

<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. (K-5)</p> <p><b><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u></b> Students effectively use interpersonal skills. (K-5th) (loyalty)</p> <p><b><u>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</u></b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>) (setting goals)</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>) (needs and wants)</p> <p><b><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u></b> Students use strategies for choosing and preparing for a career. (food, agriculture, and natural resources)</p> <p><b><u>KDOE: Practical Living (Health): 2.32:</u></b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (social skills, communication)</p>	<p><b><u>Vocabulary:</u></b> agriculture, natural resources, goals, communication needs, wants, asthma, jump, land, two-foot take off, vertical, turn, enhance, fitness, health-related fitness, skill-enhanced fitness</p>	<p><b><u>Learning Targets (relate all targets to real life):</u></b></p> <p><b>P.E.:</b> I can perform physical movement skills correctly (K-5<sup>th</sup>).</p> <p><b>P.E.:</b> I can jump and land in different ways (K-2<sup>nd</sup>).</p> <p><b>P.E.:</b> I can demonstrate proper techniques when jumping for distance (K-2<sup>nd</sup>).</p> <p><b>P.E.:</b> I can practice a variety of jump rope skills using the cues my teacher gives me in class (3<sup>rd</sup>-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can give an example of a career in food, agriculture, and natural resources. (K-5<sup>th</sup>)</p> <p><b>P.E. &amp; Health:</b> I can set a physical fitness goal. (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies &amp; Health:</b> I can describe why communication is important.</p> <p><b>Consumerism:</b> I can compare and contrast needs and wants (K-5<sup>th</sup>).</p> <p><b>Career/Vocational Studies:</b> I can demonstrate loyalty (K-5<sup>th</sup>).</p> <p style="text-align: center;"><b><u>P.E. and Health Lesson Plans</u></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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p><b><u>Warm-up:</u></b> (P.E.) Teacher will go over how to safely run laps. 4<sup>th</sup> and 5<sup>th</sup> grade students will run in two separate groups. 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. Students will learn why communication is important on a power point slide.</p> <p><b><u>Mini Lesson: (Health):</u></b> Students will look at a power point slide that explains physical fitness goal setting.</p> <p><b><u>Mini Lesson: (P.E.):</u></b> Go over power point slide that teaches about why we need physical activity.</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 food, agriculture and natural resources.</p> <p><b><u>Mini lesson: (Consumerism):</u></b> Students will define, compare and contrast needs and wants.</p>	<p><b><u>Daily Assessment:</u></b></p> <ul style="list-style-type: none"> <li>X Observation</li> <li>X Oral responses</li> <li><input type="checkbox"/> Self-Evaluation</li> <li><input type="checkbox"/> ORQ</li> <li>X Whole Class</li> <li>X Small Group</li> <li>X Individual</li> </ul> <p><b><u>Formative and Summative Assessments</u></b></p> <ul style="list-style-type: none"> <li>X Entrance (flashback) and Exit Slips</li> <li>X Oral Questions</li> <li><input type="checkbox"/> Student Self-Assessment</li> </ul>
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PE: National Standards (NASPE)  
See attached lesson plans for NASPE standards!

**Warm-up:** (P.E. warm-up) (K-5th) Students will watch a video from Adventure to Fitness. Students will watch from 9-14 minute mark (“Everglades Exhaustion”)

**P.E. Activity #1:** Primary (K-2nd) Jumping and Landing Patterns (SPARK, Jumping) see attached lesson plans.

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Students will brainstorm additional ways to jump and land.

**Assessments/Exit Slip:** Demonstrate the correct way to jump for distance. Give an example of how jumping for distance could be used for a particular sport. (DOK 2)

**P.E. Activity #2:** Primary (K-2nd) Jump for Distance (SPARK, Jumping pg. 5)

**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 pg. 6 (Swamp Jump & Swamp Jump with Gators) for advanced activities.

**Assessments/Exit Slip:** See attached lesson plan under Wrap It Up section for DOK type questions.

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5th) Jump Rope (Back to Basics, OPEN online curriculum, pg. 6) see attached lesson plans. See attached lesson plans for additional “I can” statements and academic 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 grade level progression on attached lesson plan.

**Assessments/Exit Slip:** See attached lesson plan for DOK questions, pg. 7.

**P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5th) Introduction to Jump Rope (SPARK, Jump Rope pg. 5)

**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:** Students can perform jump rope basics and tricks correctly.

**Mini lesson:** Intermediate students will watch a video on brainpop.com about goal setting. Primary students will watch a video about asthma and non-communicable diseases on brainpopjr.com.

**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.

On Wednesday, March 15<sup>th</sup> (Grades 5<sup>th</sup>, 4<sup>th</sup>, and 3<sup>rd</sup>) will be taught in the classroom. The gym will be used for science state testing. Students will illustrate a poster related to goal setting or a needs and wants poster. Students will dance (Just Dance), continue their adventure with Adventure to Fitness website. Students will also watch a goal setting video from brainpop.com.

Friday, March 17, 2017

**FRIDAY PL/CS Lesson Plan:**

**Topics:** Kin-ball, dance, doctor, touch screens in technology

**Vocabulary:** Kin-ball, serve, pediatrician, doctor, ions

Go to next page for primary and intermediate lesson plans for Friday.

**\*\*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.

**KDOE: Practical Living**

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

Students perform physical movement's skills effectively in a variety of settings. (K-5) (dance, Kin-ball)

**KDOE: Vocational Studies: Academic**

**Standards 1.16:** Students use computers and other kids of technology to collect, organize, and communicate information and ideas. (touch screens)

**KDOE: Vocational Studies (Career Studies):**

Teacher: Clark Kuhn Subject: PL/CS Week: March 14, 2017 Topics: asthma, goal setting, needs & wants, jumping, jumping rope

**Academic Expectations:**  
2.36: Students use strategies for choosing and preparing for a career: (doctor)

**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:**



~~Closing Exit slip: (K-5th grade students) Exit slips, 20ms Week 20 notes on questions (specific level and grade) or ended (higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.)~~

**Friday (9) PL/VS Lesson Plan:**

~~Tonic: Spanish dance, Kin-ball game, Kin-ball activities~~

~~Spanish Lesson #1: (K-2<sup>nd</sup>) Kin-ball (SPARK, Kin-ball) see attached lesson plan!~~

Friday only: "I can" statements

P.E. (K-2<sup>nd</sup>) I will use the Kin-ball and participate in cooperative and individual locomotor activities.

P.E. (3<sup>rd</sup>-5<sup>th</sup>) I will cooperate with my teammates and will correctly play the sport Omnikin ball.

**Friday 5 only:** Warm-up: Students will run three warm up laps and will dance to a Just Dance for Kids song on youtube.com (K-5<sup>th</sup>) See list of Just Dance songs with appropriate lyrics.

**Friday 5:** only: Mini lesson: (P.E.) Go over rules and expectations, check shoes, use Powerpoint slides as needed.

Fitness Activity #1: (K-2<sup>nd</sup>) Kin-ball (SPARK, Kin-ball) see attached lesson plan!

Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: These students will be given a few minutes to brainstorm different ways to use the Kin-ball and come up with their own unique activity.

Exit Slip: DOK 2: Compare and contrast Kin-ball and dodgeball.

Fitness Activity #1: (3<sup>rd</sup>-5<sup>th</sup>) Omnikin (SPARK, Kin-ball), see attached lesson plan!

Kin-ball Sport (SPARK, World Games, pg. 19-20)  
 #1 Motor skill development #2  
 Defending open space  
 #3,4 Aerobic capacity, upper body strength #5,6  
 Communication/cooperation, appreciation of diversity, accepting challenges

		<p><b>Differentiated Instruction:</b> For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: They will be given more advanced techniques to help them to become more knowledgeable about Kin-ball.</p> <p><b>Exit Slip:</b> DOK 1: What does independent mean? DOK 2: How does your ability to work independently affect your team's performance? Support your answer with facts and examples. DOK 1: What does cooperation look like in physical education class? DOK 2: Can you summarize how well your team cooperated during the <del>kin-ball game</del> Kin-ball?</p> <p><del>Relay 2: 2-4 students</del> <del>example</del> DOK 3: How is cooperation related to performance in your favorite sport or recreational activity? Support your answer with facts and examples.</p> <p><u><b>Fitness Activity #2:</b></u> (3<sup>rd</sup> 5<sup>th</sup>) Squirrels and Acorns, (SPARK pg. 9-10), see attached lesson plan!</p> <p><del><b>Differentiated Instruction:</b> For struggling students: Struggling students will need more modeling. Advanced students: As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3 count.</del></p> <p><del><b>Exit Slip:</b> DOK 1: Explain the gameplay of Kin-ball. DOK 2: Compare and contrast Kin-ball with volleyball.</del></p> <p><u><b>Cool down and Rewarding Positive Behaviors:</b></u> Mr. Kuhn will pass out green or clip up tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, get a drink, and line up at the door by playing the game "Mr. Kuhn says".</p>	
		<p><u><b>Book Flip:</b></u> K-2: A Day with Doctors (People &amp; Places) last book</p> <p><u><b>Brain pop:</b></u> 3<sup>rd</sup>-5<sup>th</sup> (Tech/Health) Touch Screens</p>	

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

4. **Star Jump**
  - Can you jump in the air and make the shape of a star with your arms and legs? That is a *Star Jump*.
  - Can you do 3 *Star Jumps* in a row?
5. **Jack-in-the-Box**
  - To do a *Jack-in-the-Box*, begin in a squat, jump up, then land in a squat.
  - (After trials.) How many can you do in 15 seconds? Ready, go!
6. **Frog Jump**
  - To do a *Frog Jump*, begin in a squat; reach forward and shift your weight onto your hands. Then jump your feet forward and close to your hands. You're back in the squat position again.
  - Can you do 2 in a row? Three in a straight line?
7. **Kangaroo Jump**
  - Using a 2-foot take-off and 2-foot landing, do slow, long jumps forward, keeping your feet together. These are called *Kangaroo Jumps*.
  - Can you do 3-5 in a zigzag pathway?
8. **Rabbit Jumps**
  - *Rabbit Jumps* are quick, short jumps forward with your feet together.
  - How many *Rabbit Jumps* can you do in 10 seconds? Ready, go!
  - Can you *Rabbit Jump* over to 5 spots, then return to your "bunny hole?"
9. **Jumping Shapes**
  - Can you jump, make a straight shape in the air, and stick your landing?
  - Try it a few times; I'll move to look for some very straight shapes.
  - Can you jump, bring your knees up, and land under control? This is a tucked shape.
  - How smooth is your landing?
10. **Wrap It Up**
  - Remember, when you land, it is important to bend your knees to absorb the shock. Show me how to bend your knees on your landing.
  - Who can name a sport or activity where the players jump and land a lot? (e.g., basketball, volleyball, track and field, etc.)



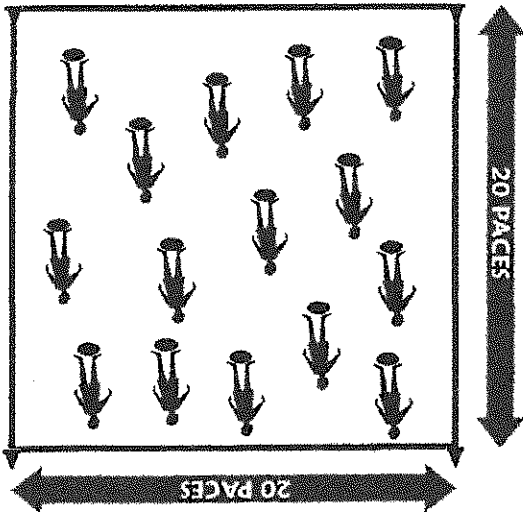
# GO!

# Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- Chalk (optional)

# Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within area; send students to stand on a spot.



## 1. Introduction to Jumping and Landing

- Today we will practice different ways to jump and land.
- When we leave the floor (or ground) we are jumping, and when we return we are landing.

## 2. Jumping and Landing Challenges – Can you take off from...

- Two feet and land on 2 feet? Can you do that 2X? 3-5X?
- Two and land on just 1? Practice until you can hold your balance for a count of 3 or longer.
- Two and land on 1 – this time landing on the other foot? Hold your balance for 3 seconds or longer. (Move to help students balance.)
- One and land on the same foot? Who remembers what locomotor skill that is? (Hop.) Can you do it 2X? 3-5X? Try again with the other foot.
- One and land on the other? Hold steady. Who remembers what locomotor skill that is? (Leap.)
- One foot and land on both feet? Change your take-off foot and try again. How high can you jump from 1 foot?
- One foot and make a straight shape in the air? A tucked shape? Bring your knees up to tuck?

## 3. Straight Jump

- Can you take off from both feet and land on your spot with both feet? That is a Straight Jump.
- Practice a few times, and try to “stick” your landing. That means to land without hardly moving at all. You do that by bending your knees to absorb the force and controlling your body so it is in perfect balance.
- Straight Jump over your spot. Can you Straight Jump backward over your spot? Can you stick your landing?

1

(continued)

JUMPING AND LANDING PATTERNS

**\*SPARK\* IT UP!**

**\* Jump for Height**

How high can you jump? Start with your knees bent and your arms back. Swing your arms forward and up while your legs push off like a rocket! Can you touch the sky?

**\* Vertical Jump (or Jump and Touch)**

(Need a wall and chalk.) Your Vertical Jump is how high you can jump. I'll put chalk on your 3<sup>rd</sup> finger. Stand sideways to the wall, reach as high as you can, then touch that finger to the wall. That's your starting spot. Now, jump as high as you can, and when you think you're at the top of your jump, touch the same finger. Is the 2<sup>nd</sup> mark higher? The distance between the 2 marks is your Vertical Jump.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial awareness, body awareness, locomotor movements, nonlocomotor movements
  - #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
  - #5, 6 Participates, appreciates, enjoys movement
- Your State (Write in here)*

**TONY'S TIPS**

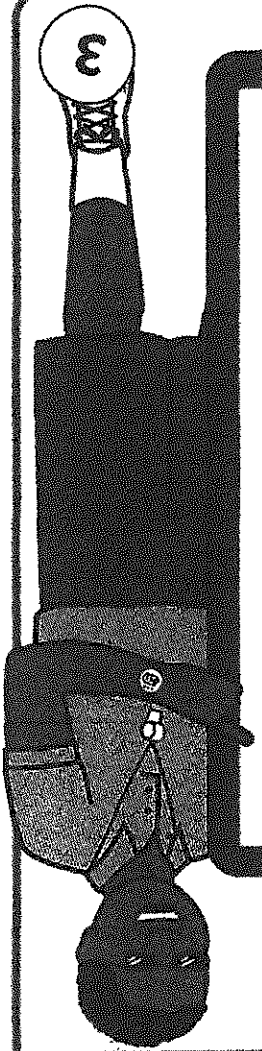
- Here's a simple teaching sequence for *Jumping and Landing* activities:
  - First, use students to demonstrate a jump and/or landing.
  - Turn on fun, active music to cue everyone to begin practicing.
  - Move to assist, encourage, and challenge students.
  - When ready to introduce a new skill, stop the music.
  - Use students with gymnastic backgrounds to demonstrate and help others.

**Vocabulary**

Vertical Jump, "stick a landing"

Have you ever heard of the game *Hopscotch*? It's a jumping and landing game that's been played by kids for a very long time – usually on a sidewalk. Ask a parent or older brother or sister to draw a hopscotch court with chalk for you. Then ask them to teach you how to play. *Hopscotch* is fun and very active as long as you don't stand in a long line waiting for a turn. Remember, the P in SPARK stands for "Play Actively." (Teachers: See *Hopscotch* in "Recess Activities" section.)

HOME







**Ready**

- 4 cones (for boundaries)
- 1 7' rope per student
- 1 beanbag per student

**Set**

- Create medium (20X20 paces) activity area.
- Scatter ropes within the area.
- Send students to stand by a rope.
- Place beanbags in corners.

**GO!**

**1. Jump for Distance**

- Stretch your rope on the floor and practice jumping over it.
- When you land, bend your knees and think of your feet sinking into soft sand.
- Now stand at one end of your rope with your feet on each side of it.
- How far can you jump down the length of your rope?
- (Cues for students while they are practicing: Swing your arms forward and upward; think of a rocket ship and take off; lean forward on your landing.)

**2. Jump the Distance of Your Height**

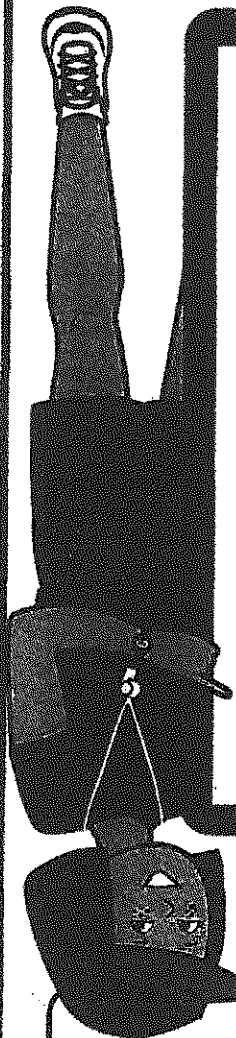
- (Send students in small groups to select 1 beanbag each.)
- Hold your beanbag in one hand. Move your feet near one end of your rope.
- Lie down carefully and wherever the top of your head extends to, place the beanbag on the rope right on that spot.
- Ask a friend for help if you're having trouble.
- The distance from the end of your rope to the beanbag is your height!
- Stand at the end of your rope; then try to jump to the beanbag and beyond.

**3. Leap the Puddle**

- (Pair students.) Partners, place your ropes on the floor 1 step apart. Pretend the space between the ropes is a puddle of water.
- On my signal, take turns trying to leap over the puddle.
- Remember, a leap is when you take off from 1 foot and land on the other.
- If you leap over your puddle 2X in a row, move your ropes farther apart and try again.
- How many times can you leap your puddle in 30 seconds?

**4. Wrap it Up**

- What should you do with your arms to gain distance on your jumps? (Swing forward and upward.)
- Which foot did you prefer to take off from when you leaped over the puddle?
- Do you think you can leap farther when you take off from that foot?



**PAULA'S POINTERS**

- Teach 1 cue at a time (e.g., feet shoulder-width apart, bend hips and knees, push off balls of feet, swing arms back to front, etc.). When students show they are using the 1<sup>st</sup> cue, move to the next.
- When jumping for distance, students should still land on both feet under control and balanced – not fall to the floor.
- Set up “puddle” ropes at an angle to each other rather than parallel. Allow students to match their ability to the “puddle” distance, and encourage them to progress to greater angles.

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Spatial and body awareness, jumping, landing
- #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement

*Your State* (Write in here)

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(Scatter all spot markers within area, making sure they are close enough so students can jump from one spot to another, but far enough to provide a challenge. Send students to stand on one sideline.) On my signal, jump from spot to spot across our play area (swamp). Can you make it to the other side without falling into the swamp? When you reach the other side, run around the perimeter and back to your starting spot (and keep going).

**★ Swamp Jump**

(Move spots so students cannot make it to another spot in 1 jump.) I'm going to hand 1 beanbag to each of the 3 students who will be our first "Alligators!" The Gators will try and tag you (safe tag with their beanbag) when you are off of a spot and standing in their swamp. If you are tagged, take that Gator's beanbag and become the new Gator (tagger).

**★ Swamp Jump with Gators**

(Need tape measures or yardsticks to create a pre-measured jumping area with a start line and lines every 6") Let's measure the distance you jump in feet and inches.

**Language Arts**

(Read Anna Banana by Joanna Cole. This book includes 101 jumping rhymes.)  
 (Read Five Little Monkeys Jumping on the Bed by Eileen Christelow. Have students jump along to the cadence of the rhyme.)

**Math**





**BACK TO BASICS**

**STUDENT TARGETS**

- **Skill:** I will practice a variety of jump rope skills using the cues my teacher gives me in class.
- **Cognitive:** I will give examples of physical activities that enhance fitness.
- **Fitness:** I will work to stay actively engaged during all of the jump rope activities.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors without being reminded by a teacher.

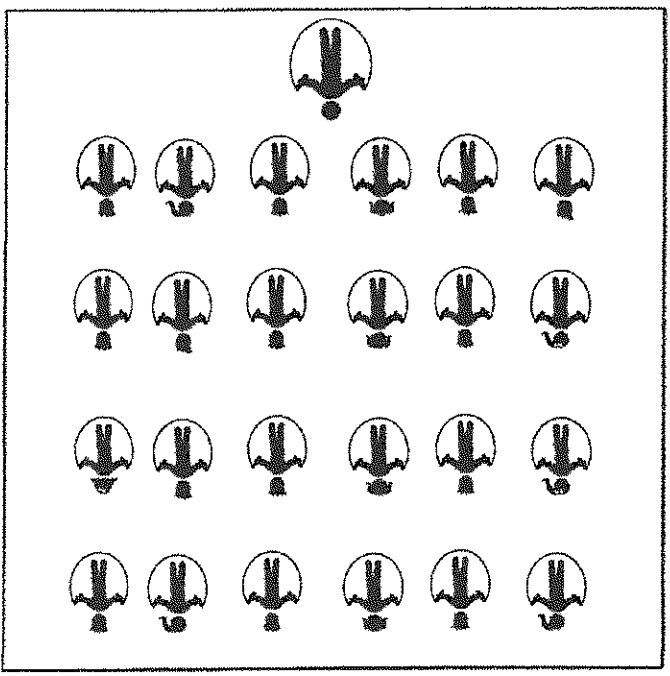
**TEACHING CUES**

- Work Safely by Respecting Self-Space
- See *Jump Rope Progression Card* for Basic Jump Rope Skill Cues

**ACTIVITY SET-UP & PROCEDURE**

- Equipment:**
- 1 jump rope per student
  - Rope Selection Rule Poster
  - Jump Rope Progression Cards

- Set-Up:**
- Students spread out in general space facing the teacher, each with a jump rope.
  - Jump Rope Progression Cards ready on clipboard or tablet.



- Activity Procedures:**
1. Today, we are going to review the progression for jumping rope.
  2. It's important that everyone has a jump rope that is the proper length. The Rope Selection Rule posted near the jump ropes will help you make the correct choice.
  3. Now that everyone has a jump rope, follow along and repeat the skills that I demonstrate. For safety, remember to stay within your own personal space.
  4. Teachers, follow the *Jump Rope Progression Cards* and lead the class through the progressions for jumping rope.

**Grade Level Progression:**

- 3<sup>rd</sup>: Complete the activity as described above.
- 4<sup>th</sup>: Students work in small groups, each with a progression card, to review basic jump rope technique.
- 5<sup>th</sup>: Combine this activity with Creative Mode Station Cards. Work through the progression card with students who need assistance. Allow more advanced students to complete Creative Mode Stations.



**BACK TO BASICS**

**UNIVERSAL DESIGN ADAPTATIONS**

- Allow students to use ropes in a variety of styles and lengths.
- Jump an invisible rope to music with a slow and steady beat. Increase the tempo of the music selection to increase the intensity of the activity.
- Provide ongoing verbal cues with individualized instruction and/or peer tutoring.

**ACADEMIC LANGUAGE**

Jump, Land, Two-Foot Take Off, Vertical, Turn, Enhance, Fitness, Safe, Health-Related Fitness, Skill-Related Fitness

**STANDARDS & OUTCOMES ADDRESSED**

- **Standard 1 [S1.E4.3]** Jumps and lands in the vertical plane using a mature pattern (3).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E4.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

**DEBRIEF QUESTIONS**

- **DOK 1:** How can you recognize activities that enhance fitness?
- **DOK 1:** What are some examples of activities that enhance fitness?
- **DOK 2:** How does jumping rope enhance health-related fitness?
- **DOK 3:** Which components of fitness would be most impacted if you jumped rope every day? Why?

**TEACHING STRATEGY FOCUS**

**Identify Critical Content:** Jump rope success depends on students' ability to understand and perform the basic jump. At each grade level, students will benefit from a review of jump rope cues and content. Likewise, there will most likely be students at each grade level who haven't mastered the basic jump and will require remediation. Take time to assess where students are starting and then identify the critical content needed for progression.





# GO!

1. The object is to learn and practice basic rope jumping safety rules and individual rope jumping techniques.
2. To find the right size rope, hold the handles in both hands, step on the center with both feet and pull until the rope is taut. It should be long enough to reach your chest.
3. For safety we all need to follow these rules:
  - Ropes may only be used for jumping.
  - Keep a "safety zone" around you so you don't hit others with your rope.
  - When listening to instructions, lay your rope on ground.
4. (Teach and demonstrate several of the basic individual tricks using the Jump Rope Skill Cards for visual and cues. Allow time for students to practice each.)
5. (Suggested skills to teach beginners include: Jog and Jump, Double Bounce, Single Bounce, Hop, Forward and Backward. Skill Cards are in order of difficulty.)

# Set...

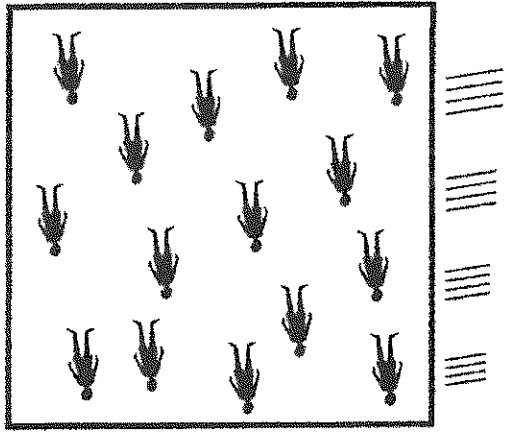
- 1 individual jump rope per student
- Jump Rope Skill Cards - Individual Tricks (SPARKfamily.org)
- Music and player (optional)

# Ready...

- Scatter students with enough room between them to ensure they won't be hit with ropes.
- Lay jump ropes (grouped by length) away from center of area.

- 5
- \* Keep your elbows in at your sides.
  - \* Use your wrist to turn the rope.
  - \* Bend your knees slightly when you land.

- ### CHALLENGES
- \* Choose your favorite trick. How many jumps can you do in 15 seconds?
  - \* Choose another trick. Can you do it with a double bounce? Now try a single bounce. Can you do it backward? With a hop?
  - \* Can you jump 10X without an error?



JUMP ROPE

**More Tricks**

*(Repeat the lesson for several days, introducing new tricks each day. Review the old and add the new to build students' repertoire.)*

**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Individual rope jumping skills/techniques
- #3, 4 Cardiovascular endurance
- #6 Accepting challenges

*Your State (Write in here)*

**PAULA'S POINTERS**

- Use fun, high energy music to motivate your students.
- Challenge advanced rope jumpers by allowing them to practice their own tricks, while beginners spend time on the basics.
- Students having difficulty can simply grab both handles in 1 hand and turn the rope to the side as they practice each trick.

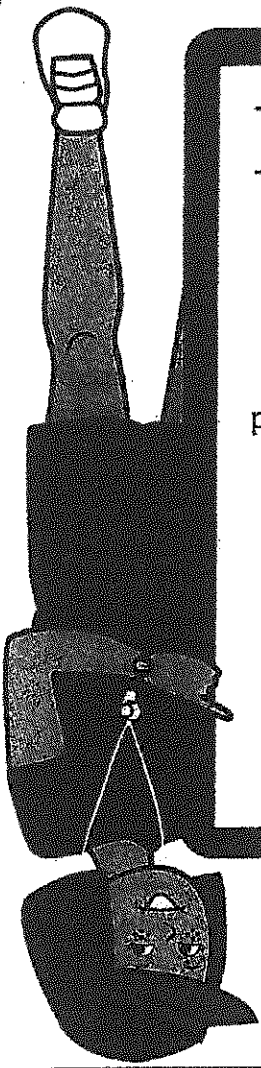
**NOTES**

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The rope has always been an essential tool of mankind. Ropes have been made using leather, reeds, grass, vines and even hair (maybe that is why Grandpa is bald). To increase the strength of rope, strands of fibrous materials are twisted and braided together. The Egyptians moved enormous stones to construct the pyramids by using very strong rope.



# Teach

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?

## 6. Think About...

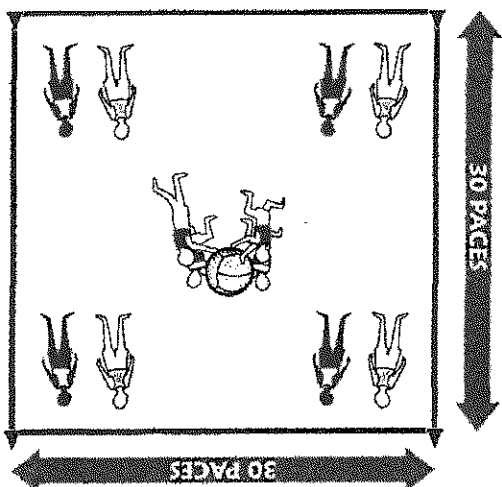
- Why do you think it is important to communicate as a team?

# 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)

# Set

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



3rd-5th



KIN-BALL® SPORT

SPARK® ACTIVITY

Friday

Blank lined area for notes.

**NOTES**

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

**TEACHING TIPS**



Blank lined area for standards addressed.

Your State (Write in here)

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

**NASPE**

**STANDARDS ADDRESSED**



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!

**GLOBAL INTEGRATION**



**EXTENSIONS**

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

**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.

Kin-ball

K-2nd

Friday

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

\*tips

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

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

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

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

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

\*tips

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

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

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