

<p>K-5th Lesson plans</p>	<p>Standards and "I can" Statements: K-5th Kindergarten: I can tell you the rules about taking medicine. Health (K.1.1) I can explore the difference between general and personal space. P.E. (K.2.SP1) 1st Grade: I can give an example of an effect when medicine is not taken correctly. Health (1.1.12) I can recognize the difference between personal and general space. P.E. (1.2.SP1) 2nd Grade: I can explain how to take medicine correctly. Health (2.1.1) I can perform movement skills in general space. P.E. (2.2.SP1) 3rd Grade: I can give an example of an effect when medicine is not taken correctly. Health (3.1.1) I can use space concepts in my movements. P.E. (3.2.SP1) 4th Grade: I can identify rules about the use of alcohol. Health (4.1.1) I can use space concepts in a variety of settings. P.E. (4.2.SP1) 5th Grade: I can describe the short and long-term effects of alcohol use. Health (5.1.1) I can apply space to game like situations. P.E. (5.2.SP1)</p>	<p>Vocabulary: Expectations, rules, rewards, consequences safely, warm up, cool down, dynamic stretching, transportation, personal space, home base, general space, boundaries, respect, empathy, self-control, integrity</p>	<p>Mini lesson: (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation. Tuesday: Respect Wednesday: Empathy Thursday: Self-control (youtube videos on self-control: see powerpoint) Friday: Integrity Warm-up: (P.E.) Teacher will go over how to safely run laps. Students will run two laps as a warm up. Mini lesson (Health/Citizenship): (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Mini lesson: (Careers): I will show the students the career cluster poster and introduce students to careers within transportation. Students will learn that BCPS Transportation is going to visit. Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. Tuesday: All students will learn about "dynamic" stretching before a workout and will watch Healthworks Youth Fitness 101 (2:40- end). (K-5th) Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up. Mini lesson: (Health) Tuesday - Friday: K-3rd Medicine Safety 4th & 5th Alcohol Tuesday: Jbrainpop: Medicine Safety Brainpop: Alcohol (W) Timed Pair Share: Tell me about a time that you were sick. What helped you to feel better?</p>	<p>Daily Assessment: <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Oral responses <input 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 Formative and Summative Assessments <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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		<p><u>P.E. Activity #1:</u> Primary (K-2nd) (T) Locomotor Skills, Levels, and Directions & (W) Tempos and Creative Moves & (Th) Body Management and Balance & (F) Grouping and Making Bridges (Building a Foundation, pg. 9 & 17 & 25 & 37). See attached lesson plans!</p> <p><u>Differentiated Instruction:</u> 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 plans under “challenges”.</p> <p><u>Assessments/Exit Slip:</u> Students will (T) demonstrate various locomotor skills (W) demonstrate tempo (Th) demonstrate balance (F) demonstrate various locomotor skills.</p> <p><u>P.E. Activity #2:</u> Primary (K-2nd) (T) Pathways and Creative Moves & (W) Movement Concepts Using Hoops & (Th) Pairing and Moving Together & (F) Grouping and Moving Together (Building a Foundation, pg.13,21, 29, 41) See attached lesson plans!</p> <p><u>Differentiated Instruction:</u> 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 plans under “challenges”.</p> <p><u>Assessments/Exit Slip:</u> Students will demonstrate (Tu) various pathways (W) various position words (Th) moving in pairs (F) moving together.</p> <hr/> <p><u>P.E. Activity #1:</u> Intermediate (3rd-5th) (Tu) Passing and Receiving Drills & (W) Ball Carrying Drills & (Th) Flag Pulling Drills & (F) Punting. See attached lesson plan.</p> <p><u>Differentiated Instruction:</u> 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: Look under “Challenges” section of the attached lesson plan.</p> <p><u>Assessments/Exit Slip:</u> Students will demonstrate how to (Tu) pass and receive a football (W) hand off the football (Th) score a touchdown (F) punt a football.</p>	
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			<p><u>P.E. Activity #2:</u> Intermediate (3rd-5th) (Tu) Designated Drivers: See attached LP (W) Kickback: See attached LP. (Th) Zombie Tag: Two students are "it". They will tag peers. Tagged peers will crawl on the floor and try to tag others. (F) Hoop Hop Showdown: Students will hop along a trail of hula hoops. They will meet along the trail and will "battle". Person that loses goes to the back of the line, the winner continues along the path.</p> <p><u>Differentiated Instruction:</u> 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 and look under the "challenges" section.</p> <p><u>Assessments/Exit Slip:</u> Students will demonstrate how to... (T) earn their partners trust through movement (W) kick the ball into a wall with a partner (Th) tag and/or avoid being tagged by a peer (F) hop and play "Rock, Paper, Scissors".</p> <p><u>Cool down and Rewarding Positive Behaviors:</u> Mr. Kuhn will pass out Full Steam Ahead Tickets. If time permits, students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door.</p>	

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

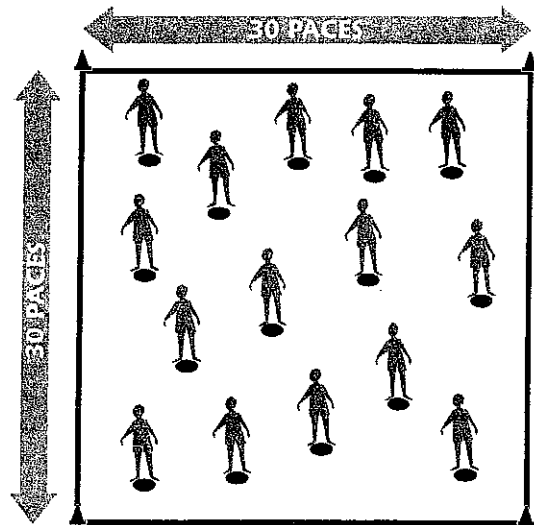


Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 3 Movement Cubes (1 w/locomotor skills, 1 w/directions, 1 w/numbers)
- Note: 1 small die (dice) may substitute for the numbered Movement Cube
- *Locomotor Skill, Level, Direction, and Number Cards (SPARKfamily.org)*
- Music and player

Set

- Create large (30X30 paces) activity area.
- Call students in small groups to select and place their own spot.



**BUILDING A
FOUNDATION**

GO!

1. Home Base Review

- Today you selected a spot and placed it yourself! Were you mindful of others? Do you have enough safe space to move? Who remembered to do the “helicopter” movement to create their safe space?

2. Introduce/Review Locomotor Skills

- There are 8 basic locomotor skills for us to practice. Locomotor skills move us from one place to another. Walking and running are locomotor skills. Who can name another?
- Even though you may have done some or all of them before, I want you to learn them by name and to do them even better. We all know the 1st one!
- *(Briefly introduce the skill by name and show the corresponding skill card, then signal students to practice it while moving safely within general space. Intersperse signals to “Go home.”)*
- Walking – Point your toes straight ahead; swing your arms; hold your tummy in; and keep your chest up. Stand tall and show good posture!
- Running (slowly) – Hold your hands near waist height; relax your shoulders, head, and wrists. Keep your head steady, elbows in, and arms moving forward and back. Don’t let your arms swing across the mid-line of your body (*demonstrate*). Running (fast) – Lean forward and land on the balls of your feet.
- Jumping – Take off from 2 feet and land on 2 feet.
- Hopping – Take off from 1 foot and land on the same foot. Switch feet after a few hops.
- Galloping – Lead with one foot and step-together-step. Switch your lead foot.

- Skipping – Take a step, then hop on that foot. Step on the other, then hop on it. Continue alternating step–hop, step–hop.
- Side-sliding – Move sideways, step–together–step. It is like a sideways gallop. Switch your lead foot every few steps.
- Leaping – Take a long step. Pretend you are trying to get over a big puddle. You take off on one foot and land on the other.

3. **One Movement Cube** (*Locomotor Skills*)

- This is a movement cube. We'll roll it and practice whatever locomotor skill is on top when it stops.
- When you hear, "Go home," return to your home base.
- (*Allow students to take turns rolling the cube and calling the name of the skill on top.*)

4. **Levels**

- You can move in space at different levels. Show me what a low level looks like (place hands on knees or ankles, kneel, squat, etc.). A medium level. A high level.
- **Challenges** – Can you...
 - Walk at a low level? Skip at a medium level? Gallop at a high level?
 - Side-slide at a medium level? Jump at a high level? Leap gracefully at a high level?
 - (*Prompt students, combining a variety of locomotor skills and levels.*)

5. **Directions**

- To be good movers, we should be able to change the direction of our movement. We can move forward, sideways, and backward. We can turn to our right (R) clockwise, or to our left (L) counterclockwise. (*Show Direction Skill Cards.*)
- **Challenges** – Can you...
 - Walk forward; turn R? Is that clockwise or counterclockwise?
 - Walk forward; turn L? Is that clockwise or counterclockwise?
 - Side-slide R? Jump L? Gallop R, switch feet; then gallop L?
 - (*Prompt students, combining a variety of locomotor skills and directions.*)

6. **Two Movement Cubes** (*Locomotor Skills and Levels/Directions*)

- Let's add a second movement cube. This one will tell us which level or direction to move in. Remember to return home when you hear, "Go home."
- (*Allow students to take turns rolling both cubes and calling the name of the locomotor skill and the direction or level on top.*)

7. **Wrap It Up**

- Show me how you move forward. Sideways? Clockwise? Counterclockwise? How is the gallop like the side-slide? (*You lead with 1 foot; the motion is step–together step, etc.*) How is it different? (*Side-slide moves the body forward while positioned sideways, gallop has the body facing straight ahead, etc.*)
- Do you have a favorite locomotor skill to do? When I say go, show me your favorite by doing it slowly within our boundaries. When I call you back, be ready to say why you chose it as your favorite. Go!

LOCOMOTOR SKILLS, LEVELS, AND DIRECTIONS

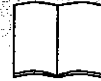
* SPARK™ IT UP!

* Locomotor Roll

(Use both the Locomotor Skills and Numbers Movement Cubes.) I'll roll 2 Movement Cubes. If the cubes show, "Walk," and the number 3, walk and touch 3 spots with your foot. Stay where you finish, and wait for the next roll.

* Locomotor/Direction/Level Roll

(Use all 3 Movement Cubes.) I'll roll 3 Movement Cubes. If one shows "Walk," the other "Forward," and the third says "Low," walk forward in low space until the next roll.



ACADEMIC

Language Arts

(Read *Move With Me* by Charlene Schade & Steve Pileggi.

In the classroom, have students work in pairs or groups to list the 8 locomotor skills in alphabetical order.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, levels, directions

● #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

● _____

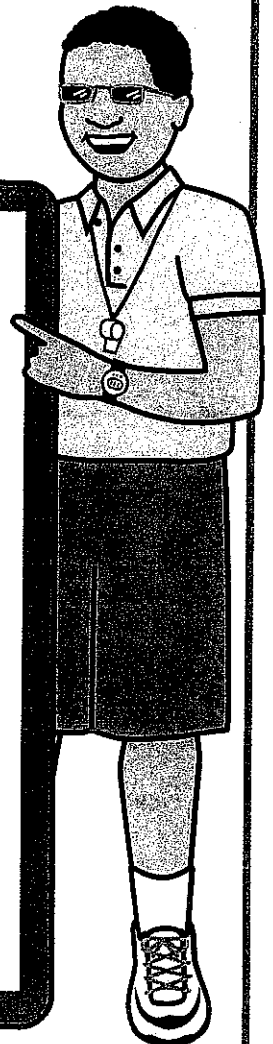
TONY'S TIPS

- Make the time to prepare the 3 Movement Cubes in advance.
- Children really enjoy rolling the "dice." Plan ahead so all have a turn before class ends.
- Help those having difficulty with any movement skill by having them "shadow" another student (or yourself).

Vocabulary

Clockwise, counterclockwise, die (dice), locomotor skills, gracefully

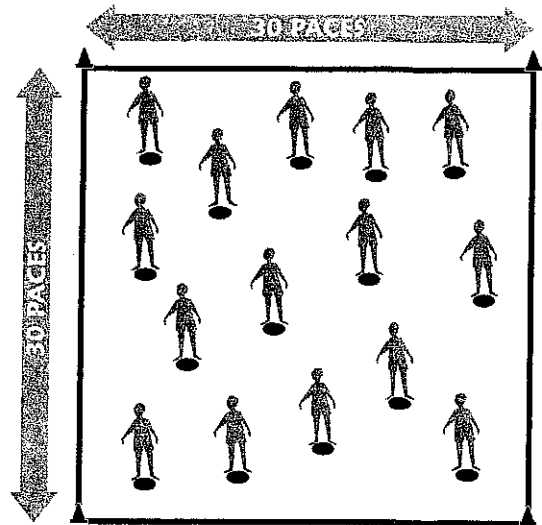
NOTES





Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- 3 Movement Cubes (1 w/locomotor skills, 1 w/ levels and directions, 1 w/pathways)
- *Locomotor Skill, Level, Direction, and Pathway Cards* (SPARKfamily.org)
- 2 paper plates per student (optional)
- Music and player



Set

- Create large (30X30 paces) activity area.
- Scatter spot markers within boundaries.
- Call students in small groups to select and place their own spot.

GO!

1. Home Base Review

- Did you choose a new location for your spot today?
- Remember where your home base is. If you hear "Go home!" this is where you return.

2. Creative Words and Moves II

- How would you walk on ice? On hot sand? In a strong wind? Through the jungle?

3. Locomotor Challenges – How many...

- Gallops does it take you to reach the nearest sideline?
- Side-slides can you do in 10 seconds?
- Jumps does it take you to cross our activity area?

4. Pathways

- We are going to explore moving in different pathways. A movement pathway may be straight, curved, or zigzag. (*Show Pathway Skill Cards.*)
- **Challenges** – Can you...
 - Walk in a straight line?
 - Jog slowly in a zigzag pathway?
 - Walk on tiptoes in a curved pathway?
 - Gallop in a straight line? Change your lead foot and try again.
 - Side-slide in a zigzag pathway? Change your lead foot and try again.

PATHWAYS AND CREATIVE MOVES

GO! (continued)

- o Hop in curved pathway? Switch feet and hop the other way?
- o *(Continue prompting students by combining locomotor skills and pathways. Intersperse "Go Home," when you want students to return to home base.)*

5. Movement Cubes

- Today we will use 3 Movement Cubes. One for locomotor skills, a 2nd for levels and directions, and a 3rd for pathways.
- Your challenge is to combine all the skills we've learned, and perform them with grace and style!
- *(Allow students to take turns rolling cubes and calling the name of the locomotor skill, the direction or level, and the pathway for all to practice.)*

6. Wrap It Up

- Who can name all the pathways we traveled today?
- Do sport athletes move in different pathways? Who can give an example of a sport and a pathway an athlete might travel to play it?
- In which sports or activities might people do a lot of jumping? How about side-sliding?
- Let's review the key words from today.

PATHWAYS AND CREATIVE MOVES

*SPARK™ IT UP!

* Snowshoeing

(Distribute 2 paper plates per student.) Pretend the paper plates are snowshoes. While you stand on your snowshoes, shuffle different pathways in the "snow" around you.

* Here Comes the Fox

Pretend you are a "rabbit." Your home base is your "rabbit hole." On my signal, jump (because rabbits don't hop, they jump!) happily through our "forest." When you hear, "Here comes the fox!" quickly jump back to your bunny hole!



ACADEMIC

Language Arts

(Write various letters on the board.) Which letters have straight pathways? Curved? Zigzag? A combination of pathways? Who can think of a 3-letter word that consists of straight and curved pathways? (E.g., dog, cat.) Let's write it, then walk it. (After trials.)

(Read Hop Jump by Ellen Stoll Walsh.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills, pathways

- #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

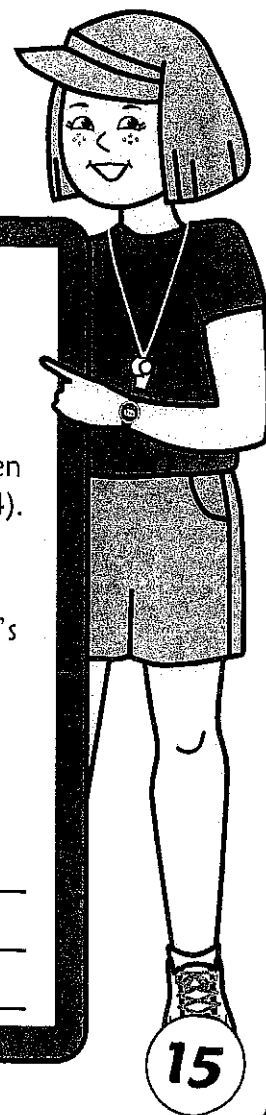
PAULA'S POINTERS

- Some children may be unable to combine/perform more than 2 movement concepts. Facilitate differentiation (e.g., some children do 2 Cubes, others 3, others all 4).
- Draw chalk lines on the blacktop to help illustrate the various pathways. If indoors, use painter's tape to mark the pathways.

Vocabulary

Style, grace

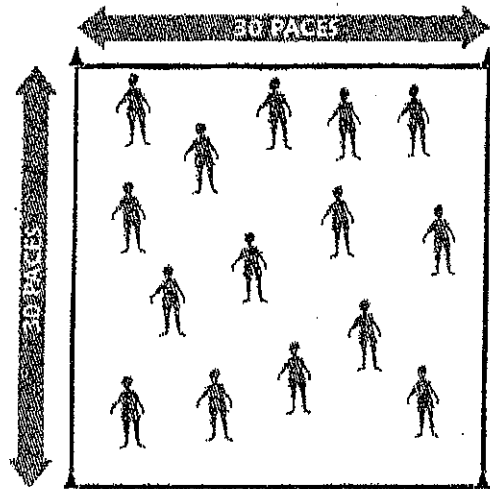
NOTES





Ready

- 4 cones (for boundaries)
- 6 small foamballs, yarnballs, or fluffballs, 2 of each color (red, yellow, green)
- 3 Movement Cubes (1 w/locomotor skills, 1 w/levels and directions, 1 w/pathways)
- *Locomotor Skill, Level, Direction, and Pathway Cards (SPARKfamily.org)*
- 2 sticks (optional)
- Music and player



Set

- Create large (30X30 paces) activity area.
- Scatter students within boundaries; ask them to spread out safely and establish their home base (first lesson without a spot marker or hoop).

GO!

1. Home Base Review

- Were you able to find a home base without a spot to help you?
- What did you do to make sure your home base is large enough? (*Helicopter movement*)
- When you hear, "Go home!" where will you go? Correct, back to the home base you're at now.

2. Rock and Roll

- *Let's Rock and Roll!* Three different people will roll 1 Movement Cube each. If one shows "Walk," the other says "Forward," and the 3rd shows "Zigzag," walk forward in a zigzag pathway.
- Remember *Rock and Roll* because we'll do it again for a warm-up.
- (*Play until all 8 locomotor movements, all directions, and all levels are reinforced.*)

3. Introduce Tempos

- The speed we move is called the tempo. The tempo can be slow, medium, or fast.
- **Challenges** – Can you...
 - Walk slowly? (*Intersperse "Go home," after every 2nd or 3rd challenge.*)
 - Skip at a medium speed (about half of full speed)?
 - Gallop at a fast tempo safely?

TEMPOS AND CREATIVE MOVES

GO! (continued)

- o Side-slide at a medium tempo and touch 2 different sidelines with your foot?
- o Run slowly around our activity area in this direction (*point*)?
- o Jump quickly around the cone nearest you and back to home base?
- o (*Continue prompting students by combining various locomotor skills and tempos.*)

4. Traffic Lights

- What colors are on a traffic light? What do these colors mean to drivers?
- In our game *Traffic Lights*, you are a car and need to obey the traffic lights.
- I'll choose students (4-6) to play the "traffic lights," and each of them will hold 1 red, yellow, or green ball.
- They'll try to softly touch others between shoulders and waist with their ball. This is called a "safe tag" or "2-finger tag."
- When you hear, "Traffic Lights," walk within our area at a medium tempo, trying to avoid the traffic lights (*taggers*).
- If tagged by a yellow traffic light, move slowly. If tagged by a green traffic light, move quickly. If tagged by a red traffic light, stop.
- If stopped, you may drive again when another driver gives you a high-five.

5. Creative Words and Moves III

- How would you walk on ice? On hot sand? In a strong wind? Through the jungle?
- Can you move like a: rabbit – cow – dog – snake – bird – duck – horse – fish? How about an angel – a scarecrow – a dragon?
- Can you move like: Lightning and thunder – rain – a snowflake?

6. Wrap It Up

- How are creative moves used in dance and sport? Who can give us an example?
- Instead of always driving a car to the park or store, ask a parent to walk or ride a bike with you if it isn't too far.
- Let's review our key word from today.

TEMPOS AND CREATIVE MOVES

*SPARK™ IT UP!

* Moving to the Beat

(Need a drum or 2 sticks.) Move to the speed and rhythm of the beat. (Create a slow, even beat for a walk; a fast, even beat for a run; a loud, forceful beat for a jump; and a double, uneven beat for a gallop.) After each set of 16 beats, I will change the speed or rhythm of the beats. Can you change your movement patterns to the beat without stopping? (Practice different combinations of beats and movements.)

* Add 1 for Fun

(Have students create their own descriptive words and corresponding moves.)



ACADEMIC

Language Arts

(Read Action Alphabet by Marty Neumeier & Byron Claser; Jiggle, Wiggle, Prance by Sally Knoll; and/or Slither, Swoop, Swing by Alex Ayliffe.)

Social Studies

(In the classroom, ask which animals jump, hop, side-slide, gallop, leap.)

STANDARDS ADDRESSED

• NASPE

#1, 2 Spatial awareness, locomotor skills, tempos

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

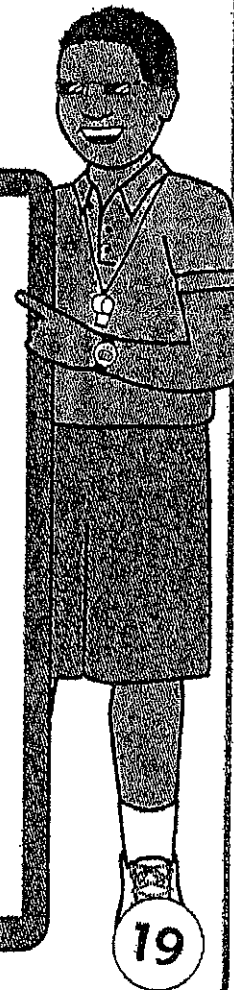
TONY'S TIPS

- Use music with varying tempos to help students move slower and faster.
- Choose a musical selection pertaining to cars and drivers (e.g., "Drive My Car" by the Beatles).
- Don't single out students with specific praise; others will watch and mimic their movements instead of being original.

Vocabulary

Set, beat, snowflake, scarecrow

NOTES





Ready

- 1 hoop per student
- 4 cones (for boundaries)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Scatter hoops within boundaries.
- Send each student to stand in 1 hoop.

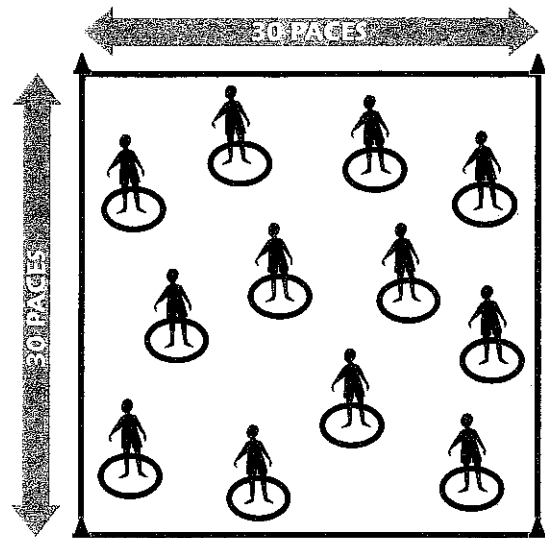
GO!

1. Home Base Review

- Today, the hoop is your home base. We will move over, under, around and through our hoops in many ways.
- Leave your hoop on the floor unless I instruct you to pick it up or move it.

2. Challenges – Can you...

- Balance on 1 foot inside your hoop? The other foot? Try it with your eyes closed! Balance on 1 foot with your eyes closed for 10 seconds?
- Jump (on 2 feet) up and down 3X?
- Jump forward out of your hoop? Jump back in?
- Jump sideways out of your hoop and back in?
- Jump out the other side and back in?
- Jump backwards out of your hoop and back in?
- Jump in and out of your hoop 3 times?
- Do it again going in a different direction on each jump?
- Jump out very far? Land softly with knees bent.
- How many times can you jump in and out of your hoop in 15 seconds?
- Hop (on 1 foot) around the outside of your hoop? Switch feet, hop in the other direction?
- How quickly can you hop around your hoop on 1 foot? Switch feet and change direction.
- Leap gracefully over your hoop at a high level? Practice until the signal.
- Gallop around the outside of your hoop at a medium level? Gallop in the other direction at a high level.



MOVEMENT CONCEPTS USING HOOPS

GO! (continued)

- Change feet and gallop to a different hoop, then return to your home base?
- Side-slide around someone else's hoop and return to your home base?
- Side-slide leading with a different foot around 2 hoops and return to home base?
- Skip quickly around your hoop 3 times?
- Skip in a curved pathway around 3 hoops and return to home base?
- Move through your hoop from side to side?
- Hold it up and move under and through?
- Hold it low and step over and through it?
- Balance on your hands and feet over your hoop and hold. This is called a "4-point bridge."

3. Musical Hoops

- This game is called *Musical Hoops*. When the music starts, leave your home base (hoop) and side-slide (or walk, skip, etc.) within our area. Don't step on or in a hoop.
- When the music stops, find a hoop to stand in. (*Play several rounds.*)
- Next round, I am going to remove several hoops. What do you suppose will happen? (*They will share hoops with others.*)

(Play until students are squeezed into the fewest number hoops safety allows.)

4. Wrap It Up

- How did you share when you played *Musical Hoops*?
- When you were in your hoops and posing, it looked like a creative dance. Has anyone ever been to a dance recital or a play where people were dancing?
- Let's review our key words and phrases from today while we stretch.

MOVEMENT CONCEPTS USING HOOPS

* SPARK™ IT UP!

* Musical Hoop Challenges

(When 2 or more students are in a hoop.) Can everyone in your hoop pose at a different level? Can you pretend you are a sport player?

* Math Magic

(For use with Musical Hoops.) How many are in your hoop? Is it an even or odd number of students? Whose hoop has the most students? The fewest? If your hoop has more than 4 students, hop on 1 foot.



HOME

Do you have a hoop at home? If not, make a circle with a rope. Practice jumping around it, making bridges and leaping over it, hopping in and out of it, etc. What other tricks can you do with your hoop?

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, locomotor skills, manipulative skills
- #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging
- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

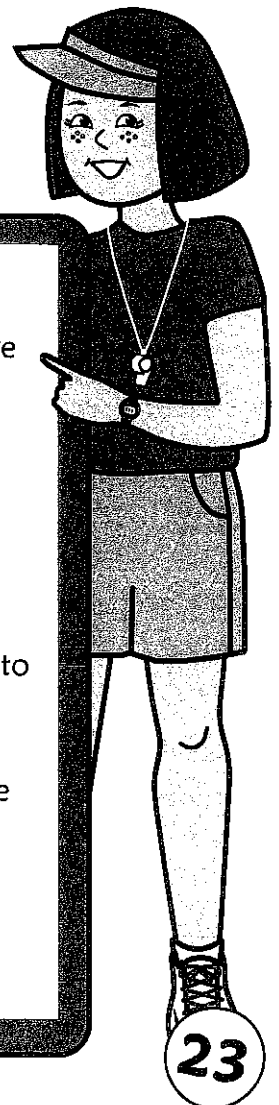
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PAULA'S POINTERS

- This is the first lesson using a large manipulative. Give additional safety signals and/or spend more time reinforcing start and stop signals if needed.
- Before playing *Musical Hoops*, encourage children to watch for others looking for someone to play with and invite that person to join them in their hoop.
- Use *Musical Hoops* to teach/reinforce sharing and praise those that practice it.

Vocabulary

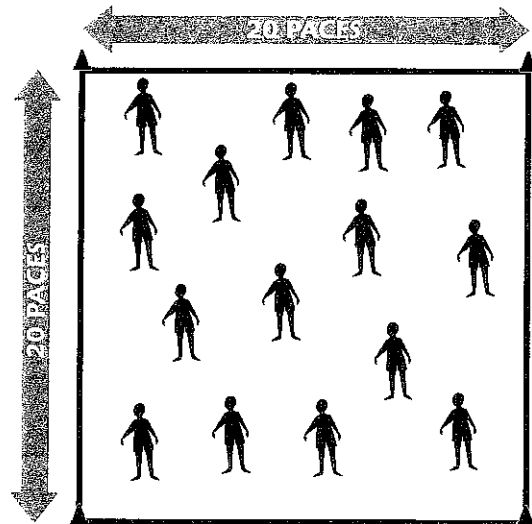
Balance, odd, even, sharing





Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways)
- 1 spot marker (or hoop) per student (use at least 4 different colors)
- Note: If no colored spot markers, use large, colored stickers to differentiate
- Music and player



Set

- Create medium (20X20 paces) activity area.
- Scatter students within boundaries; ask them to establish their home base and spread out safely.

GO!

1. Home Base Review

- Were you able to find a home base without a spot or hoop to help you?
- Who did the “helicopter?”
- If you hear, “Go home!” what do you do? Correct, return to the home base you’re standing on now.

2. Rock and Roll

- Do you remember how we *Rock and Roll*?
- Three people will roll 1 Movement Cube each.
- If one shows “Skip,” begin skipping. If another says, “Forward,” skip forward. If the 3rd says, “curved,” skip forward in curved pathway.

(Begin slowly to integrate a warm-up. Play until all 8 locomotor movements, all directions, and all levels are reinforced.)

3. Body Shapes

- Today, we will move our bodies to create shapes.
- When I say an adjective (a descriptive word), think how you could move your body to show it.
 - o Curved – Be curved like a snake.
 - o Narrow – Stretch to be long and thin.
 - o Wide – Reach your arms and legs out to the sides.
 - o Angular – Make your body bend and point.

BODY MANAGEMENT AND BALANCE

GO! (continued)

- Twisted – Turn part of your body one way and part of it another way.
- Bent and curled – Close your body.
- Shaking – You're cold and shivering!
- Swinging – Make big, free movements with your body parts.
- Swaying – Make small movements front and back or side-to-side.
- Turning – Spin like a top!
- Rising – Move away from the ground.
- Sinking – Slowly move toward the ground.

4. Body Parts

(Send students in small groups to select/place their spot within the activity area.)

- This game is called *Body Parts*.
- I will call a color and a body part. First, find a spot of that color; then, touch it with that body part. There may be several of you at each spot, so show how well you've learned to share.
- Blue/knees. Red/hands. Green/elbows. Yellow/toes.
- Blue/L knee. Red/R elbow. Green/L big toe. Yellow/R hand.
- Blue/L thumb. Red/L hand. Green/R big toe. Yellow/L elbow.

5. Balance on This!

- When you hear music, move within our area, avoiding the spots.
- When the music stops, stand on a spot.
- I will call a number. Balance on your spot touching that number of body parts to the ground. If they don't all fit on the spot, it is OK to touch the ground.
- Challenge yourself to choose different body parts each time.

(Continue calling numbers from 1-6 and challenging students to be creative with body parts used.)

6. Wrap It Up

- Was it hard to think about 2 things at once? That is why it is hard to listen and speak at the same time.
- What sports or dances might use some of the creative moves we did today?
- Let's review today's key words and phrases while we stretch.

BODY MANAGEMENT AND BALANCE

* SPARK™ IT UP!

* Double Body Parts

After touching one part to the spot, raise the opposite side's match in the air (e.g., touch R elbow, raise, L elbow).

* Right and Left

(Specify R and L body parts.)



WELLNESS

Taking care of all your body parts is a full-time job!

Remember to take care of your heart by eating a healthy diet and getting plenty of physical activity. Which other body parts do you take care of? How?

STANDARDS ADDRESSED

- **NASPE**
 - #1, 2 Spatial awareness, body awareness, nonlocomotor skills, locomotor skills, balance
 - #3, 4 Participates in physical activities that are enjoyable and challenging
 - #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)

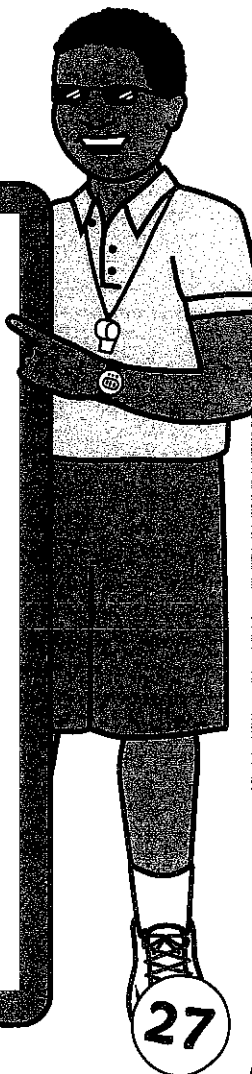
TONY'S TIPS

- Remind students of the importance of moving safely in a group.
- For more activity, spread spots (or hoops) farther apart.

Vocabulary

Adjective, diet

NOTES



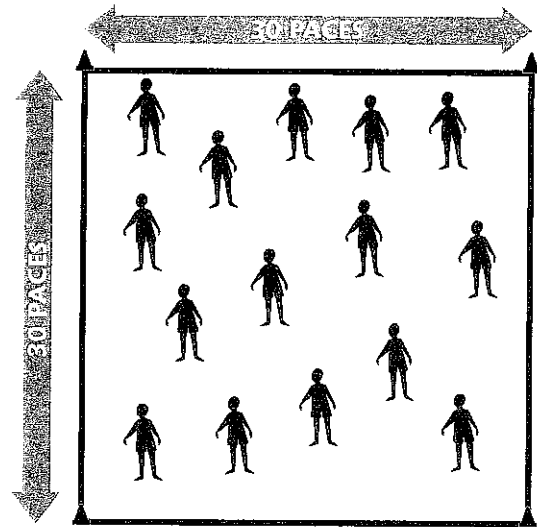


Ready

- 4 cones (for boundaries)
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Locomotor Skill, Level, Direction, Pathways, Tempo Movement Cube Cards (SPARKfamily.org)*
- Music and player

Set

- Create a large (30X30 paces) activity area.
- Send students to establish a home base.



GO!

1. Rock and Roll

- Our 3 Movement Cubes are locomotor skills, directions and levels, tempos, and pathways. On my signal, different people will roll the dice; we'll see what ends up on top. Then everyone will move that way.
- *(Begin slowly to integrate a warm-up. Start with 1 or 2 Cubes, and begin adding on until students can sequence 3 or more movements. Prompt in challenging language; e.g., "Can you skip – quickly – at a high level – in a zigzag pathway?")*

2. Back to Back (Forming Pairs)

- Today, we'll begin partner activities. On my signal, walk within our area.
- When you hear, "Back-to-back," quickly stand back-to-back with a friend.
- If you don't find a partner, raise your hand and walk to the middle. That's our lost and found!
- If there is someone still looking for a partner, invite that person to join your pair. We never want anyone to feel left out, do we?
- *(Practice several times using different locomotor skills. Encourage students to pair quickly, and seek different partners each round.)*

3. The Sculptor

- How quickly can you get back-to-back with a new partner? One is the "Clay," the other is an "Artist;" decide now.
- The Artist "molds" their Clay partner into a letter of the alphabet by gently moving their limbs into shape.
- When the Clay looks like the letter, the Artist stands back and copies the shape.
- We will switch roles every few rounds.
- *(Repeat having the Artist stand in front and mirror their partner's shape.)*

PAIRING AND MOVING TOGETHER

GO! (continued)

4. **Shadow Matching** (See “Tips” for an indoor variation.)

- How quickly can you get back-to-back with a new partner? One partner is a “Poser,” the other a “Matcher;” decide now.
- The first Poser poses with the sun to their back. The Matcher stands next to their partner and tries to match their poses by watching their shadow.
- Switch roles after the Poser has performed 3 different poses.
- (Continue for several minutes to give all a chance to do numerous poses.)

5. **Same and Different**

- How quickly can you get back-to-back with a new partner? One partner is the first “Leader,” the other a “Follower;” decide now.
- When I say, “same,” Leaders lead their partner inside our area, and Followers match their Leader’s locomotor skill (e.g., both gallop).
- When I say, “different,” Leaders still lead their partners, but Followers do a different locomotor skill. For example, one hops, one skips.
- We will switch roles every few rounds; then repeat with new partners.

6. **Wrap It Up**

- What are things that make physical activity with others more fun?
- Who will name a sport or activity where 2 people play together against 2 others? (*Tennis, squash, 2 on 2 basketball, 2 on 2 soccer, etc.*)
- Let’s review today’s key phrase while we stretch.

PAIRING AND MOVING TOGETHER

*SPARK™ IT UP!

- * **Traveling Shadow Matching** (Note: See “Tips” for an indoor variation.)

You and your partner play follow the leader. Leaders move in different pathways, directions, and levels. When the music stops, Leaders freeze and make a statue. Followers match your leader by looking at their shadow.

- * **Partner Social Skills**

How quickly can you get back-to-back with a partner? Turn around and shake hands. Why do people shake hands when they meet? How do we shake hands properly? (E.g., Look at the person you’re shaking with, give a firm handshake, and say, “It is nice meeting you,” etc.)



ACADEMIC

Social Studies

When might we need to follow a leader? (Students follow teacher instructions; players follow coach’s game plan, etc.) What are names and titles of different leaders? (Queen, prime minister, president, etc.) Who are some leaders you know? What makes them good leaders?

STANDARDS ADDRESSED

- **NASPE**
#1, 2 Spatial awareness, locomotor skills, nonlocomotor skills
#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging
- #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities, cooperates with a partner
- **Your State** (Write in here)

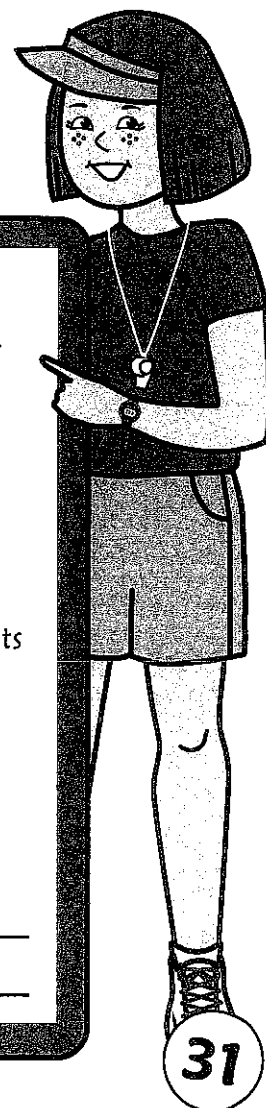
PAULA’S POINTERS

- Remind “artists” to “sculpt” their partners gently.
- You need shadows to do the *Shadow Matching* activity. If playing without shadows, have students mirror poses by looking directly at their partners.
- Before or after class, have students work with modeling dough to mold letters of the alphabet.

Vocabulary

Roles, molds, poses, match

NOTES



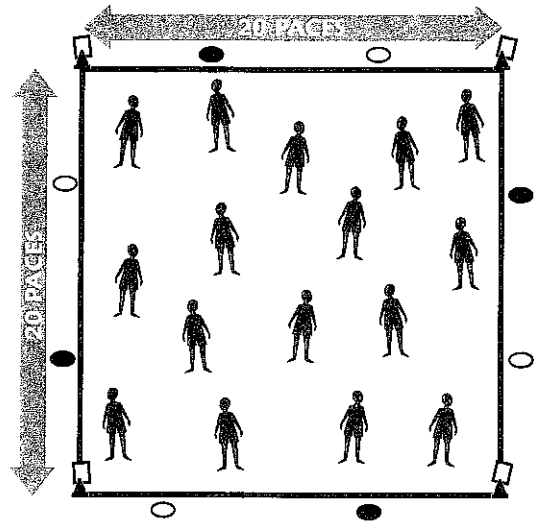


Ready

- 4 cones (for boundaries)
- Music and player
- 1 spot marker per 2 students (use 4-6 different colors) (optional)
- 4 hoops (optional)

Set

- Create medium (20X20 paces) activity area.
- Arrange spot markers around perimeter of play area, alternating colors.
- Scatter students within play area.



**BUILDING A
FOUNDATION**

GO!

1. **Mingle, Mingle** (Forming groups)

- When you hear, “Mingle, mingle,” walk within our boundaries. Mingle means to mix or blend. Pretend we’re making a healthy drink and we have to blend the ingredients.
- On the music stop (or “Freeze”) I’ll call a number and show that many fingers. How quickly can you form a group with that many people?
- Invite others to join your group, even if it means having an extra person. We never want anyone to feel left out.
- Ready? “Mingle, mingle!” (Signal students to move varying their locomotor skill, tempo, pathway, etc. After 5-30 seconds, call out, “3s!”)
- How quickly can you form a group of 3? Mingle, mingle to speak with others about joining your group.
- When your group is ready, move to a low level (squat, kneel, or bend over).
- (Practice until students form different size groups – 2s through 5s – quickly.)

2. **Body Parts**

- “Mingle, Mingle!” This time, I’ll call a number and a body part. First, form your group size; then touch the body part with others in the middle.
- Threes! – Knees! Touch 1 knee in the middle.
- Mingle, mingle – 4s! – Elbows!
- Mingle, mingle – 5s! – Toes!
- Mingle, mingle – 3s! – Thumbs!
- Mingle, mingle – 2s! – High 5!

GROUPING AND MAKING BRIDGES

GO! (continued)

3. Building Bridges

- Now that you have a partner, decide who will be the first “Bridge.” To be a Bridge, place your hands and feet on the ground. You may be either tummy up or tummy down. This is called a 4-point bridge, because 4 body parts are touching the floor.
- Those who are not Bridges are “Travelers.” When you hear, “Explore!” Travelers move within our general space over, under, or around bridges; you choose how to travel past the bridge.
- If a traveler arrives at a bridge at the same time or before you, allow them to go ahead of you.
- **Challenges** – How...
 - Many bridges can you fast walk around in 30 seconds?
 - Quickly can you skip around 5 bridges? Freeze at a low level when finished.
 - Many bridges can you travel under in 30 seconds?
 - Quickly can you go over 5 bridges? Be careful!

4. Wrap It Up

- What is the difference between over and under? Next to and through? Behind and in front? Forward and backward?
- (*While stretching*) Who can name a famous bridge, or one in our community? What does it go over?
- Bridges often allow us to cross a body of water. Our bodies need plenty of water to function properly.
- Remember to drink plenty of water during the day; especially instead of sugary soft drinks.
- H₂O is a special way to say “water.” Keep H₂O the way to go!
- Let’s review today’s key phrases while we stretch.

GROUPING AND MAKING BRIDGES

* SPARK™ IT UP!

* Obstacle Course

(Scatter 6 different color spot markers – 1 per 2 students – and 3-4 hoops, within boundaries. Pair students.) One of you is a “Mover,” the other an “Obstacle.” Obstacles, show how quickly you can stand on a spot. Say your color out loud.

- **Orange** – Lie on your backs.
- **Blue** – Make tunnels by standing with your legs in a wide straddle.
- **Red** – Make tunnels by standing and holding your hoop to the side.
- **Purple** – Crab position: 4-point bridges with tummies facing upward.
- **Yellow** – Bear position: 4-point bridges with tummies facing down and legs straight.
- **Green** – Frog position: Knees, legs, and arms on the floor; heads down.
- Movers, on my signal, travel around, over, or under the obstacles. We'll play for a couple of minutes, then switch roles.

* Add 1 for Fun

Let's build on the types of bridges we've learned.

- Yellows, can you run in place?
- Greens, what kind of noise does a frog make?
- Blues, can you open and close your bridge?
- Reds, can you create a new and different tunnel with your hoop?
- Oranges, if no one is nearby, can you do 3 crunches before company arrives?
- Purples, how you can change your crab position to make it less crabby?

GROUPING AND MAKING BRIDGES

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

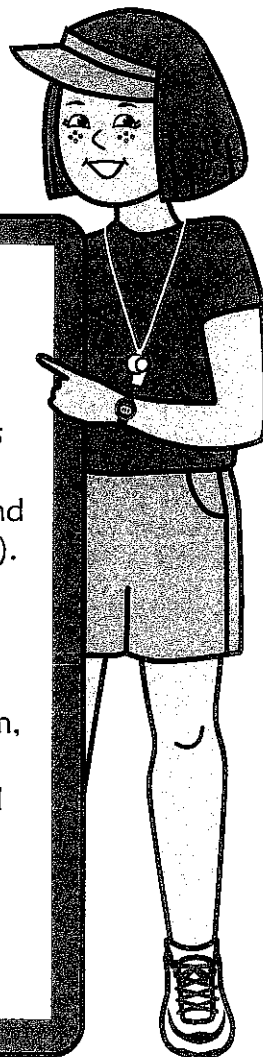
#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

Your State (Write in here)



WELLNESS

Why is doing activity more fun with a group of friends? Which activities do you like to do with friends? Ask a parent if you can sign up for a class, league, or sport away from school where you can be active with your friends – or make a few new ones!



PAULA'S POINTERS

- Praise those who group quickly and/or invite others to join them.
- Pre-plan, then teach modifications for any role (e.g., students unable to hold a 4-pt. bridge with feet and hands should try knees and hands).
- Teach/reinforce taking turns when students arrive at a bridge simultaneously.
- On the walk back to the classroom, ask which colors of the rainbow were seen in the spot markers and hoops used in class today.

Vocabulary

H₂O, mingle, function

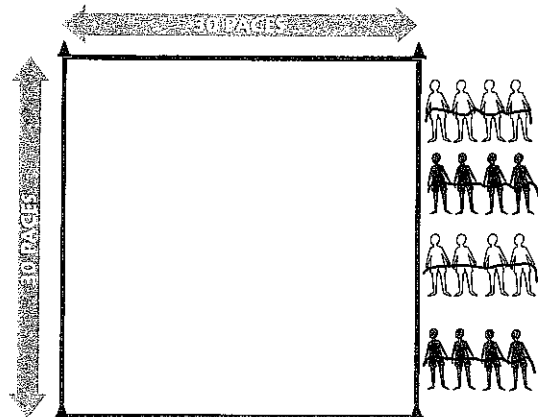


Ready

- One jump rope per 4 students
- 4 cones (for boundaries)
- 1 hoop per student (optional)
- Music and player

Set

- Create a large (30X30 paces) activity area.
- Create groups of 4 standing in single file lines. The leader of each is on a line, facing the opposite sideline.
- Give each group a rope to hold.



GO!

1. Trains at the Station

- Today we will play 2 small-group games that keep us moving and use our imaginations. Remember to take turns, communicate, and cooperate with others in your group.
- For our 1st activity, *Trains At The Station*, each group holding a rope pretends they are a “train.” The 1st in line is the “Conductor.”
- When you hear, “All aboard!” all trains leave their stations and travel cross-country to safely deliver passengers to their next stop (*other sideline*).
- Hold on to your rope the entire time and your train will operate smoothly.
- When you arrive at your destination, turn your train around. Conductors, move to the “caboose” (*end of line*). Next in line becomes the new conductor.
- If you hear, “Emergency,” stop your train quickly and safely.

2. Chariot Drivers

- For *Chariot Drivers*, the first 2 of you in line are “Horses.” Horses, hold the front (*first few feet*) of the rope with both hands. The next 2 are “Chariot Drivers.” Chariot Drivers, stand behind the Horses, holding the back end (*last few feet*) of the rope together.
- On signal, Drivers begin moving your Horses slowly and safely within our area.
- Switch roles on my signal. (*Switch roles every 30-45 seconds.*)

3. Wrap It Up

- When you were the conductor or driver, were you respectful of the others in your group? Other groups? How did you show your respect? Did your group work together to take turns and change roles fairly? How did you cooperate to follow directions and keep moving while playing the game?
- Let’s review today’s key phrases while we stretch.

★ Change the Pathway

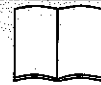
Train tracks are not always straight. They move in curved and zigzag pathways, too. Conductors, you decide your train's route (*pathway*).

★ Change the Locomotor Skill and Tempo

We began with the trains chugging along at a slow walk. Each time you arrive at the station, I'll change the locomotor skill. Those trains operating safely will enjoy a change in tempo, too.

★ Add Hoops

(Pair students, then distribute 2 hoops per pair.) One of you is a "Chariot," the other a "Driver;" decide now. Chariots: Stand inside both hoops and hold the front of the hoops with both hands. Drivers: Stand behind your partner, outside the hoops, facing the same direction. Hold the back of the hoops with both hands. On my signal, drivers begin moving their chariots slowly and safely within our "coliseum."



ACADEMIC

Language Arts

(Read The Little Engine that Could by Watty Piper.)

(In the classroom, discuss the uses of chariots in ancient times—simple transportation as well as during battle; racing and competition. On a world map, show where the Roman Empire began.)

STANDARDS ADDRESSED

● NASPE

#1, 2 Spatial awareness, locomotor skills

#3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

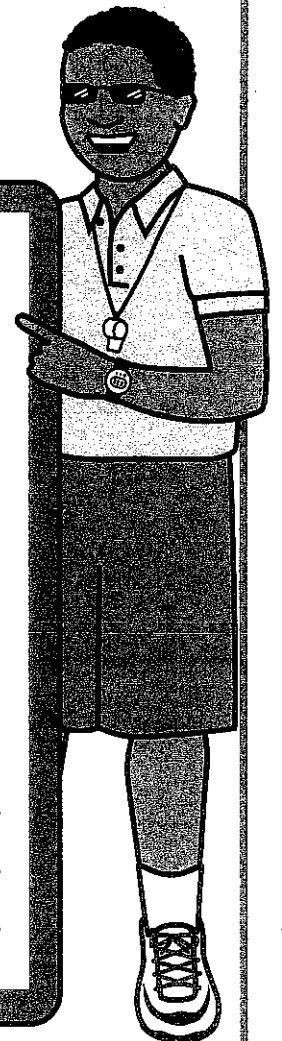
TONY'S TIPS

- Plan your time so everyone can be the Conductor, Driver, and Horse at least once.
- For *Add Hoops*, use 2 hoops per pair to strengthen the hoop and keep it from bending.

Vocabulary

Communicate, cooperate, imagination, conductor, caboose, chariot, coliseum

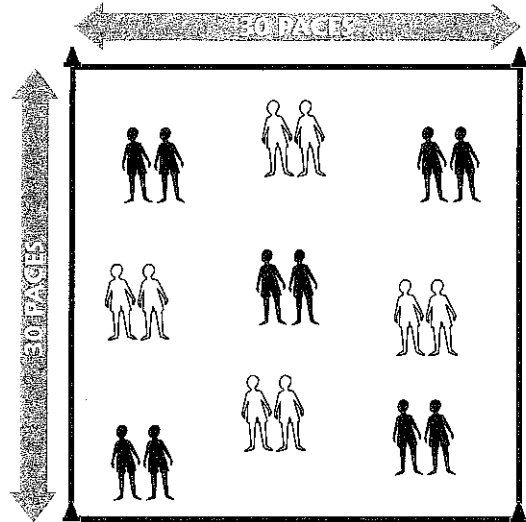
NOTES





Ready

- 4 cones (for boundaries)
- 2 paper plates per student
- 1 fluffball (or yarnball, crumpled paper) per 4 students
- 1 scarf
- 4-5 beanbags (fruit and veggie beanbags optional)
- 1 junk food wrapper (e.g., candy) per 4 students (optional)
- Music and player



BUILDING A FOUNDATION

Set

- Create a large (30X30 paces) activity area.
- Scatter pairs within boundaries.

GO!

1. Safe Tag Review

- Who will show how we tag safely (*2-finger tag*)? Where do you softly touch someone (*between waist and shoulders*)?

2. Partner Tag

- One partner stands at high-level, the other low. High is the first “Chaser” and low the first “Fleeer.”
- On my signal, Fleers fast walk (*then gallop, side-slide, skip, run, etc.*) away from your partner. “Chasers” do 3 jumping jacks (*3 imaginary soccer kicks, 3 baseball throws, run in place 3 sec., etc.*), then fast walk after your partner to try to tag them.
- When tagged, it is your turn to be the Chaser. Do 3 jumping jacks 1st, then chase your partner.
- Continue chasing and fleeing until the signal.

3. Partner Toss and Tag

- (*Distribute 1 fluffball – or yarnball, or crumpled newspaper – per pair.*)
- While the music is on, toss the fluffball back and forth with your partner. When the music stops, whoever is holding the ball becomes the Chaser. Chasers, try to safe tag your partners with the ball. After a tag, drop the ball. Fleers, pick up the ball and become Chasers. Continue tagging until the music signals you to play catch again.

CHASING AND FLEEING

GO! (continued)

4. Paper Plate Tag

- For *Paper Plate Tag*, each of you will wear paper plate shoes; each foot on a plate. Both feet must stay on the plates at all times.
- I will designate “Chasers.” (*Select 1 student per 4 and hand them each 1 fluffball.*)
- Fleers, on my signal, scatter within our boundaries.
- Chasers, when you hear me say, “Paper plate tag,” Tag and freeze as many others as possible by touching them with your fluffballs.
- One student will receive the “magic scarf.” It is used to “thaw-out” students who are tagged and “frozen.”
- The student with the scarf hands it to a frozen classmate, then rejoins the game as a Fleeer.
- The new carrier of the scarf tries to “thaw” another frozen student.
- I’ll switch Chasers every minute or so.

5. Wrap It Up

- What strategies might you use to avoid being tagged? (*Change tempo, direction, level, pathway, dodge, fake.*)
- Let’s review today’s key words while we stretch.

* SPARK™ IT UP!

* Shadow Tag (*Need to play where shadows exist.*)

Same as before, but “tag” your partner by stepping on their shadow. When your shadow is tagged, switch roles and continue playing.

* Everybody’s It Tag

In *Everybody’s It*, everybody plays both the Chaser and the Fleeer at the same time. On signal, everyone tries to tag each other. The 1st time you are tagged, keep 1 hand on the body part where you were tagged, and continue trying to tag others. The 2nd time tagged you are “frozen” until someone gives you a high-five to “thaw” you. Thank the person who gave you the high-five and continue playing.

* Junk Food Tag

(*Need 1 junk food wrapper per 4 students and 1-2 fruit/vegetable beanbags.*) These wrappers come from unhealthy foods, also known as “junk foods.” In *Junk Food Tag*, the “Chasers” (carrying the wrappers) try to tag and freeze you. A student carrying a fruit and veggie beanbag looks for frozen classmate to toss it to, thereby “thawing them out.” The newly thawed owner of the beanbag moves to “thaw” other frozen students, while the previous beanbag owner joins the Fleers.

CHASING AND FLEEING

STANDARDS ADDRESSED

- **NASPE**

#1, 2 Spatial awareness, locomotor skills, dodging, chasing, fleeing

- #3, 4 Cardiovascular endurance, participates in physical activities that are enjoyable and challenging

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

Your State (Write in here)

- _____



WELLNESS

Would you like to play SPARK PE games at other times during the day? Could you play a tag game with a friend before school, during recess, lunch, or after school? What about at home and on the weekends – maybe with a family member? I want to encourage all of you to play actively, every day, and invite others to join you! Remember, active play is good for every**BODY**.

GRADES K-2



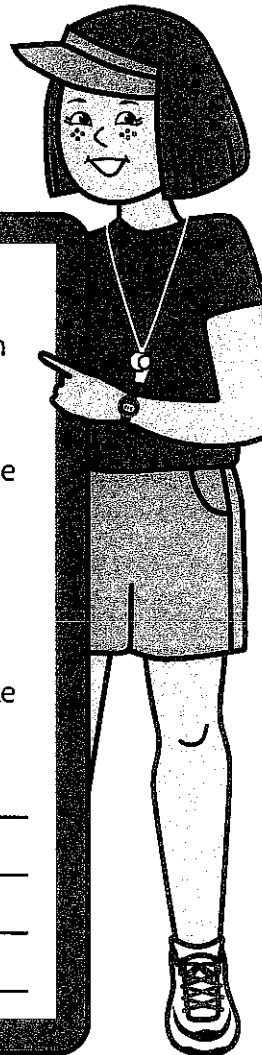
PAULA'S POINTERS

- Praise students who tag gently on the upper torso using a "2-finger tag."
- Enlarge the boundaries to increase the cardio emphasis.
- Gradually lengthen the time children play to enhance fitness.

Vocabulary

Junk food, frozen, thaw, dodge, fake

NOTES





Ready...

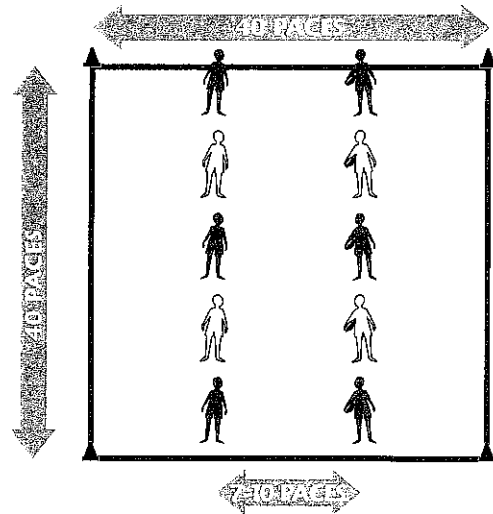
- 1 ball per 2 students
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (7-10 paces apart); each pair with a ball.

GO!

1. The object is to practice throwing and receiving a forward pass.
2. First, watch your partner “shadow” the throwing motion (practice without the ball). Look for:
 - Side to target.
 - Ball back behind ear, high and away.
 - Lead with throwing elbow.
 - Step toward target.
 - Snap wrist, roll off fingertips, and follow through.
3. Now, watch your partner shadow catch balls thrown high and low. Look for:
 - High catches, fingers up.
 - Low catches, fingers down.
 - Fingers spread apart.
 - Eyes on the ball.
 - Reach with arms; give with hands.
 - Wrap fingers, pull ball to body.
4. Next, add the football, and check how your partner grips it. Look for:
 - Fingers spread apart.
 - Pointer finger off the laces near tip of ball.
 - Middle and third fingers across laces – fingertips on the ball.
 - Little finger on the laces.
5. Lastly, stand in a face-off formation 7-10 paces from your partner, and pass back and forth using your best form.



CHALLENGES

- ★ How many passes can you and your partner complete in a row?
- ★ Can you alternate high and low passes to your partner?

CUES

- ★ Receivers “ask” for the ball. Look at the passer, and have your hands up and ready.
- ★ Passers pass only when you see the receiver “asking” for the pass. Your receiver should be looking at you with “up-and-ready hands.”

★ SPARK™ IT UP!

★ Step Back

Receivers step back after every successful catch.
Receivers step forward if the pass is incomplete.

★ Drop Back

Pretend you are receiving a hike from the Center.
Drop back 2-3 steps, and then pass to your partner.

★ Target Pass

(Groups of 3, 1 ball and 1 hoop per group. 2 students in face-off formation 7-10 paces apart; 3rd student stands in the middle, and holds a hoop up overhead.) Passers try to pass through the hoop, and complete passes to your receiver. Hoop holder, turn so you are always facing the passer. Rotate after every 8-10 passes. Vary the distance.



ACADEMIC

Social Studies (Historical Timelines) - Did you know field goals were once worth 4 points, and touchdowns were worth 5? When was the forward pass legalized? (Answer: 1906.) The rules to any sport always change as the game evolves. Create a historical timeline of the football rule changes during the past century. The National Football League website at www.nfl.com/history/chronology is a great place to start.

STANDARDS ADDRESSED

NASPE

#1, 2 Forward passing, catching

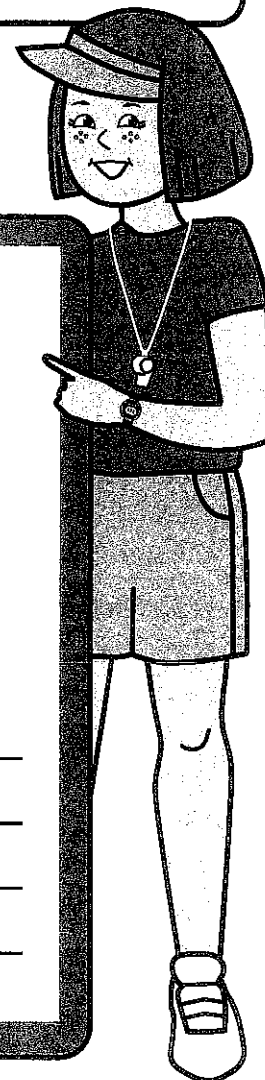
#5,6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Monitor the distance between partners. Skilled pairs will need more distance.
- Allow students to work with a variety of partners.

NOTES





Ready...

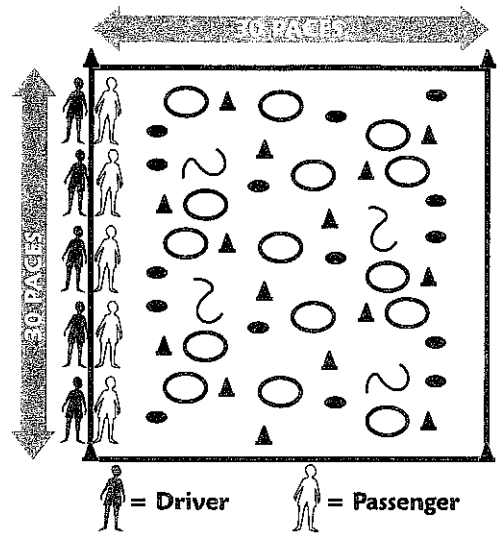
- 4 cones (for boundaries)
- A variety of “road hazards” (hoops, spot markers, cones, etc.)

Set...

- Create large (30X30 paces) activity area.
- Scatter “road hazards” randomly in area.
- Pair students; spread along 1 sideline.

GO!

1. The object is to earn your partner’s trust by allowing them to “drive” you through “road hazards.”
2. Each pair establishes a “front” and “back” partner. The front partner (passenger) puts bumpers up by placing palms over eyes, with elbows pointing forward. Back partner (driver) places hands on partner’s shoulders.
3. On signal, drivers guide your passenger across the activity area. Use both verbal cues (e.g., “slowly,” “move left,” “big step,” etc.) or physical signals. (E.g., Squeezing the L shoulder means move to the L; pulling back on both shoulders means stop, etc.)
4. If you or your partner touches a road hazard, you have to fix the “flat tire” by doing 10 jumping jacks together before you resume driving.
5. Once across, switch roles and travel back to the original sideline.



COOPERATIVES

CHALLENGES

- ★ Can you move across without bumping other “cars?”
- ★ Passengers, can you count your driver’s verbal communication cues? Award them a “safe driver certificate” if they give you at least 10 verbal cues.

CUES

- ★ Don’t forget to communicate. Use your verbal cues.
- ★ Passengers, keep those eyes closed!
- ★ Designated Drivers – your partner trusts you to be responsible and drive them to their destination safely. Be worthy of their trust.

* SPARK™ IT UP!

* Back Seat Driver

Only verbal cues are allowed. Drivers stand to the side or front and cannot touch the passenger.

* In Reverse

Passengers have to travel walking backward. Drivers first try to physically guide the passenger, and then guide with verbal cues only.

* Limo Driver

(Groups of 3-4 in a file line.) Hold shoulders or waist of the person in front of you. The front person is the driver (eyes are open). Others are passengers (eyes closed). Driver leads passengers safely through area. On signal, drivers rotate to the end of the line, passengers move up one place.



FUN FACT

A Designated Driver is someone who promises not to drink alcohol, so they can drive others home safely. In 2004, according to the Mothers Against Drunk Driving (MADD), 16,694 people were killed in alcohol-related crashes – an average of one death almost every 30 minutes. Half of those deaths were children.

• STANDARDS ADDRESSED

NASPE

#2 Problem solving

#5, 6

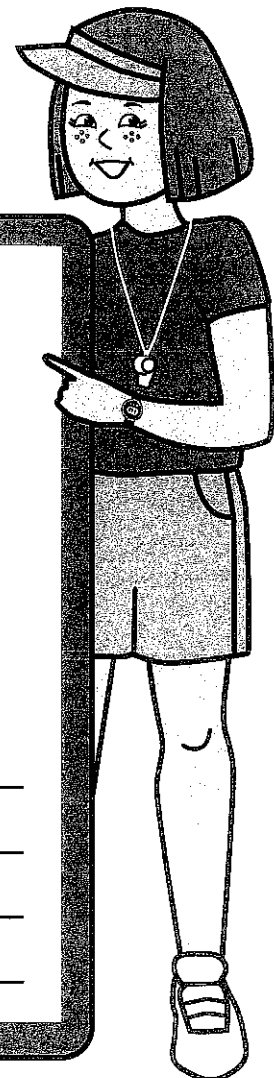
Cooperation/communication and trust

• **Your State** (Write in here)

PAULA'S POINTERS

- Remind students that communication and cooperation are the measures of success – not being the first to finish.
- Talk about designated drivers. What are they? Why are they important?

NOTES



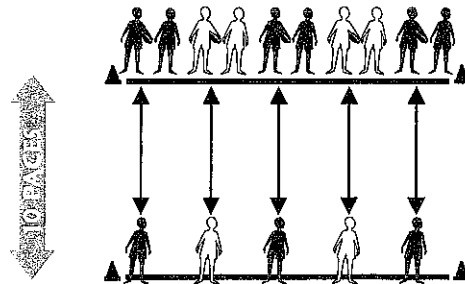


Ready...

- 1 ball per 3 students
- 4 cones (to create lines)

Set...

- Create 2 parallel lines, 10 paces apart. Length of lines should accommodate 1/3 of your students.
- Form groups of 3; each group with a ball.
- 2 students in face-off formation, the 3rd with a ball, standing next to either of the others.



GO!

1. The object is to practice taking a hand-off, and carrying the ball.
2. (Teach the following ball carrying skill cues)
 - Keep forearm under the ball.
 - Cover tip of the ball with hand.
 - Put other tip of ball in the bend of forearm and elbow.
 - Keep arm close to body.
3. (Teach the following skill cues for taking hand-offs)
 - Keep arms parallel, like 12 inches apart.
 - Keep top arm below shoulders, elbow up.
 - Keep bottom arm above belly button.
 - Wrap ball with both arms.
 - Begin running, then shift to ball-carrying position.
4. When I signal, those of you with the ball run across the area to your group mate, hand the ball off, and take their place.
5. The new Ball Carrier runs back across to your other group mate, hands off the ball, and takes their place.
6. Continue handing off and running with the ball until I signal (about 2 minutes). Then we'll stop, review skill cues, rotate groups and begin again.

CHALLENGES

- ★ How many hand-offs can you make in 30 seconds?
- ★ Can you alternate which side you hand off to? R, then L.

CUES

- ★ When you see the ball carrier coming to you, get your arms up and ready for the hand-off.
- ★ When handing off the ball, look for the "up" elbow. Hand the ball to them on that side.

*SPARK™ IT UP!

1 Hurdle

(Place an obstacle between the 2 lines, e.g., a jump rope, cone, hurdle, etc.) Ball Carriers, jump over the hurdle when traveling across to your teammates.

2 Cone Creatures

Scatter a bunch of cones in between the 2 lines – the more, the better. The cones are defenders. Ball carriers, fake and dodge the cones as you travel across.

3 Breaking Away

(Create a large [30X30 paces] activity area. Students in pairs, each pair with a ball, and all wearing flag belts.) One partner is the Ball Carrier, and the other is the Tackler. On signal, the Ball Carrier runs away from their partner (Tackler), who does 5 jumping jacks. Then, Tacklers, chase your Ball Carrier, and try to pull their flag. If your flag is pulled, Ball Carriers, give the ball to your Tacklers, and do 5 jumping jacks, reversing roles. Note that “tackling” means flag pulling, not dragging them down!



FUN FACT

In the 1929 Rose Bowl game between Georgia Tech and California, Roy Riegels scooped up a fumble, got spun around by a tackler and started sprinting...in the wrong direction! A teammate finally tackled him at the 1-yard line. They lost by 1 point. The press gave him the nickname **Wrong Way Riegels**, and covered it so heavily that it is considered a turning point in the general popularity of college football.

STANDARDS ADDRESSED

NASPE

#1, 2 Ball carrying, taking hand-offs

#3, 4 Cardiovascular endurance

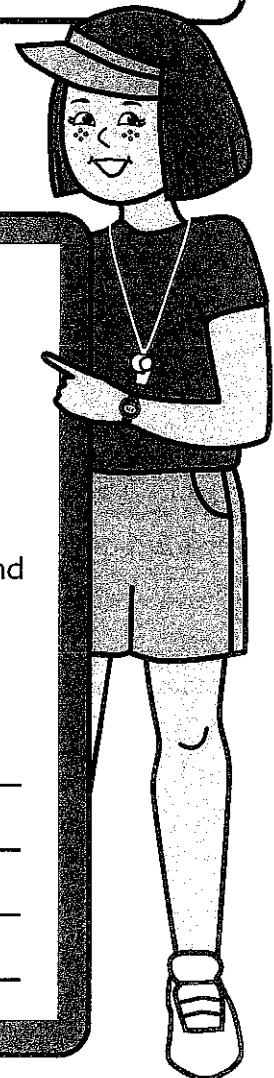
#5, 6 Cooperation, accepting challenges

Your State (Write in here)

PAULA'S POINTERS

- Practice the traveling pattern before giving groups a ball.
- This activity is very aerobic. Therefore, practice in short intervals (i.e., 1-2 minutes). Between intervals, review cues and change groups.

NOTES



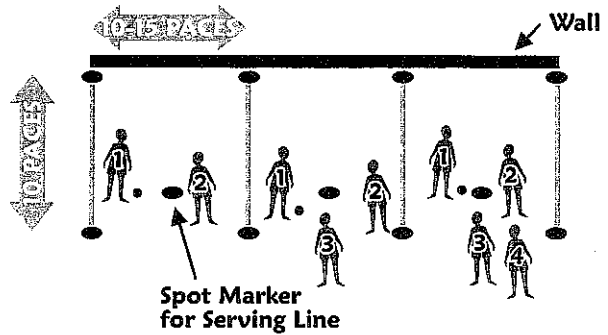


Ready...

- 1 utility ball per 2-4 students
- 10-15 paces of wall space per 2-4 students
- 3 spot markers per 2-4 students, plus 2 more

Set...

- Create 1 medium (10-15 paces) court along a wall per group of 2-4.
- Place spot marker 10 paces back from wall to mark a serving line.
- Create groups of 2-4 at each court; each group with a ball.
- Students numbered 1 and 2 (3 and 4 if appropriate).



GO!

1. The object is to kick the ball to the wall.
2. Student #1 begins by “serving” (kicking) the ball against the wall from behind the serving line.
3. Student #2 follows the ball as it rebounds against the wall, and attempts to kick it back to the wall. Students #3 and #4 (if applicable) follow.
4. Players continue to kick the ball back and forth until someone fails to kick it, or misses the wall completely. When this happens, begin with a new “serve.”
5. If the Server makes the error, the serve goes to the next higher number player and the order of kicking shifts.
6. Continue until signal.

CHALLENGES

- ★ How many kicks can your group make without an error?
- ★ How far from the wall can your group stand and still keep a rally going?
- ★ How close?

CUES

- ★ Remember the kicking order. Be ready!
- ★ Move out of the way once you have kicked.
- ★ Use the inside of your foot for more accurate kicks.

★ SPARK™ IT UP!

★ Get the Point

Rather than cooperative play, this one adds a little competition. Server scores a point if any player fails to kick it or reach the wall. If Server makes the error, the next higher number becomes the new Server.

★ Doubles

(Students in pairs.) Players on the same team must alternate kicks. Score the same as when playing 1 on 1.



HOME

Did you know that at home you can “kick back” 3X and never repeat yourself? Huh? First, SPARK’s Kickback activity is a game you can play at home. “Kick back” also means to give something back – like helping out with chores around the house. Finally, “kicking back” means to sit down, get a healthy snack, and relax. So go play Kickback; then kick back to your folks; then go kick back for the rest of the day!

● STANDARDS ADDRESSED

NASPE

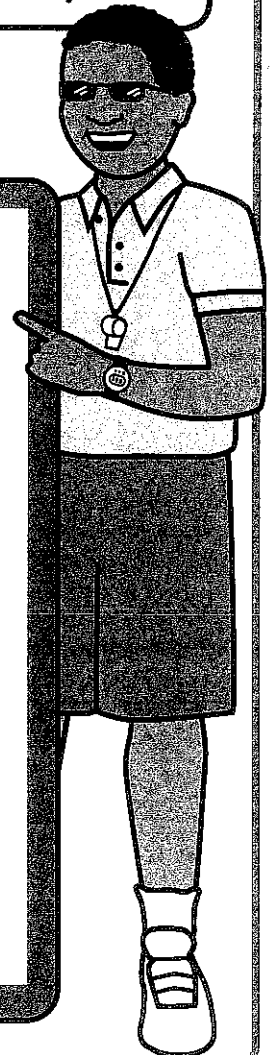
- #1, 2 Kicking
- #2, 6 Offensive game strategies
- #3, 4 Cardiovascular fitness
- #5, 6 Cooperation, fair play

Your State (Write in here)

TONY’S TIPS

- Allow students to choose their own groups. Like-skilled players work best for this activity.
- Offer a variety of sizes and types of balls to provide choices for students.

NOTES



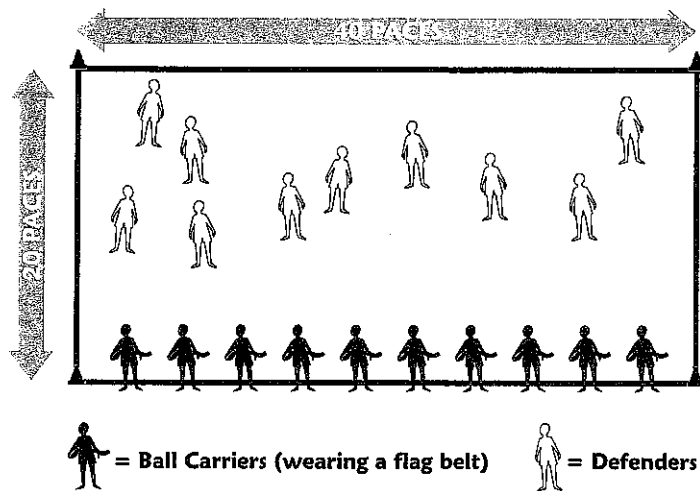


Ready...

- 1 football per 2 students
- 1 flag belt or scarf per 2 students
- 4 cones (for boundaries)

Set...

- Create large (20X40 paces) activity area.
- Form 2 groups; Ball Carriers and Defenders.
- Ball Carriers hold a ball, and wear the flag belt, and stand along 1 sideline.
- Defenders are scattered in middle of the area.



GO!

1. The object is for the Ball Carriers to run from 1 sideline to the other to score a touchdown, without having their flag pulled.
2. Those of you with a ball will run across the field to the other line when I say, "down, set, hike."
3. Defenders may not push, grab or shove the Ball Carriers, and you must stay on your feet when trying to pull a flag (no diving).
4. Ball Carriers are "down" if you fall, move out of bounds, or if a Defender pulls your flag.
5. If you make it across without having your flag pulled, you score 6 points.
6. If your flag is pulled, first, retrieve it, then hold it above your head to signal you are "down," and walk across the opposite sideline to get ready for the next play.
7. We'll switch roles/belts after 4 plays.

CHALLENGES

- ★ Ball Carriers, score 1 touchdown to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Galaxy All-Star!
- ★ Defenders, pull 1 flag to be a High School Standout; 2 to be a College All-American; 3 for All-Pro; and 4 makes you a SPARK All-Galaxy All-Star!

CUES

- ★ Defenders, stay on your feet.
- ★ Ball Carriers, fake and change directions quickly, and stay on your feet!
- ★ Ball Carriers, get your flag back to get ready for the next play.

★ SPARK™ IT UP!

★ Turn Around

Defenders, begin with your backs turned to the Ball Carriers. We'll give them a 2-second start, and on signal, "Defenders," you may turn and chase.

★ Partner Pull

(Students are in pairs; 1 the Ball Carrier and 1 the Defender.) Defenders, you may only pull your partner's flag. Defenders start along the midline between sidelines. Ball Carriers will be spread along 1 sideline. On "down, set, hike," Ball Carriers try to run to the opposite line, while Defenders try to pull your partner's flags.

★ Pedometer

(Need 4-8 pedometers. There should be an equal number of Defenders and Ball Carriers wearing pedometer.) At the end of 4 plays, all Defenders, add your steps together for a group score, and all Ball Carriers, total your steps. Which group took more steps?



HOME

Grab a friend and mark off a space in your yard. How many different flag pulling games can you invent? Do using different locomotor skills make a difference? How does changing the size of the activity area impact the game? Create a list describing your variations. Indicate which were the most fun. Send it to us at SPARK.

● STANDARDS ADDRESSED

NASPE

#1, 2 Spatial awareness, dodging, fleeing

#3, 4 Cardiovascular endurance

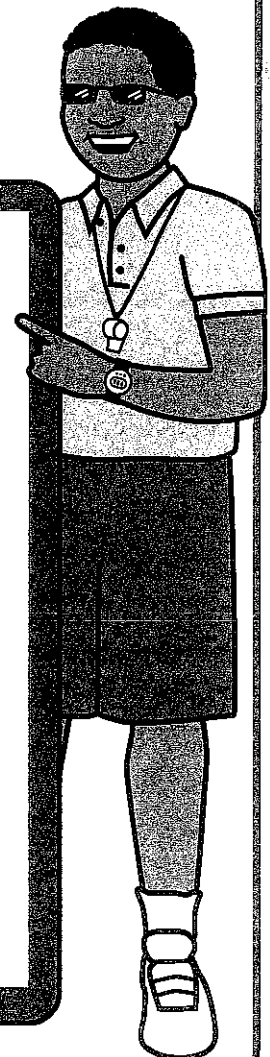
#5, 6 Cooperation, teamwork

Your State (Write in here)

TONY'S TIPS

- Monitor closely for students playing too rough or using too much body contact.
- If you have flag belts for all, use them all to save time exchanging belts.
- In the beginning, have all students skip instead of run. This slows the game down. Progress to running when students seem capable of playing within the parameters of safety (i.e., not falling, minimal body contact, etc.).

NOTES



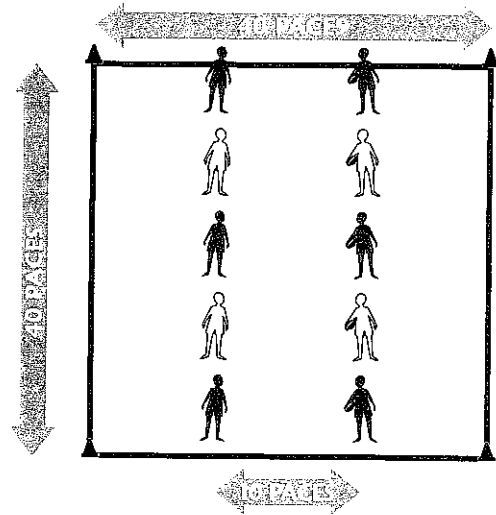


Ready...

- 1 ball per pair
- 4 cones (for boundaries)

Set...

- Create large (40X40 paces) activity area.
- Pair students in partner face-off formation (10 paces apart) toward midline of area; 1 ball per pair.



GO!

1. The object is to learn and practice the football punt.
2. *(Teach and demonstrate the punt.)*
 - In football, when you have not moved the ball at least 10 yards in 3 tries (downs), you have 1 last chance to either reach that "1st down" marker, or punt the ball sending it downfield, where the other team takes over on offense. A punt is a kick in which somebody drops a ball, and kicks it before it hits the ground.
 - *(Teach punting technique.)*
 - Stand with feet together, ball held with both hands waist high. Hold the pointed ends of the football at an angle so that when you drop it, you won't kick the pointed end.
 - As you step forward with your non-kicking foot, drop the ball out in front of you, and swing your kicking foot to meet the ball before it touches the ground.
 - Watch your pointed foot connect with the flat side of the ball.
 - *(Allow pairs to practice the punt back and forth from 15-20 paces apart. Partner A punts, Partner B catches, then punts back to Partner A. Continue for several minutes.)*

CHALLENGES

- ★ Can you punt the ball so it reaches your partner before it bounces?
- ★ How many punts can you and your partner make in 1 minute?

CUES

- ★ Drop the ball, don't throw it up.
- ★ Point your kicking toe.
- ★ Watch your foot connect with the ball.

* SPARK™ IT UP!

★ Step Back

Begin close to your partner. Each time a punt is caught, the receiver takes 1 step back. Work your way farther from your partner.

★ Punt Run Back

(Need 1 flag per student.) Begin 20 paces from your partner. Punt the ball to your partner, then try to pull their flag once they have control of the ball. Punt Receivers, try to run the ball past your partner. Switch roles after each punt.



HOME

The current record in the NFL for the longest punt is 98 yards by Steve O'Neal on September 21, 1969. Grab a football, and go to your local junior high or high school football field. Start at 1 goal line – 98 yards is just 2 yards shy of the other goal line. Punt the ball, and run to where it stops. Punt again from that point. How many punts does it take you to cover the distance of O'Neal's record?

STANDARDS ADDRESSED

NASPE

#1, 2 Punting, receiving

#5, 6 Cooperation

Your State (Write in here)

TONY'S TIPS

- Rotate partners often.
- Use foam footballs to increase safety.

NOTES

