

<p>K-5 Lesson plans</p>	<p><u>KDOE: Practical Living (P.E.): Academic Standards</u> 2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><u>KDOE: Practical Living (Health): Academic Expectations: 4.1:</u> Students effectively use interpersonal skills. (K-5th)</p> <p><u>KDOE: Practical Living (Living: Academic Expectations: (Health) 5.4:</u> Students use decision-making process to make informed decisions among options. (K-5th)</p> <p><u>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</u> Students use strategies for choosing and preparing for a career.</p> <p><u>KDOE: Practical Living (Health): 2.32:</u> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2nd)</p> <p><u>National Standards (NASPE)</u> See attached lesson plans for NASPE standards!</p>	<p><u>Vocabulary:</u> Transportation exercise Friends Peer pressure Locomotor Hand-off Carry Stretching Dynamic Static</p>	<p><u>Learning Targets (relate all targets to real life):</u> P.E.: I can perform physical movement skills correctly. (K-5th) Career: I can understand about careers in transportation. (K-5th) Health: I can explain why exercise is fun. (K-5th) Health: I can understand about the importance of making friends. (K-2nd) Health: I can understand about the importance of making friends. (K-2nd) P.E.: I can understand and resist peer pressure (3rd-5th). P.E.: I can perform various locomotor movements by staying in my personal space. (K-2nd) P.E.: I can hand off and carry a football. (K-5th) P.E.: I can cooperate with a partner by stretching. (K-5th)</p> <p><u>Tuesday-Thursday P.E. and Health Lesson Plans</u></p> <p><u>Mini lesson:</u> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><u>Warm-up:</u> (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p><u>Mini lesson (Health/Citizenship/Employability Traits):</u> Character word of the week on Power Point: The Golden Rule</p> <p><u>Mini Lesson: (Health):</u> See powerpoint why exercise is fun.</p> <p><u>Mini lesson: (KY Career Cluster):</u> See powerpoint about a career related to transportation (librarian).</p> <p><u>Warm-up:</u> (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. All students will learn about "dynamic" stretching before a workout and will complete one upper body and one lower body stretch. (K-3rd) Students will watch a video from Adventure to Fitness, if time permits.</p> <p><u>P.E. Activity #1:</u> (K-2nd) Locomotor Skills, Levels, and Directions & Pathways and Moves (Building a Foundation) pg. 9-15</p> <p><u>Differentiated Instruction:</u> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly</p>	<p><u>Daily Assessment:</u> X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p><u>Formative and Summative Assessments</u> X Entrance (flashback) and Exit Slips X Oral Questions <input type="checkbox"/> Student Self-Assessment</p>
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from the teacher or from peers. Advanced students: See challenges throughout the attached lesson.

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

P.E. Activity #2: (3rd-5th) Workout Buddies (Cooperatives, pg. 5) & Ball Carrying Drills (Football, pg. 9)

Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: See challenges throughout the attached lesson.

Assessment/Exit Slip: Students correctly performed a hand-off and was able to properly carry the football. Evidence in anecdotal records.

Mini lesson: Students in grades K-2nd will watch a video from brainpop titled "Friends". 3rd-5th grade students will watch a video from brainpop.com titled "Peer Pressure".

Cool down and Rewarding Positive Behaviors: Mr. Kuhn will pass out green tickets and/or white clip up tickets. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says?" or will review key vocabulary from the lesson.

Date: Friday, August 17, 2018

Topics: obstacle course (trust), kicking a ball, flexibility

Vocabulary: pathway, dynamic and static stretching, serving, rebounds.

KDOE: Practical Living

(P.E.): Academic Standards

2.34: P.E.: Students perform physical movement's skills effectively in a variety of settings.

National Standards (NASPE)
See attached lesson plans for NASPE standards!

I can statements: I can run and stand between two bases quickly. I can statically stretch various muscles. I can build my partners trust through a guided movement activity. I can kick a ball into a wall with correct form.

Large group instruction: Students will sit on the floor and will spend a few minutes review concepts learned earlier this week in PE.

Warm-up: Students will run 3 laps and will dance along with one or two Just Dance songs on the Activboard.

P.E. Activity #1& 2 Squirrels in the Trees (Games, pg. 7) & Flexibility (Building a Foundation, pg. 51) See attached lesson plan. (K-2nd)

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 perform various "Challenges" listed throughout the attached lesson.
Assessments/Exit Slip: Students will complete the Wrap It Up assessment at the end of the attached lesson. DOK 2: Compare and contrast static and dynamic stretching.

P.E. Activity #1& 2 Designated Drivers (Cooperatives, pg. 15) and Kickback (Recess Activities), pg. 21. See attached lesson plan. (3rd-5th)

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 perform various "Challenges" listed throughout the attached lesson.
Assessments/Exit Slip: Students correctly kicked the ball into the wall with correct form with a partner. DOK 2: Compare soccer and Kickback.

****Emergency Drills:** Open the door on the rolling cart.
On the top shelf is a first aid kit. Please take the emergency kit with you during any drill.

Drills:
**Fire drills: exit following the emergency exit plan & close doors (prevents spread of flames)
**Earthquake drills: doors open (you would be trapped if door is stuck), everyone gets under/tables including teachers
**Lockdown drills: Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.
**Tornado drills: File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.
**Evacuation drills: We will exit the building from either the playground area or funnel up by the water park. Typical evacuation will be via the playground for nearly every class.
**Emergency kits MUST go with the class on ALL drills. This includes the red/green +/- cards and the first aid kits.

Notes and Anecdotal records:

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Teacher: Clark Kuhn Subject: PE & Health Date: August 14, 2018 Topics: The Golden Rule, Sportsmanship, football, flexibility, friends peer pressure

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

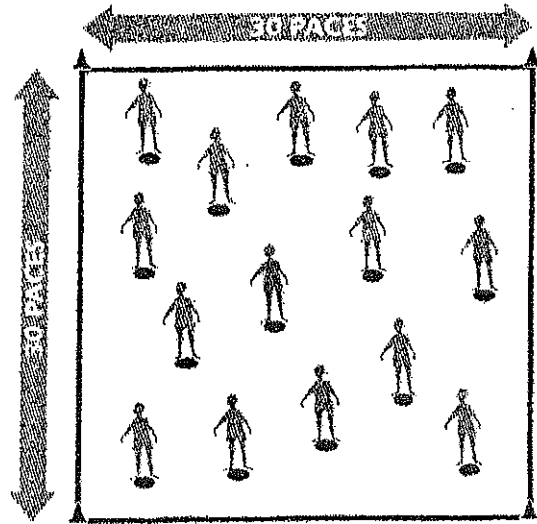


Ready

- 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.



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.

(continued)

- 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)

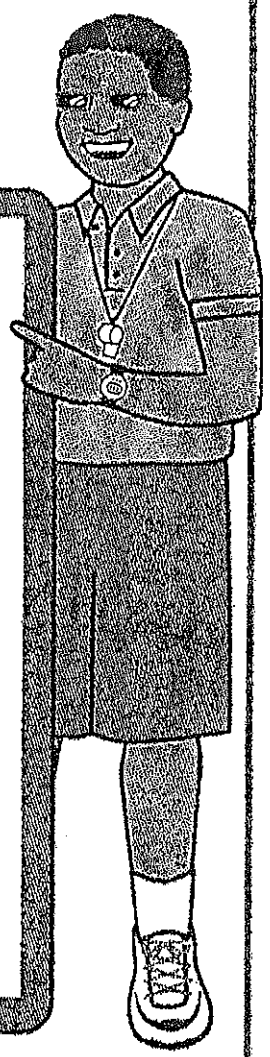
TONY'S TIPS

- 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



GRADES K-2

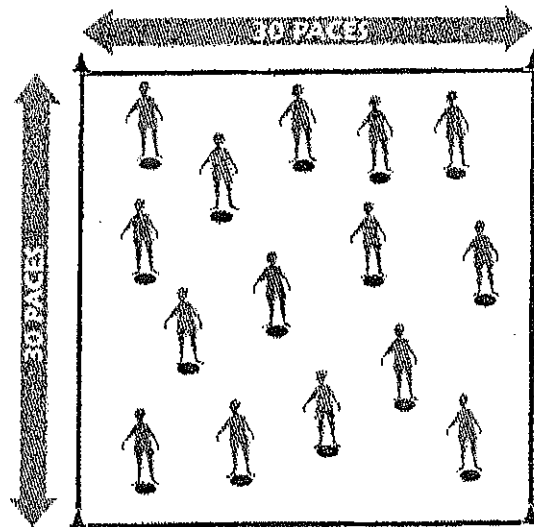


Ready

- 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.



**BUILDING A
FOUNDATION**

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...
 - o Walk in a straight line?
 - o Jog slowly in a zigzag pathway?
 - o Walk on tiptoes in a curved pathway?
 - o Gallop in a straight line? Change your lead foot and try again.
 - o 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)

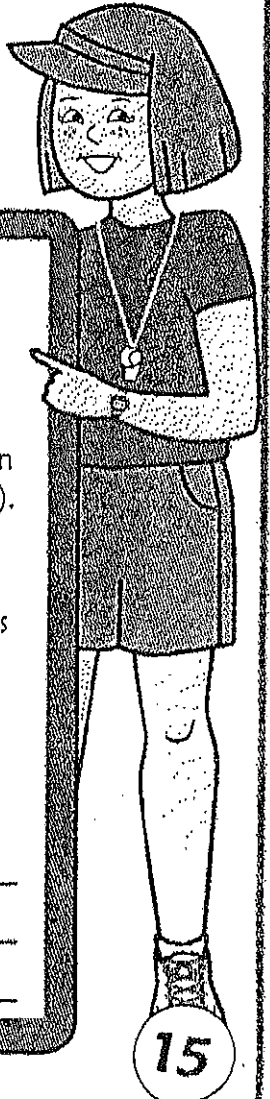
PAULA'S POINTERS

- 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...

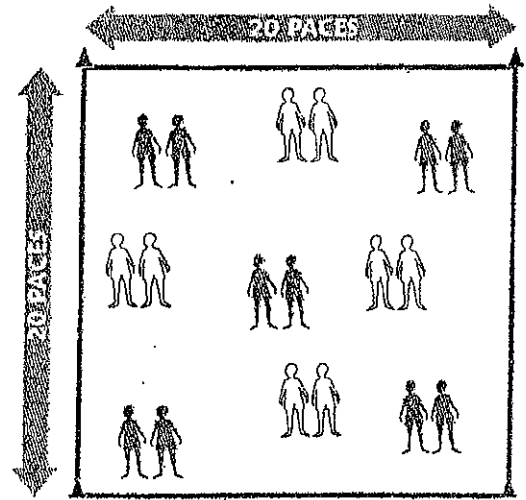
- 4 cones (for boundaries)
- *Sample Workout Buddies Activities*

Set...

- Create medium (20X20 paces) activity area.
- Pair students; scattered in area.

GO!

1. The object is to have fun and be active with different Workout Buddies during class today.
2. On signal, find a buddy. This buddy is your "_____ " buddy. (*Fill in blank with activities on Sample Workout Buddies Activities*). You will do that activity with this buddy. Anytime during PE, when you hear, "Find your _____ buddy," join them, and do that activity until the signal.
3. (*Complete 1 Workout Buddies activity.*)
4. Now, let's find a new Workout Buddy, and do a different activity.
5. (*Complete 3-4 Workout Buddies activities during this lesson, and add others periodically throughout this unit.*)



COOPERATIVES

CHALLENGES

- * When I call an activity, can you find your _____ buddy and get active before I count down from 5?

GUES

- * Call your buddy's name while looking.
- * Go to "Lost and Found" if you can't find your buddy.
- * Safety first – speed second.

* SPARK IT UP!

* Animal Adjectives

Travel to find your Workout Buddy, like an elated elephant, agitated armadillo, lazy lion, happy hippo, perky penguin, cranky crocodile, goofy gorilla, etc.

* Add On

(Allow partners to add 1, 2 or 3 activities to their initial partner Workout Buddies routine.)

* Travel Challenges

(Challenge students to find their Workout Buddies, using a variety of locomotor patterns, pathways, and movement directions. For example, hopping forward in a zigzag pathway, tip-toe backward in a curved pathway, or slide sideways in a straight pathway.)



HOME

Workout Buddies helps you commit to staying fit and healthy at home.

Parents, brothers, sisters, friends, aunts and uncles make great Workout Buddies. Pet hamsters and goldfish do not!

STANDARDS ADDRESSED

NASPE

#1 Various motor skills

#4 Participation in fitness activities

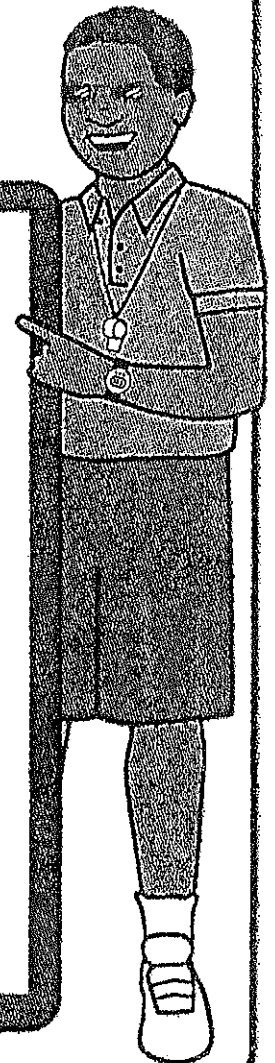
- #5, 6
Communication/cooperation

Your State (Write in here)

TONY'S TIPS

- This is great way to establish the routine of finding partners. Keep these buddies throughout the month, unit or year. Add more periodically. Remember to use them, so students don't forget them!
- If a buddy is absent, students come to a designated "Lost and Found" area to find another. If there is an odd number, you are a Workout Buddy, or students can work in 3s.

NOTES



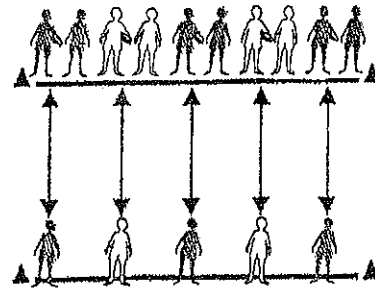
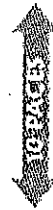


Ready...

- 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!

★ 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.

★ Cone Creatures

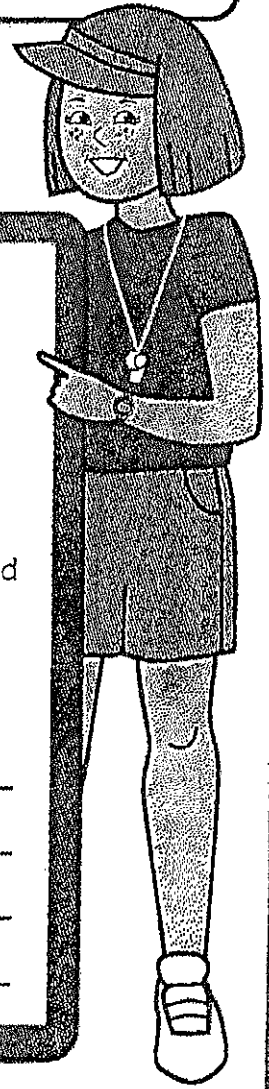
Scatter a bunch of cones in between the 2 lines – the more, the better. The cones are defenders. Ball carriers, fake and dodge the cones as you travel across.

★ 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



Thumb Wrestling	Thumb wrestle with your buddy.
Secret Handshake	Create your very own secret handshake.
Partner Stretch	Choose a stretch to do with your buddy.
Aerobic Activity	Choose an aerobic activity to do with your buddy.
Clay and Sculptor	1 buddy is the Sculptor; the other is the Clay. Sculptor molds Clay into a statue.
Bodybuilding	Do bodybuilding poses together.
Knee Tag	Face your buddy. On signal, both try to tag buddy's knee with your hand.
Toe Tag	Face your buddy, and hold their shoulders. On signal, try to tag buddy's toes with your toes.
Partner Stunt	Do a partner stunt with your buddy.
Talk About...	<i>(Choose a topic for them.)</i> Walk and talk about _____.
Add 1-4-Fun!	Ask students to work with their partners and create their own buddy activity.

GRADES 3-6

COOPERATIVES



Ready

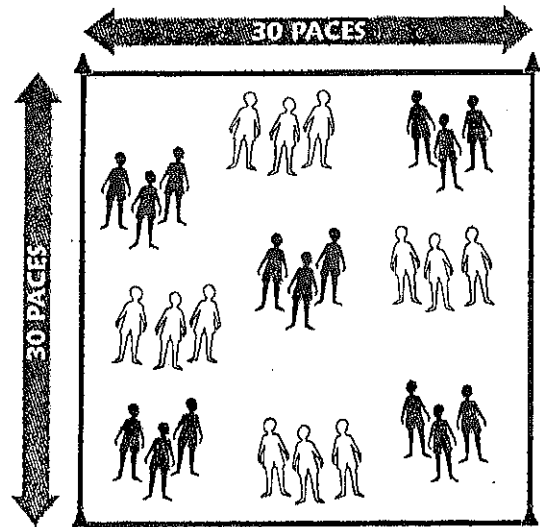
- 4 cones (for boundaries)
- Music and player

Set

- Create large (30X30 paces) activity area.
- Form groups of 3; scatter them within area.

GO!

1. The object of *Squirrels in the Trees* is for each squirrel to find a safe place between 2 Trees.
2. Two in your group are Trees; 1 is the Squirrel.
3. When the music starts, all Squirrels and Trees walk quickly through our "forest."
4. When the music stops, Trees should find another Tree, face each other, raise your arms and join hands (*demonstrate*).
5. Squirrels: Move quickly to find a safe place in the center of 2 Trees. Only 1 Squirrel per 2 Trees.
6. If another Squirrel arrives at a pair of Trees before you, it's theirs. Hurry to find a different Tree.
7. (*Have students switch roles every 3-4 rounds until all have had a chance to play both parts.*)
8. **Wrap It Up**
 - Who can name a pathway we used to find an open Tree?
 - Who helped a Squirrel find a safe home today?



SPARK IT UP!

★ (S) Park Ranger

Now pretend we're going for a hike in the park. Do you have your sunscreen on? I'm the *Park Ranger*, and you need to do exactly what I say when I say it to stay safe. When I say, "Take a hike!" fast walk anywhere inside our "park land."

(Practice saying "Take a hike!" until students respond correctly; then add on the following cues 1 at a time, frequently interspersing Take a Hike as your base command.)

Challenges. . .

Storm coming = Move to a low level and take shelter in a cave.

Bird watch = Point your binoculars on a pretty bird in the tree.

Falling branch = Stop and duck

Jump in the lake = Swim all around our activity area.

Gather wood = Pick up pieces of wood for a fire.

Leap the creek = Leap over the water.

Roast marshmallows = Hold your stick over the fire, and tap 1 foot.

Bees = Run away and scatter!

Buddy up = Pair with someone nearby.



ACADEMIC

Language Arts

(Read A House is a House for Me by Mary Ann Hoberman, and discuss the types of homes animals and people in different parts of the country and world live in.)

STANDARDS ADDRESSED

● NASPE

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

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

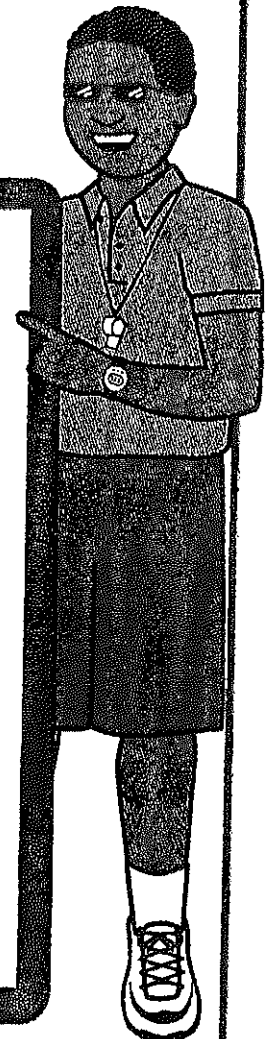
#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

Your State (Write in here)

TONY'S TIPS

- Compliment pairs who "grow big Trees," and Squirrels who "scurry" without bumping or pushing.
- If you have an odd number of students, 3 may form a Tree (house) together.
- For Ks, Trees remain stationary and only Squirrels move. Squirrels return to the same Tree each time.

NOTES



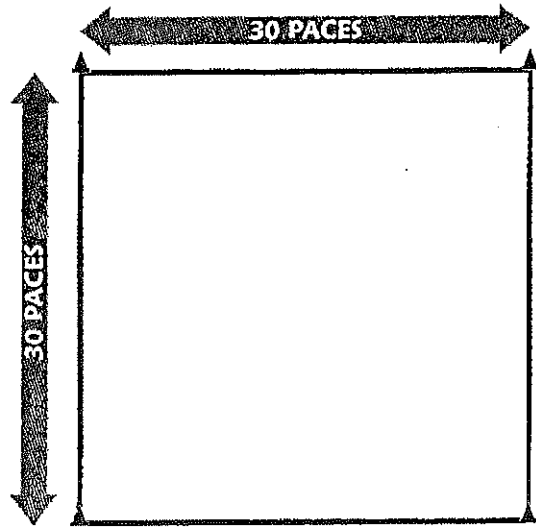


Ready

- 4 cones (for boundaries)
- Either play *Rock and Roll* from Lesson 9, or choose a tag game from Lesson 12; then gather the appropriate equipment
- Music and player

Set

- Create a medium (30X30 paces) activity area.



GO!

1. Introduction to Flexibility

- Can you name a joint of your leg (*ankle, knee, hip*)? **Flexibility** is how much your joints can bend and straighten. It is good for your body to have flexible joints. To keep them flexible, you need to move them and stretch them.

2. Tag Game

- It is important to warm up our muscles before stretching. Stretching a “cold” muscle may actually hurt you.
- We will play a tag game (or *Rock and Roll*) to warm up, then we'll learn and practice doing exercises that stretch both our muscles and joints.
- (*Play 5+ minutes of a tag game or Rock and Roll.*)

3. Stretch It!

- Let's pretend to be “rubber band people” while we gently stretch our muscles. Copy what I do, and I'll tell you the name of the muscle we are stretching. Hold your stretch to the “feel good” point. You should feel it, but stretching should never hurt. Our stretches are “static” meaning they are held steady. They are not “ballistic,” which is bouncy and may cause injuries.
- **Triceps (back of upper arm) Stretch** – Raise one hand overhead. Keep your elbow high, but drop your hand behind your head. With the other hand, gently pull the bent elbow down and behind your head. Can you hold it for a slow count to 15? Where do you feel the stretch? Try it on the other side. Which side is more flexible? Can you grab your hands behind your back with one elbow up and the other elbow down? Try the other side.
- **Pectorals (chest) Stretch** – Clasp your hands behind your back. Can you slowly lift them up and away from your body?

FLEXIBILITY

GO! (continued)

- **Hamstring (back of upper leg) Stretch** – Stand with your feet together, bend your knees slightly, and slowly bend at the waist. Are your fingertips moving closer to your toes? When you are as low as you can go, we'll count slowly to 15. Can you reach a little lower now?
- **Quadriceps (front of upper leg) Stretch** – Balance on 1 foot and bend the other leg. Hold your foot with the opposite hand and gently pull it toward your bottom. Can you hold for a slow count to 15? Switch sides and hold. Which side is easier to stretch? Which side is easier to balance?
- **Calf (back of lower leg) Stretch** – Step and lean forward with 1 foot. Press your back heel into the floor. Point your back foot, toes forward. You are stretching the back leg's calf muscle. Hold for slow count to 15. Where do you feel the stretch? Switch front feet and repeat on your other leg.

4. Wrap It Up

- Which skills or sports might you perform better with flexible muscles and joints?
- Let's review today's key words and phrases while we stretch.

* SPARK™ IT UP!

* Playground Fitness

(The following stretches may be performed using playground equipment.)

- **Pectoral Bar Stretch:** Stand between 2 vertical bars and hold 1 with each hand. Lean forward between the bars to stretch shoulders and pectorals.
- **Lunge:** Take a giant step with 1 foot up to a step/platform (about a foot or so high) and lunge forward to stretch the front of the back leg.
- **Shoulder and Back Stretch:** With both hands, grab a low bar (about waist high) and lean over so hands, shoulders and head are all even with your waist. Lean gently from side to side to feel the stretch in your back.

* Fitness Stations

(Make cards showing the different exercises instructed in today's class, and post them throughout your teaching environment.) The exercises we learned today are on cards posted around our room (classroom, gym, playground, etc.). I'll combine 2 workout buddies to make groups of 4, then send your group to a station. When the music plays, practice the activity at the station. When it stops, everyone in your group moves this way (*point*) to the next station. We'll keep going until you've circled our room at least once.

* Add 1 for Fun

Add non-exercise stations (e.g., dribble a ball, toss and catch a beanbag, jump over ropes laid on the floor, etc.).

FLEXIBILITY

STANDARDS ADDRESSED

- **NASPE**

#1, 2 Spatial awareness, nonlocomotor skills, balance

#3, 4 Flexibility, 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)



HOME

Yoga (or "power stretching") is a fun activity that helps improve muscular strength and flexibility. Borrow a "yoga for children" DVD from your library and try it with your family. Have fun learning new poses and ways to stretch together.

GRADES K-2

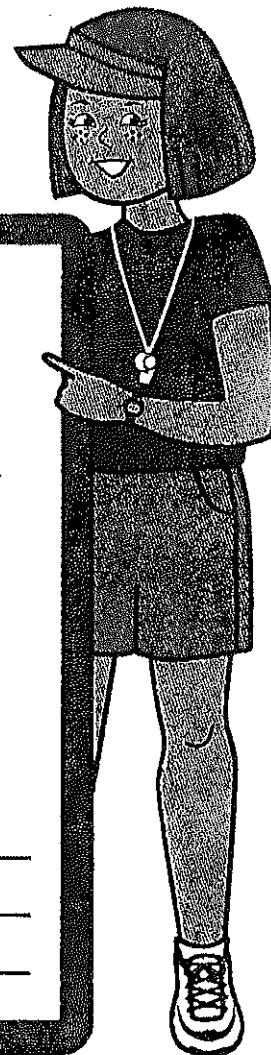
PAULA'S POINTERS

- Ensure students are warmed up prior to stretching.
- Continue to use these stretches throughout the year during cool-down and closure.
- Before or after class, name and locate the major muscles of the body.

Vocabulary

Vertical, clasp, opposite, injuries

NOTES



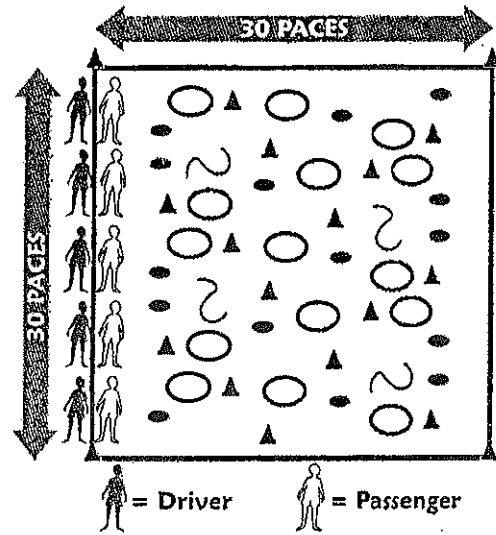


Ready...

- 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.

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.

COOPERATIVES

GRADES 3-6

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

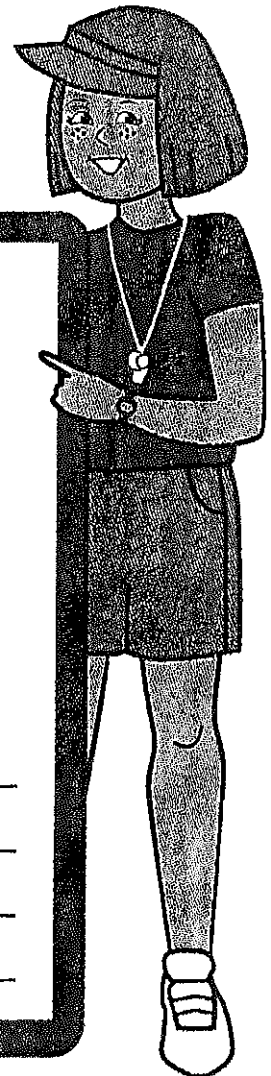
Cooperation/communication and trust

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



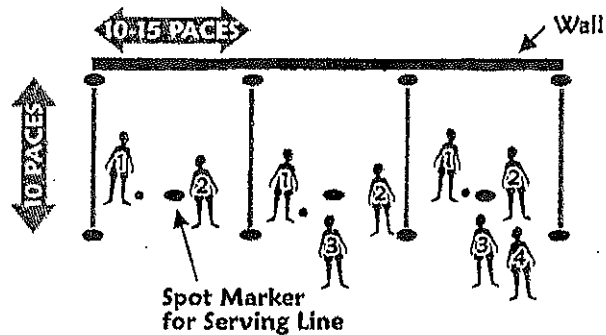


Ready...

- 1 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.

★ 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

