

<p><b>K-5 Lesson plans</b></p> <p><b>KDOE: Practical Living</b>  <b>(P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings. (K-5)</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5th) (Golden Rule)</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>) (empathy)</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>) (bartering)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career. (food, agriculture, and natural resources)</p> <p><b>KDOE: Practical Living (Health): 2.31:</b> Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being. (car safety)</p>	<p><b>Teacher:</b> Clark Kuhn</p> <p><b>Subject:</b> PE/CS</p> <p><b>Week:</b> March 21, 2017</p> <p><b>Topics:</b> jumping rope, bartering, empathy, Golden Rule, car safety, divorce, alcohol</p> <p><b>Vocabulary:</b>  agriculture, natural resources, bartering, empathy, Golden Rule jump, land, two-foot take off, vertical, turn, enhance, fitness, health-related fitness, skill-enhanced fitness, divorce</p> <p><b>Learning Targets (relate all targets to real life):</b>  P.E.: I can perform physical movement skills correctly (K-5<sup>th</sup>).  P.E.: I can jump over a jump rope while the rope is laying on the floor K-2<sup>nd</sup>).  P.E.: I can jump in unison with my peers while listening to music (K-2<sup>nd</sup>).  P.E.: I can perform a variety of individual jump rope skills in a circuit format (3<sup>rd</sup>-5<sup>th</sup>).  <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>Health:</b> I can describe the importance car safety. (K-5<sup>th</sup>).  <b>Career/Vocational Studies &amp; Health:</b> I can give an example of empathy (K-5).  <b>Consumerism:</b> I can give examples of bartering (K-5<sup>th</sup>).  <b>Career/Vocational Studies:</b> I can give an example of the Golden Rule (K-5<sup>th</sup>).</p> <p style="text-align: center;"><b>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 if needed. Record students that are prepared to work and learn (wore correct type of shoes).</p> <p><b>Warm-up:</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>Mini lesson (Health/Career/Employability Traits):</b> Character word of the week on Power Point. Students will learn why the "Golden Rule" is important on a power point slide.</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains about the importance of car safety.</p> <p><b>Mini Lesson: (Health):</b> Students will look at a power point slide that explains the importance of social health and empathy.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within food, agriculture and natural resources.</p> <p><b>Mini lesson: (Consumerism):</b> Students will define, compare and contrast bartering.</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input checked="" type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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Teacher: Clark Kuhn Subject: PE/CS Week: March 21, 2017 Topics: jumping rope, bartering, empathy, Golden Rule, car safety, divorce, alcohol

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 15:21 minute mark ("Everglades Exhaustion")

**Fitness Activity #1:** (P.E.) Stationary Rope Jumping (K-2<sup>nd</sup>) (SPARK Jumping) See attached lesson plan.

**Differentiated Instruction:** Teacher will model the movements correctly for struggling students. Advanced students: They can play "Crazy 8 Challenges" or "Triangle Challenges", or "Leaping Lizards".

**Assessment/Exit slip:** Demonstrate the correct way to jump or a stationary rope. (DOK 1) Compare and contrast stationary rope jumping and jumping rope (DOK 2).

**Fitness Activity #2:** (P.E.) Jumping Rhythmically (K-2<sup>nd</sup>) (SPARK: Jumping): See attached lesson plan.

**Differentiated Instruction:** Struggling students will receive more one on one with the teacher and the teacher will model and/or repeat directions for this particular activity. Advanced students: They can play the game "Jump Rope Chants", or "Weasel Leaders" or "Rope Writing or Partner Rope Writing".

**Assessment/Exit Slip:** What type of pathway did you follow in the activities you did today? (DOK 1). How does jumping positively affect our body (DOK 2).

**Fitness Activity #1:** Jump the Circuit (SPARK curriculum 3<sup>rd</sup>-5<sup>th</sup>) (P.E.)

**Differentiated Instruction:** Struggling students will receive more one on one instruction and modeling. Advanced learners: Once each trick is mastered, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover.

**Assessment/Exit Slip:** DOK #1: Demonstrate how to perform a jump rope trick. DOK #2: How is jumping is used in sports and give an example of how jumping benefits the body?

**Mini lesson:** Intermediate students will watch a video on brainpop.com about alcohol. Primary students will watch a video about divorce 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

Teacher: Clark Kuhn

Subject: PL/CS

Week: March 21, 2017 Topics: jumping rope, bartering, empathy, Golden Rule, car safety, divorce, alcohol

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, March 24, 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.

**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:**

**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)

Teacher: Clark Kuhn Subject: PI/CS Week: March 21, 2017 Topics: jumping rope, bartering, empathy, Golden Rule, car safety, divorce, alcohol

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

**Academic Expectations:**

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

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Teacher: Clark Kuhn Subject: PL/CS Week: March 21, 2017 Topics: jumping rope, bartering, empathy, Golden Rule, car safety, divorce, alcohol


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

~~Closing Exit slip (K-5<sup>th</sup> grade students) Exit slip: Answer various questions (spec) if recall and open ended (think, label, question, using various resources like thumbs up, thumbs down, turn and talk, etc.)~~

Friday (30) PL/VS Lesson Plan:

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

~~Spanish Lesson: ~~Go to website go to PL, Spanish on the lesson plans tab. You'll see Spanish 2019-2020. Click on the Spanish Lesson Plan~~~~

~~Spanish 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

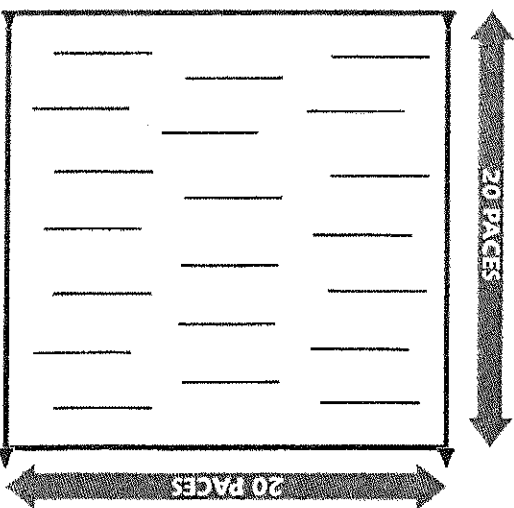
		<p><b>Differentiated Instruction:</b> For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: They will be given more advanced techniques to help them to become more knowledgeable about Kin-ball.</p> <p><b>Exit Slip:</b> DOK 1: What does 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>game</del> Kin-ball? <del>Review description examples</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><del><b>Fitness Activity #2:</b> (3<sup>rd</sup> -5<sup>th</sup>) Squirrels and Acorns, (SPARK pg. 9-10), see-attached lesson plan!</del></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><b>Cool down and Rewarding Positive Behaviors:</b> 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><b>Book Flip:</b> K-2: A Day with Doctors (People &amp; Places) last book</p> <p><b>Brain pop:</b> 3-2-5th (Tech/Health) Touch Screens</p>	

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





JUMPING



Ready

- 4 cones (for boundaries)
- 1 7' rope per student
- Music and player

Set

- Create medium (20X20 paces) activity area.
- Scatter ropes parallel to one another within area.

GO!

1. Introduction

- Jump rope activities are a great way to make your heart strong, build strength in your legs, and have a lot of fun!
- To stay safe, make sure there is plenty of space between you and others.
- When we're ready, I'll send you to a rope, make sure everyone is spread out safely, then give you a challenge or a rope trick to try.
- Practice while music plays (or on "Go!"); freeze when it stops (or on "Freeze!").

2. Straight Rope Jumping

- Challenges – Can you...
  - o Walk forward along the side of your rope, to the end and back?
  - o Walk the rope like a tightrope? Don't step on the handles.
  - o Gallop to the end of your rope, switch feet, and gallop back?
  - o Hop on 1 foot to the end of your rope, switch feet and hop back?
  - o Straddle (1 foot on each side of the rope) and jump down the rope and back?
  - o Keep your feet together and jump over your rope side to side like a skier?
  - o Jump from side to side the length of your rope and back?
  - o Cross your legs like an "X" on either side of the rope, then uncross them? Do this as you jump the length of your rope and back.

3. Circle Jumping

- Make a circle with your rope; then stand inside.
- Challenges – Can you...
  - o Jump out of your circle? Back in? Jump around your circle at a high level?
  - o Hop around your circle? Switch feet; go back in the other direction?
  - o Hop in and out of your circle while traveling around it?
  - o Jump over your circle? Jump back again?
  - o Side-slide quickly around your circle? Gallop the other way?
  - o Leap across your circle? Now turn around and leap back?
  - o Side-slide around 3 circles and jump back into your circle? Now jump in place?

4. Wrap It Up

- What kinds of things can you jump over in your neighborhood or at home?

**STANDARDS ADDRESSED**

**NASPE**

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

**Your State** (Write in here)

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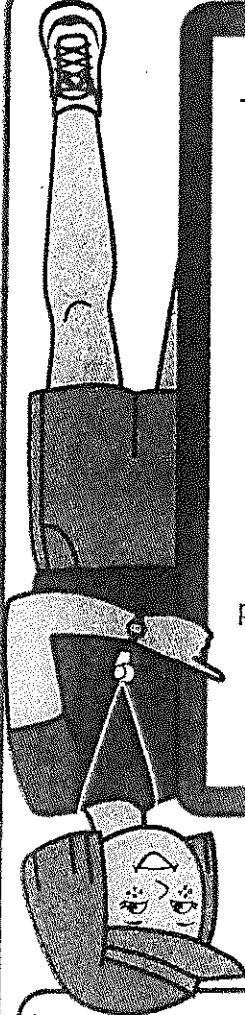
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**PAULA'S POINTERS**

- Constantly recheck the environment for safety. Maintain plenty of space between ropes and students.
- Lay ropes parallel to maximize space and allow all students to move in the same direction. This provides easier cueing for you and helps the visual learners follow along.
- Watch for those students who are skilled jumpers and use them to demonstrate.

**NOTES**

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Jumping rope is a great activity to do at home – indoors (if there's room and you get permission) or outside (highly recommended to make parents happy!). Borrow a rope from me (incorporate a check out system for ropes), and try to make patterns with your jumps on each side of the rope. How many times can you repeat your pattern before you're really tired? If you don't have a rope, use a line anywhere at home (on the floor, from 1 carpet to another, etc.), and practice jumping, hopping, or leaping over it.

**HOME**



(Lay 8-10 ropes in a path like spokes on a wheel. Line students up 2-3 per rope.) On my signal, leap over the rope in front of you, then run to the next rope and leap over it. Continue running and leaping around our circles until you hear the stop signal.

**Leaping Lizards**

- balance yourself?
- Place a body part on each corner of your triangle and direction and heel-toe back?
- Walk on tip-toes around your triangle 3X, then change inside your triangle?
- Make a triangle? (See my triangle?) Jump up really high

**Triangle Challenges – Can you...**

- Move slowly on all 4s around your 8?
- feet are in another?
- Make a bridge so your hands are in 1 circle and your feet are in another?
- Gallop slowly around your 8?
- Leap gracefully from 1 circle to the other?
- circles to play with!

**Crazy 8 Challenges – Can you...**

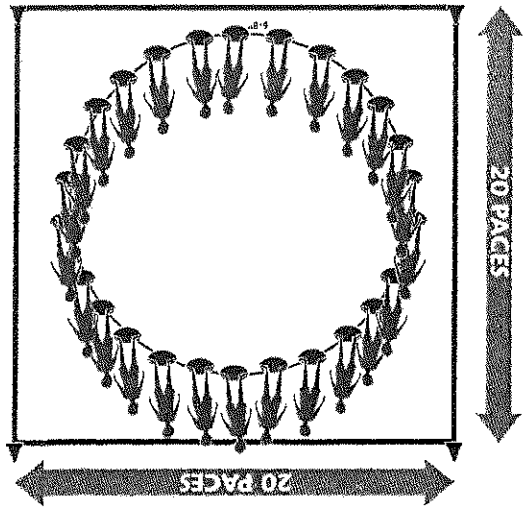
- Make the number 8 with your rope? Now we have 2



**Ready**

- 4 cones (for boundaries)
- 1 spot marker per student
- Music: "Pop Goes the Weasel" and "Jumpin' Joe" (SPARK K-2 Music CD)
- Music player
- Jump Rope Chants (SPARKfamily.org) (optional)
- Create medium (20X20 paces) activity area.
- Arrange spot markers a little closer than 1 step apart, in a circle.
- Send students to stand on 1 spot marker each.

**Set**



**GO!**

**1. Introduction**

- Today we are going to jump in time to the beat of 2 different songs.
- Stay on your spot and copy my actions (perform non-locomotor actions such as a clap, twist, bend, stretch, etc.).
- If you're ever not sure what to do, don't worry, just keep your arms and legs moving!

**2. Pop Goes the Weasel**

- Our 1<sup>st</sup> song is "Pop Goes the Weasel." Each time you hear the word "pop," jump counterclockwise (point) to the next spot in our circle.
- Be ready to perform new moves I show you at your new spot.

**3. Jumpin' Joe**

- Our next song is "Jumpin' Joe." You'll be traveling in curved pathways, changing tempo, locomotor skill, and direction within our area.
- **Counts 1-4:** move counterclockwise (point) with 2 slow jumps, then take 3 quick jumps in place.
- **Counts 5-8:** turn in place with 4 slow jumps.
- **Counts 9-12:** move counterclockwise (point) with 2 slow slides, then stamp 3X in place.
- **Counts 13-16:** take 4 quick running steps to your R (point and demonstrate) and jump quickly in place 3X.

**4. Wrap It Up**

- What type of pathway did you follow in the activities you did today? (curved)
- Have you ever seen dancers jump, hop, or leap high in the air? A form of classical dance is the Ballet. Who has heard of it before? Ballet dancers must be graceful, strong, and in excellent condition to perform the moves they do.

**Jump Rope Chants**

(Need Jump Rope Chants from SPARKfamily.org. Choose from the 1<sup>st</sup> 2-3; save the others for a future session.) I'll read different rhymes and rhythms to you. See if you can keep the beat with your jumping. Once you learn the words, say them out loud with me.

**Weasel Leaders**

I'll name several students to be Weasel Leaders. I'll work with them to change the movements we do between "pops." Follow them, because when it's time, they'll be leading the way!

**Rope Writing**

Who can spell the word "jump" for us? Can you make your rope in the shape of a J? Now try a U. An M, and a P. You've spelled J.U.M.P! Now try spelling dance: D.A.N.C.E. Can you spell your name with your rope?

**Partner Rope Writing**

(Pair students, each with their own rope.) When I say a shape, letter, or number, you and your partner use both ropes to create it. Ready? Triangle - T - W - 4 - 14, etc.

**STANDARDS ADDRESSED**

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

**TONY'S TIPS**

- Jumping is vigorous exercise. Be sure to warm up before starting, stretch students' muscles and joints well when finished, and make sure children stay hydrated.
- Use the *Jump Rope Chants* on SPARKfamily.org to help students keep time while jumping.

**NOTES**

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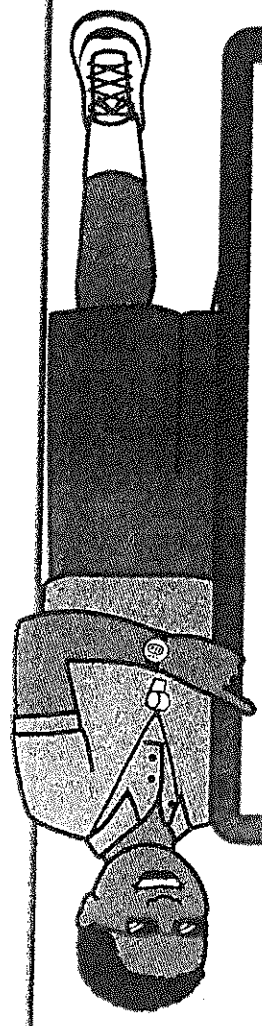
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**Language Arts**

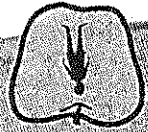
- (Read Grover's Own Alphabet (Sesame Street book))
- Read *Alpha Bugs* by David A. Carter
- Read *The Story of Jumping Mouse* (Caldecott Honor Book) by John Steptoe



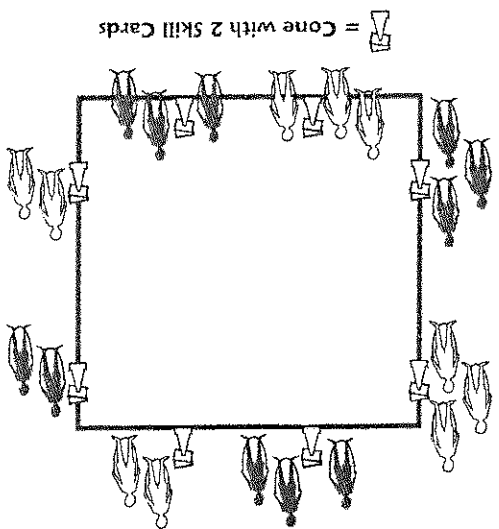
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**JUMP THE CIRCUIT (INDIVIDUAL TRICKS)**

**SPARK**  
ACTIVITY



JUMP ROPE



☐ = Cone with 2 Skill Cards

**Ready...**

- 1 individual jump rope per student
- 6-8 cones (for 6-8 stations)
- 12-16 Jump Rope Skill Cards - Individual Tricks (SPARKfamily.org)
- Music and player

**Set...**

- Create a circuit with chosen Jump Rope Skill Cards around perimeter.
- Place 2 cards at each station (1 basic, 1 more advanced).
- Distribute students evenly at all stations; each with a rope.

**GO!**

1. The object is to practice a variety of individual jump rope skills in a circuit format.
2. (Teach and demonstrate the various stations chosen for the circuit.)
3. On music, practice the skill at your station. On signal (music off), Jog and Jump to the next station, and practice the next trick.
4. We'll continue until you have been active at all of the stations.

**CHALLENGES**

- While at your station, how many times can you do the trick without error?
- Once you've mastered it, try it backward, or add another type of twist to it. Can you try it with your eyes closed, hopping on 1 foot, adding a crossover, etc.?

**CUES**

- Move to stations quickly; more time to practice skills.
- Bend your knees when you land.
- Turn with your wrists; keep elbows in at your sides.
- (More cues found on each Skill Card.)

STANDARDS ADDRESSED

**NASPE**

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

*Your State (Write in here)*

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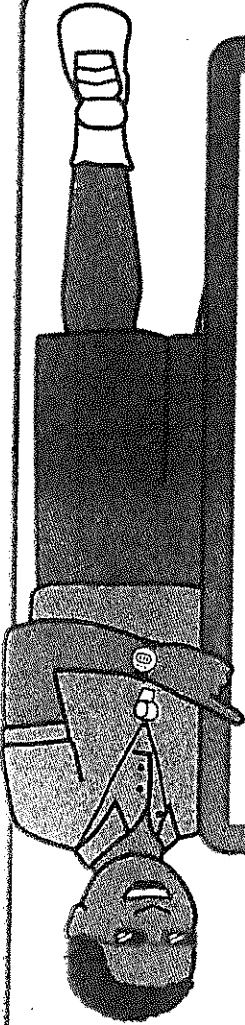
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**TONY'S TIPS**

- Divide number of minutes you have to teach by the number of stations to determine amount of time per station. Remember to save some time for rotation.
- Prepare a music CD or cassette that contains an interval of music followed by an interval of silence (e.g., 1 minute on and 15 seconds off).
- Allow enough room so students can turn ropes without hitting others.

**NOTES**

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**WELLNESS**

Why do boxers jump rope? Jumping rope is a great aerobic activity that you can do almost anywhere. Skipping rope develops agility, balance, leg strength and coordination. It also helps a boxer develop fast footwork (are you athletes out there listening?). Finally, the cardiovascular benefits are well known. Get a rope, and use it often.

(Repeat lesson for several days, introducing 3-5 new tricks each day. Review the old and add the new to build students' repertoire.)

**More Tricks**



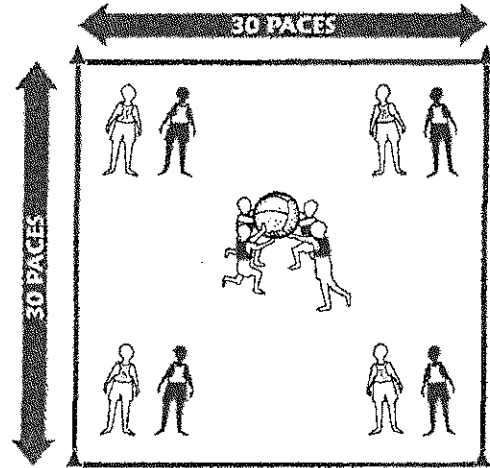
3rd-5th

## 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.



## 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?

# KIN-BALL® SPORT

## EXTENSIONS

### Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.

### Speed Play

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

## GLOBAL INTEGRATION

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of *Kin-Ball® Sport*, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th *Kin-Ball® Sport World Cup*. Visit [www.kin-ball.com](http://www.kin-ball.com) to read more about it – in both English and French!



## STANDARDS ADDRESSED

### NASPE

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

**Your State** (Write in here)

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## TEACHING TIPS

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

### NOTES

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## More Tricks

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

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.

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Individual rope jumping skills/techniques

#3, 4 Cardiovascular endurance

#6 Accepting challenges

**Your State** (Write in here)

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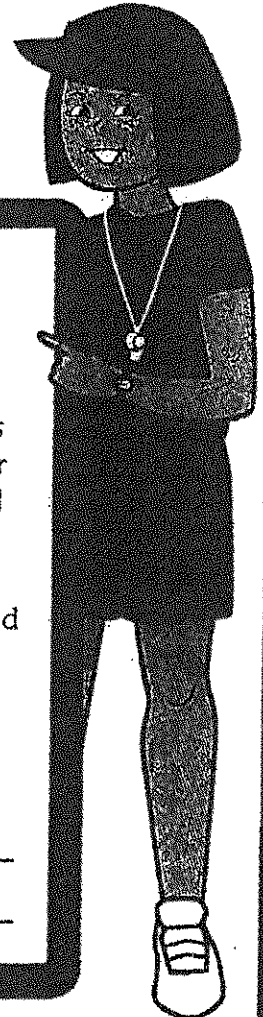
### PAULA'S POINTERS

- 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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# 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.