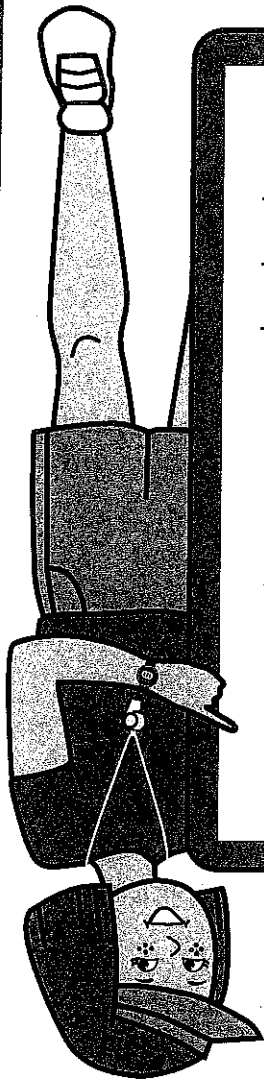
- #1, 2 Spatial awareness, manipulation of tossables
- #3, 4 Cardiovascular endurance
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Bring hoops closer together for groups falling behind.
- Throw in some fun tossables like veggie beanbags, Koosh® balls, etc.
- Encourage groups to work together.

NOTES



ACADEMIC

Social Studies - A brigade is a group organized for a specific task. Before modern fire equipment, fires could quickly destroy a village or a large city. The 1666 Great Fire of London destroyed 13,200 homes, 88 churches, and 100s of buildings. "Rattle Watchers" rattled an alarm to call for community help. Water-filled buckets were passed down a line of men to the fire and returned empty by a line of women and boys.

- ★ **Toss**
Stand shoulder to shoulder in your lines. Use an underhand toss to pass the tossable from person to person.
- ★ **Animal Walks**
Rather than running, move to the end of your line using X (call out various animal walks, such as bear walk, crab walk, 3-legged dog, etc.)
- ★ **Fitness Add-On**
Before you move to the end of your line, do 2 push-ups (or name any fitness exercise).