

<p>K-5th Lesson plans</p>	<p>KDOE: Communication/Technology (Academic Expectations): (K-3rd) 1.1.6: Students use computers and other kinds of technology to collect, organize, and communicate information and ideas. Students will...identify technology tools (cameras) that are used in homes and schools.</p> <p>KDOE: Consumer Decisions (Academic Expectations): (4th-5th) 4.4: Students demonstrate the ability to accept the rights and responsibilities for self and others. Students will understand that...consumer actions influence the use of resources and impact the environment.</p> <p>KDOE: Psychomotor Skills (PE): 2.34: Students perform physical movement skills effectively in a variety of settings.</p> <p>Individual Rope Jumping 1, (Jumping, pg. 22) (NASPE: #1,2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing #3,4 Participates in enjoyable, challenging activities, cardiovascular endurance #5,6 Participates,</p>	<p><u>Vocabulary:</u> Expectations, safety, stretching, warm up, reusing, recycling, digital camera, foreground, background, shutter</p>	<p>Career: I can describe how a digital camera is used at school or in a future workplace (K-3rd). Consumerism: I can describe the purpose of recycling and how it impacts the environment (4th- 5th).</p> <p>P.E.: I can turn and jump over my own rope. (K-2nd).</p> <p>P.E.: I will do the correct number of consecutive jumps in a row using a self-turned rope. (3rd-5th).</p> <p>Mini Lesson: (P.E.) Students will sit on the white circle and will review expectations and safety rules for P.E. Warm-up: (P.E.) Students will run three laps as a warm up. Mini Lesson: (Health-Stress reducer) Mr. Kuhn will choose a “Joke of the day” from the jokes submitted from the students. Warm-up continued: (P.E.) Mr. Kuhn will spend some time reviewing the hand symbol that lets students know when it is time to get into their personal space. Students will watch a video from Adventure to Fitness titled “Atlantis Aquaventure” next 21-27 minutes.</p> <p>Mini Lesson: (Career) Students will spend a few minutes watching a video from Brainpopjr.com titled “cameras”. DOK 1: What are the parts of a camera? DOK 2: Compare and contrast how a digital camera might be used at home versus at school. <u>As a flashback</u>, students will be asked to give an example of a negative consequence of too much sugar. (Consumerism) Students will spend a few minutes watching a video on brainpop.com titled “recycling”. Question: DOK 2: Develop a plan of action if you were elected to the LIES student recycling committee. <u>As a flashback</u>, students will give examples of the benefits of organic food.</p> <p>Fitness Activity #1: (P.E.) Individual Rope Jumping 1 (K-2nd) (SPARK, Jumping, pg. 21) See attached lesson plan.</p> <p>Differentiated Instruction: Teacher will model the movements correctly for struggling students. Advanced students: Add rope chants and/or complete the activity titled “Rumrin’ Ropes”, pg. 22.</p>	<p><u>Daily:</u> Assessment: X Observation X Oral responses □ Self-Evaluation □ ORQ X Whole Class X Small Group □ Individual</p> <p>Formative and Summative Assessments X Entrance (flashback) and Exit Slips X Oral Questions □ Student Self-Assessment</p>
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Teacher: Clark Kuhn **Subject:** PL/V/S **Week:** April 12-15th, 2016 (Friday) **Topic:** digital camera, recycling, individual rope jumping

appreciates, enjoys movement

Jump Rope Battle Bags, (OPEN online curriculum, pg. 1) Standard 1: (E4.3, E3.3-5, E43-5)

Exit slip: **DOK 1:** How can you tell when your heart is getting a good workout?
DOK 2: How can being good at jumping benefit us in sports or in games.

Fitness Activity #1: Jump Rope Battle Bags (OPEN online curriculum 3rd-5th) (P.E.): See attached lesson plan.

Differentiated Instruction: Struggling students will receive more one on one instruction and modeling. Advanced learners: See attach lesson plan for grade level accommodations.

Exit Slip: **DOK 2:** How did this activity help to enhance your health-related fitness?

DOK 3: How could we adapt this activity to focus on other aspects of health-related fitness?

DOK 1: What does it mean to actively involve someone? **DOK 2:** How is our class environment affected when you work to actively involve others?

Cool down and Rewarding Positive Behaviors: 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".

Closing Exit slip (K-5th grade students) Exit slip: Answer various oral questions (specific recall and open ended higher level questions using various techniques like thumbs up, thumbs down, turn and talk, etc.)

<p>enjoys movement, cooperates with a partner (K-2nd grade)</p> <p>Bounce and Catch Introduction, Dribbling, Striking, and Volleyball pg. 1: #1,2 #1,2 Catches a self-bounced ball, tosses underhand, body awareness</p> <p>#3,4 Participates in enjoyable, challenging activities, #5,6 Participates, appreciates, enjoys movement (K-2nd grade)</p> <p>Ball-Handling Drills (Basketball) pg. 5 #1 Manipulative skills (3rd-5th grade)</p> <p>Dribbling Drills, (Basketball) pg. 7 #1 Dribbling, locomotor skills #2 Problem solving #5,6 Cooperation (3rd-5th grade)</p>		
<p>National PE (NASPE) Standards:</p> <p>(K-2) Kicking for Accuracy (Kicking and Tripping, pg. 21) #1,2 Spatial awareness, Kicking #3,4 Participates in</p>	<p>play Roll to Bowl and Rolling for Dollars. Assessments/Exit Slip: What happens when you roll the ball faster? Slower?</p> <p>P.E. Activity #2: Primary (K-2nd) Bounce and Catch Introduction, Dribbling, Striking, and Volleyball pg. 1: See attached lesson plan!</p> <p>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 play Ball Exchange and Target Practice. Assessment/Exit Slip: Show me what your hands look like when you catch a ball below your waist. Above you waist.</p> <p>P.E. Activity #1: Intermediate (3rd-5th) Ball-Handling Drills, (Basketball) pg. 5: See attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many can you do in 30 seconds? Can you better your score? Assessments/Exit Slip: Ask students to correctly demonstrate a ball-handling technique that they learned today.</p> <p>P.E. Activity #2: Dribbling Drills, (Basketball) pg. 7: See attached lesson plan.</p> <p>Differentiated Instruction: Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many bounces can you make in 30 seconds? Assessments/Exit Slip: Ask students to demonstrate a dribbling technique that they learned today.</p> <p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what the students ended up on. 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".</p>	<p>FRIDAY (3a) P.E. and Health Lesson Plan:</p> <p>Topic: Spanish, dance</p> <p>Spanish Lesson 3: Go to weebly website, under lesson plans clip PE Spanish Lessons 2016. Today's lesson is Spanish lesson #3. (8-10 minutes K-5th)</p>

enjoyable, challenging activities #5,6 Participates, appreciates, enjoys movement, cooperates with a partner
(K-2nd) Soccer Golf (Kicking and Trapping, pg. 25) #1,2
 Spatial awareness, kicking #3,4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods #5,6 Participates, appreciates, enjoys movement, cooperates with a partner.
(3rd-5th) Soccer Golf (Soccer, pg. 19) #1,2 Dribbling, kicking #3,4 Cardiovascular fitness #5,6 Cooperation, accepting challenges
(3rd-5th) Keep Away (3 on 1) (Soccer, pg. 29) #1,2
 Dribbling, passing #2
 Defensive/offensive strategies #3,4 Cardiovascular fitness #5,6 Cooperation, accepting challenges

Friday 1 only: "I can" statements:

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 1 only: Warm-up: Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5th) See list of Just Dance songs with appropriate lyrics.

Friday 1 only: Mini lesson: (P.E.) Go over rules and expectation, check shoes, use power point slides.

Fitness Activity #1: (K-2) Kicking for Accuracy (Kicking and Tripping, pg. 21), see attached lesson plan!

Differentiated Instruction: For struggling students: Students will need modeling and repeated instructions for each of the commands. For the advanced: Students will play Soccer Bowling and Passing on the Move.

Exit slip: Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?

P.E. Activity #2: (K-2nd) Soccer Golf (Kicking and Trapping, pg. 25), see attached lesson plan!

Differentiated Instruction: Struggling students will need more modeling and higher students will play the game Double Trouble and Hoop Course.

Exit Slip: What type of kick did you use to get the ball to go far?

Fitness Activity #1: 3rd-5th) Soccer Golf (Soccer, pg. 19), see attached lesson plan!

Differentiated Instruction: Struggling students will need more modeling and higher students: How many holes can you and your partner complete before the signal?

Exit Slip: Demonstrate how few kicks it takes to roll the soccer ball in the "hole" (hoop).

			<p>Fitness Activity #2 (3rd-5th) Keep Away (3 on 1) (Soccer, pg. 29), see attached lesson plan!</p> <p>Differentiated Instruction: Struggling students will need more modeling and higher students: offense, can you minimize your touches on the ball and make quick passes? Can you look and fate 1 way and pass in the other direction? Exit Slip: Demonstrate how to keep the ball away from the Defender.</p> <p>Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. 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".</p>	
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Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

Teacher: Clark Kuhn **Subject:** PL/VS **Week:** April 12-15th, 2016 (Friday) **Topic:** digital camera, recycling, individual rope jumping

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



Ready

- 4 cones for boundaries
- 1 7' or 8' rope per student
- 6-8 hoops
- Music and player
- Jump Rope Chants (SPARKfamily.org) (optional)

Set

- Create large (30X30 paces) activity area.
- Sort ropes by size, and place them inside 6-8 hoops around the perimeter.
- Share your behavioral expectations with the class before sending students to select 1 rope each.

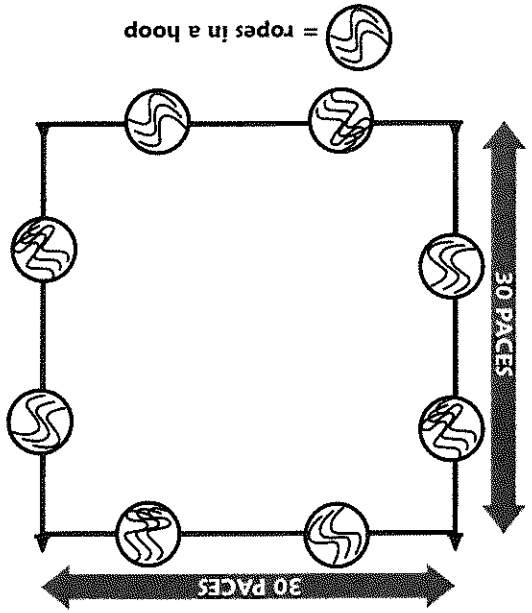
GO!

1. Individual Rope Sizing

- Today you are going to turn and jump over your own rope.
- To find the right size rope, hold a handle in each hand, then stand on it in the middle. The handles should reach to your underarms (around chest high).
- If your rope is too short, exchange it for a longer one.
- If your rope is too long, exchange it for another (or demonstrate rolling the handles around your wrists and/or tie a knot near the ends).
- (Send students to select a rope, try its length, and establish a home base.)

2. Individual Rope Turns

- Hold a handle in each hand. Use your wrists to turn your rope on 1 side of your body. Let it touch the floor (ground).
- Try it on the other side.
- **Challenges** – Can you...
 - o Turn your rope 3X on 1 side, then 3X on the other?
 - o Alternate sides, 1 time L, 1 time R, like a figure 8?
 - o Turn your rope slowly from side to side?
 - o Turn your rope quickly? How quickly?
 - o Turn your rope in circles in front of your body? Remember to let the rope touch the floor each time.
 - o Change the direction of your circle?



INDIVIDUAL ROPE JUMPING I

GO! (continued)

3. Rope Jumping Progression

- Hold your rope with a handle in each hand, and let the rope touch the floor in front of your feet.
- (Allow ample practice time for each challenge: move to help those in need.)
- **Challenges** – Can you... .

- o (Two foot) jump over and back without moving the rope?
- o Slowly swing your rope forward and backward like a pendulum, and jump over it? Don't let the rope go higher than your shoulders.
- o Jump over your rope 2X in a row? 3-5X? More than 5X?
- o Turn the rope all the way over your head, and stop it with your toes? Lift your toes, and jump low over the rope.
- o Full turn – Stop – Jump! Turn – Stop – Jump!
- o Do that 2X in a row? 3-5X?

4. Wrap It Up

- Jumping rope is great exercise for your heart muscle. How can you tell when your heart is getting a good workout? (e.g., you breathe harder and your heart beats faster.)
- Who can name another activity that makes our hearts stronger?

INDIVIDUAL ROPE JUMPING I



★ Rope Chants

(Access "Jump Rope Chants" from SPARKfamily.org.) Try practicing your full turns and jumps while I read a Jump Rope Chant(s).

★ Runnin' Ropes

Place your ropes on the floor and "mold them" into any shape you'd like. When the music starts, fast walk within our boundaries and avoid stepping on a rope (or bumping anyone else). Move in all directions and pathways and explore all of our open space. When the music stops, pick up whichever rope you're closest to and practice your full turns again. (Change the locomotor skill students perform each round.)

STANDARDS ADDRESSED

NASPE

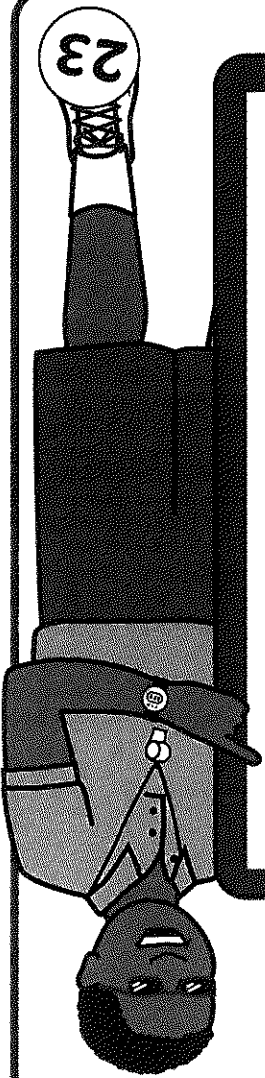
- #1, 2 Spatial and body awareness, rope turning, jumping, hopping, landing, rhythmic sequencing
- #3, 4 Participates in enjoyable, challenging activities, cardiovascular endurance
- #5, 6 Participates, appreciates, enjoys movement

Your State (Write in here)

TONY'S TIPS

- Basic Jumping Tips – Students should:
 - Keep feet together.
 - Jump relaxed, keep knees slightly bent, and land on the balls of their feet.
- As students practice jumping, move to assist as many as possible. Allow sufficient time for practice.
- Remember to encourage students to recite *Jump Rope Chants* to help them maintain a steady rhythm.

NOTES



Borrow a rope after school from me, and practice jumping at home. Ask a parent if she (or he) remembers a rope jumping rhyme from their childhood. Ask if any of these sound familiar: "Miss Mary Mack," "Bubble Gum," or "Cinderella." I have some *Jump Rope Chants*, too. I'll make copies and send them home with you, just in case a parent can't remember any of their own.

HOME



JUMP ROPE BATTLE BAGS

STUDENT TARGETS

- **Skill:** I will do the correct number of consecutive jumps in a row using a self-turned rope.
- **Cognitive:** I will identify the fitness components that this activity enhances.
- **Fitness:** I will explain why this activity can enhance my fitness.
- **Personal & Social Responsibility:** I will work cooperatively with my partner.

TEACHING CUES

- Elbows In
- Wrist Circles
- Two Feet Together
- Jump to a Rhythm

ACTIVITY SET-UP & PROCEDURE

Equipment:

- 9 low profile cones for boundary and mid line
- Jump rope for each student
- 12 hula hoops
- 12 dice
- Bean bags (about 5 bags per hoop)

Set-Up:

1. Use the cones to create a large activity area and divide it in half
2. 6 hula hoops on each side near the mid line
3. About 5 bean bags inside each hoop
4. 6 dice on each side of the activity area
5. Divide the class into 2 groups and send 1 group to each side of the activity area

Activity Procedures:

1. The game of Jump Rope Battle Bags is a challenge between two teams. Team A is on 1 side of the activity area, and Team B is on the other side.
2. The objective is for you to get rid of your team's beanbags and be the team with the fewest remaining bags when the game is over.
3. You'll work in pairs. You and your partner will roll a set of dice to determine the number of jumps to complete before you can collect and toss a beanbag. Both partners must complete a number of jumps equal to the total of the dice.
4. After both partners have completed jumps, you'll both run to 1 of your team's hoops, take 1 bean bag each, and toss it into 1 of the other team's hoops. Then, quickly run back to the dice and roll again. (If you miss the hoop, quickly pick the beanbag up and place it in a hoop.)
5. Continue until you hear the stop signal.

Grade Level Progression:

- 3rd: Play the game as described.
- 4th & 5th: Increase intensity with a star jump (or other exercise) in between jumps and running to collect a bean bag.



UNIVERSAL DESIGN ADAPTATIONS

- Allow students to use an "invisible" jump rope when playing this activity.
- Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- Students focus on turning a shortened rope beside them, without jumping.
- Pair students with limited mobility with students with full mobility. One student turns a rope, the other jumps.

ACADEMIC LANGUAGE

Consecutive, Cooperate, Health-Related Fitness, Vertical, Praise, Accept, Actively Involve

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [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 cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more- and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- **DOK 1:** What are the components of health-related fitness?
- **DOK 2:** How did this activity help to enhance your health-related fitness?
- **DOK 3:** How could we adapt this activity to focus on other aspects of health-related fitness?
- **DOK 1:** What does it mean to actively involve someone?
- **DOK 2:** How is our class environment affected when you work to actively involve others?

TEACHING STRATEGY FOCUS

Help students practice skills: Jump Rope Battle Bags adds variety to jump rope lessons while providing ample opportunity for students to practice basic jumping skills. This unique, game-based practice environment provides challenge and interest while helping students development skill competency and confidence.

JUMP ROPE BATTLE BAGS

Partner Challenge

(Students in pairs; each student with a ball.) Take turns tossing the hoop, but this time play your own ball. After you kick/pass once, wait for your partner to kick/pass. Then both run to your balls. Alternate kicks until both balls are in the hoop.

Spot Golf

(Use spot markers instead of hoops.) The ball has to touch the spot to be considered "holed."

Punt, Throw, Pass-Long Course

(Set up a 9-hole or 18-hole course ahead of time. Use cones to designate the tee-off area and hoops for the holes. Each hole should be 30 or more paces long. Number the hoops and cones.) Each group of 3-4 starts at a different hole. Punt to tee-off. The 2nd "shot" is a throw-in. The remaining "shots" are soccer passes.

STANDARDS ADDRESSED

NASPE

- #1, 2 Dribbling, kicking
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

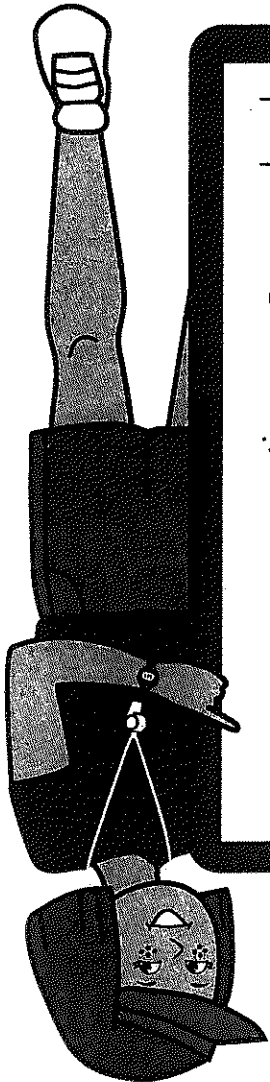
PAULA'S POINTERS

- * During warm-up, discuss golf terminology and etiquette.
- "Fore": Yelled as a warning that a ball is coming towards others.
- Par: Using as many kicks as expected; no more, no less.
- Birdie: Using 1 fewer kick than par.
- Eagle: Using 2 fewer kicks than par.
- Bogey: Using just 1 more kick than par.

NOTES

FUN FACT

There are 50 million golfers in the world. Their average gross score for 18 holes is 107 shots. The chances of making 2 holes-in-1 in a round of golf are 1 in 67 million. Snow golf was invented by Rudyard Kipling when he lived in Vermont in the 1890s.



Ready...

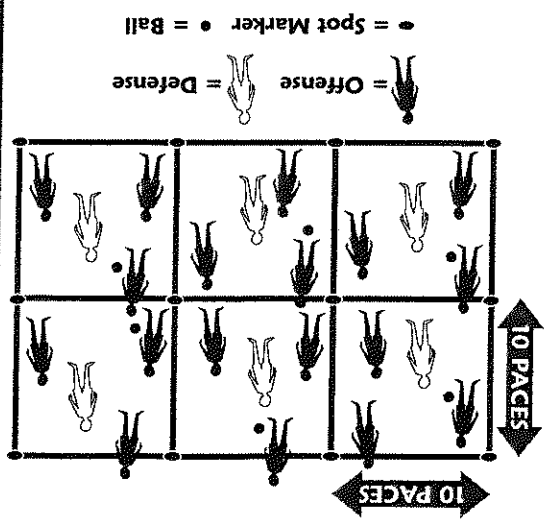
- 1 ball per 4 students
- Spot markers for grids

Set...

- Create small grids (10X10 paces) per each group of 4; each group with 1 ball.
- Groups of 4 in a grid; 3 are Offense; the 4th is Defender.

GO!

1. The object is to keep the ball away from the Defender. You do that by moving into support positions, creating passing lanes and making controlled passes.
2. On signal, 3 Offensive players pass to each other while the Defender tries to deflect or intercept.
3. Defenders, if you intercept a pass, give the ball back to an Offensive player.
4. Switch Defenders on my signal.



= Offense
 = Defense
 = Ball
 = Spot Marker

CHALLENGES

- Offense, can you minimize your touches on the ball and make quick passes?
- Can you look and fake 1 way and pass in the other direction?
- Can you move diagonally (45°) to create a safe passing lane?

CUES

- The Principle of 3s is in effect: Stay 3' from the person with the ball; pass within 3 seconds; don't take more than 3 dribbles before passing.
- Passers, pass quickly. Use fakes and feints. Dribble to get in a good position.
- Defender, anticipate passes. Move into the passing lane.

SOCCER

Get the Point!

Defenders score 1 point when they touch the ball, 2 points when they intercept, and/or the Offense scores 1 point for each clean trap.

Pedometer Estimation

1 student per group wears a pedometer. Everyone in your group estimates the number of steps the wearer will take playing Offense/Defense.

2 on 1 and 3 on 2

Play with 2 Offensive players and 1 Defender, or 3 Offensive players and 2 Defenders.

Geometry (Triangles) -
 Periodically, I will yell, "Freeze." Stop immediately where you are, and passers, analyze your shape. You should be in a triangle, but what type? An equilateral triangle has 3 sides and 3 angles of equal length. An isosceles triangle has 2 sides and 2 angles of equal length. A right-angle triangle has a 90° angle. A scalene triangle has no sides of equal length and no same angles.

STANDARDS ADDRESSED

NASPE

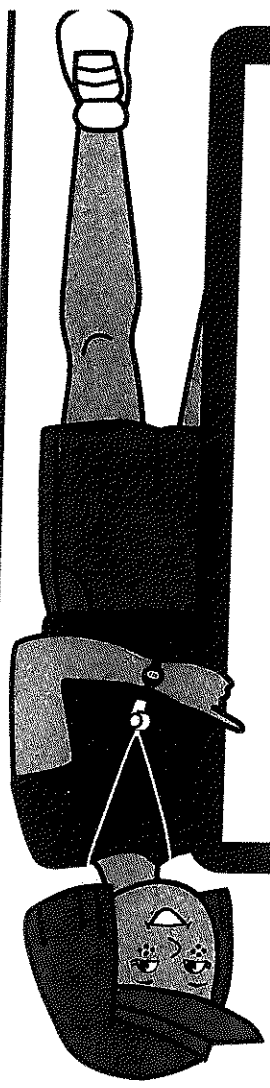
- #1, 2 Dribbling, passing strategies
- #2 Defensive/offensive strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Adjust grid size accordingly. Smaller grids make it easier for the Defender. Larger grids make it easier for the Offense.
- Group by ability.

NOTES





KICKING AND TRAPPING

Ready

- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 2 cones per pair
- 1 whistle
- 10-20 cones all sizes (optional)

Set

- Create large (30X30 paces) activity area.
- Create goals by setting 2 cones 3 paces apart around the perimeter.
- Pair students; distribute 1 ball per pair.
- Send pairs to a goal, 1 partner on each side, facing off 10 paces apart.

GO!

1. Introduction

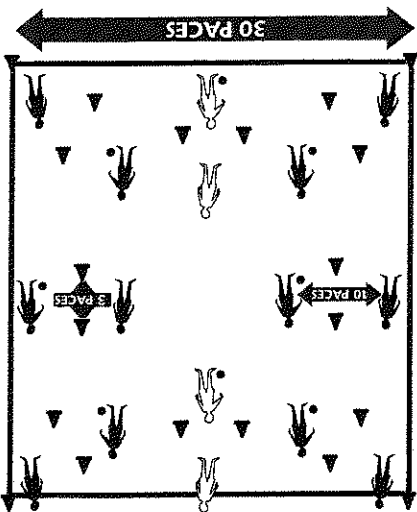
- Today, we will practice *Kicking for Accuracy* by trying to kick a ball into a goal.
- The space between the cones is your goal.
- To score a goal, kick your ball so it rolls through without ever going higher than the top of a cone.
- Show and tell me where you'll strike the ball so it stays low and rolls (midline or slightly higher).
- Be sure to practice using your R and L feet.

2. Shot on Goal

- On my signal, shoot at your goal.
- Your partner will retrieve the ball and shoot it back through the goal from the other direction.
- (Allow pairs 3-5 minutes of shooting back and forth. Emphasize good form rather than scoring.)

3. Step Back

- Each time you score a goal, take 1 step back.
- Continue until my stop signal (3-5 min.).
- Now, move your cones closer (to make the goal smaller), and begin again at the distance you and your partner first started at.



GO! (continued)

4. Shooting from Angles

- Let's try shooting from an angle.
- Move your ball to 1 side, and try to score from there.
- Your partner should be at the opposite side to retrieve and shoot back to you.
- (Allow pairs 2-3 minutes of shooting back and forth; then prompt them to move to the other angle and continue.)

5. Wrap It Up

- Point to the correct part of the foot you should use for kicking a ball low along the ground. High in the air?
- When your partner shot from an angle, did you move over as far as your shooting partner did to better position to retrieve the ball? Did you move over as far as your shooting partner did but in the opposite direction?

SPARK™ IT UP!

Soccer Bowling

(Place 10-20 cones along a midfield line, 10 paces away from both sidelines. Direct partners to select 1 ball per pair, then spread out along opposite sidelines, and turn to face one another.) The object of Soccer Bowling is to knock over the cones by kicking the ball into them. Take turns kicking the ball with your partner. After we have knocked over all pins, we'll play again. (After trials, switch partners and play Step Back.)

You and your partner take turns passing the ball back and forth while you jog around our perimeter. When you receive a pass, trap it, dribble it, then pass it back to your partner. Remember when we learned to "lead" with our throws? We need to lead with our kicks too, so pass the ball ahead of your receiver.

Passing on the Move

partners and play Step Back.

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, kicking
 - #3, 4 Participates in enjoyable, challenging activities
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, with a partner
- Your State** (Write in here)

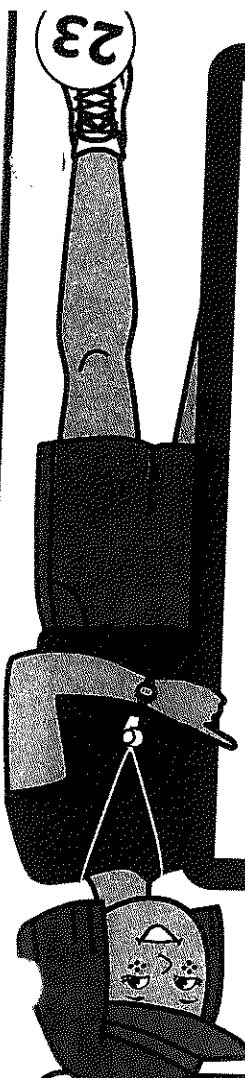
PAULA'S POINTERS

- Encourage students to try shooting on goal with each foot: For advanced learners, R foot when on the R side of the goal, L foot when on the L side.
 - When passing to a moving target, remind students to kick the ball ahead to where their partner will be.
- Vocabulary**
Lead (a receiver)

NOTES

HOME

Did you know that healthy children are better learners? It's true! People that study these things are called scientists, and they have proven that being active and eating well helps kids just like you perform better in school. And, children who do well at school also do well at fitness. They go hand and hand. (Or, maybe we should say, they go mind and body.) So, when you go home tonight, ask your parent this true/false question, "Are healthy kids better learners?" And see if they get the answer right!



Ready

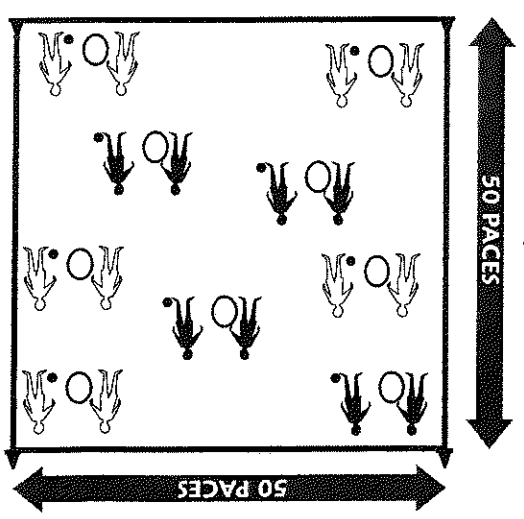
- 4 cones (for boundaries)
- 1 7" foamball per 2 students
- 1 hoop per 2 students
- 1 whistle
- Additional hoops and other golf course "obstacles," i.e., trash cans, equipment carts, cones (optional)

Set

- Create extra large (50X50 paces) activity area.
- Pair students; send them to select 1 ball and 1 hoop per pair.

GO!

1. The object of Soccer Golf is to kick your ball so it touches a hoop.
2. On "Go," safely roll your hoop away from your pair. Look before you roll to make sure no one is anywhere near where you're aiming. Wherever the hoop stops is your 1st "golf hole."
3. You and your partner take turns kicking the ball until it touches your hoop. When the ball touches your hoop, you have finished your 1st "hole."
4. Roll the hoop again, and you're on to "hole #2."
5. We'll play as many holes as we can before we run out of time.
6. **Challenges**
 - Can you or your partner kick the ball so it stops rolling inside the hoop?
 - Can you score a "hole in 1?" That's when you kick the ball inside a hoop on just one kick.
7. **Wrap it Up**
 - What type of kick did you use to get the ball to go far?
 - What type of pass did you use when you got close to the hoop? Why the different types?
 - Has anyone ever played golf or watched someone else play it? It's a nice walk and very challenging to play, but not one of the more active sports. Remember, the P in SPARK stands for "Play actively."



KICKING AND TRAPPING

★ **Double Trouble**

(Distribute a ball to any students who don't have one.) We'll play again; this time, each of you will have your own ball. If you're waiting for a turn to kick, practice juggling the ball with your feet, do toe touches, or just dribble around. Keep moving!

★ **Hoop Course**

(Instead of having students roll hoops each time to create holes, pre-plan a complete Hoop Golf Course. Be creative by placing "obstacles," — i.e., trash cans, equipment carts — in the way; create "sand traps" by clustering cones; make some holes far longer than others, etc.) Today, instead of rolling your hoop to create a golf hole, I've already designed a championship 18-hole course for everyone to play! We'll form threesomes; then I'll assign each group a hole to start at. Everyone will move in this direction (point). If others are at the next hole before you, allow them to safely move out of the way before "teeing off" (kicking the ball). (Play as long as time allows.)

STANDARDS ADDRESSED

★ **NASPE**

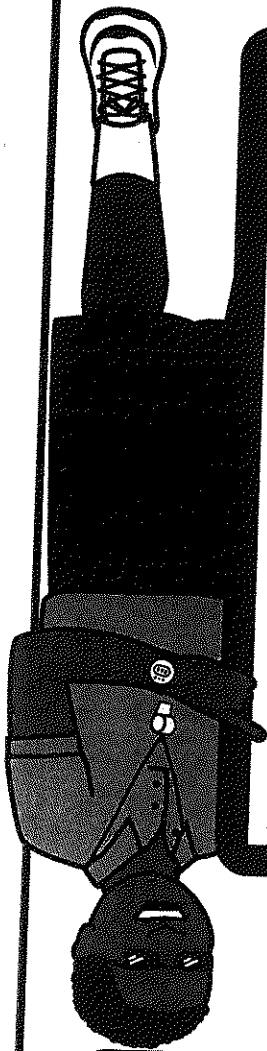
- #1, 2 Spatial awareness, kicking
 - #3, 4 Participates in enjoyable, challenging activities, sustains continuous movement for extended periods
 - #5, 6 Participates, appreciates, enjoys movement, cooperates, with a partner
- Your State** (Write in here)

TONY'S TIPS

- This is a good game to play individually, in pairs, or groups of 3. If playing in pairs or groups, reinforce good social skills of courtesy, honesty, taking turns, etc.
 - If you "design" a course, share it with other teachers to decrease set-up time. The last one to use it puts the equipment away!
 - Hang some hoops vertically for a fun twist on course design. Prompt students to kick under the ball for lift.
- Vocabulary**—Golf, hole-in-one

How many of you eat cereal in the morning? Did you know that many cereals are made from grains? There are a lot of different kinds of grains, but they all have one thing in common: they come from plants. Has anyone ever heard of oats? That's a very popular grain. Oats are especially good at keeping your heart healthy. The next time you're grocery shopping, ask a parent to select a cereal for you that is made from oats. That will be a healthy choice!

WELLNESS



Ready...

- 1 hoop per pair
- 1 ball per pair

Set...

- Pair students; each pair with a ball and a hoop.
- Scatter pairs in very large (50X50 paces+) activity area.

GO!

1. The object is to see how few kicks it takes to roll the soccer ball in the "hole" (hoop).
2. To begin, one partner safely tosses the hoop into open space.
3. You and your partner take turns kicking the ball toward the hoop.
4. After each kick, run to the ball, wait for it to stop rolling, and then make the next kick.
5. Count the number of kicks to the 1st "hole." The ball must roll inside and stay in the hoop before the hole is finished.
6. Once you complete the 1st hole, safely toss the hoop into open space and begin the 2nd hole.
7. Continue until stop signal.

CUES

- * Watch for others before tossing your hoop.
- * Remember, the ball has to stop rolling before you attempt your next pass.

CHALLENGES

- * How many holes can you and your partner complete before the signal?
- * Can you alternate kicking and passing the ball with the R and L foot?
- * Place the hoop farther away to increase the challenge. If you can't throw it far enough, run, and place it where you want it to be.

