

# K-5<sup>th</sup> Lesson plans

<p><b>KDOE: Practical Living (P.E.): Academic Standards 2.34:</b> P.E.: Students perform physical movement's skills effectively in a variety of settings.</p> <p><b>KDOE: Practical Living (Health): Academic Expectations: 4.1:</b> Students effectively use interpersonal skills. (K-5<sup>th</sup>)</p> <p><b>KDOE: Practical Living: Academic Expectations: (Health) 5.4:</b> Students use decision-making process to make informed decisions among options. (K-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Studies (Consumerism): Academic Expectations: 2.30:</b> Students evaluate consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)</p> <p><b>KDOE: Vocational Studies (Career Studies): Academic Expectations: 2.36:</b> Students use strategies for choosing and preparing for a career.</p> <p><b>KDOE: Practical Living (Health): 2.32:</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)</p> <p><b>KDOE: Practical Living (Health): 4.1:</b> Students effectively use inter-personal skills. (3<sup>rd</sup>-5<sup>th</sup>)</p>	<p><b>Vocabulary:</b> Consumer decisions, culture, peers, media, fats, protein, diligence,</p>	<p><b>Learning Targets (relate all targets to real life):</b>  <b>P.E.:</b> I can perform physical movement skills correctly. (K-5<sup>th</sup>)  <b>Health:</b> I can define and provide an example of the word diligence. (K-5<sup>th</sup>)  <b>Health:</b> I can provide an example of a healthy snack. (K-5<sup>th</sup>) I can give a side effect of a diet too high in sugar. (K-5<sup>th</sup>)  <b>Consumerism:</b> I can explain how others influence our buying decisions. (K-5<sup>th</sup>)  <b>Vocational Studies:</b> I can give an example of a career from the education and training cluster. (K-5<sup>th</sup>)</p> <p><b>P.E.:</b> I can follow directions and move in various tempos, pathways, and locomotor movements. (K-2<sup>nd</sup>) I can move and identify body parts. (K-2<sup>nd</sup>) <b>P.E.:</b> I can score a touchdown by completing a pass. (3<sup>rd</sup>-5<sup>th</sup>) I can move the football to the hole using punts, passes, or pitches. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><b>Warm-up:</b> (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 two laps as a warm up.</p> <p><b>Mini lesson (Health/Citizenship/Employability Traits):</b> Character word of the week on Power Point: Review integrity and introduce diligence. Set goals and work hard to achieve them. DOK #1: Define the meaning of the word diligence. DOK #2: Compare and contrast citizenship and diligence.</p> <p><b>Mini Lesson: (Health):</b> Healthy food of the week (peanut butter) versus a negative side effect of sugar and an example of a food (ice cream) that is high in sugar. DOK #2: Compare and contrast healthy food choices and foods that are high in sugar.</p> <p><b>Mini lesson: (KY Career Cluster):</b> I will show the students the career cluster poster and introduce students to careers within Education and Training. Remind students about Monday's guest speaker: Bullitt County History Museum! Review the content discussed from the previous Monday's guest speakers. DOK#2: Compare and contrast a career in education with a career in transportation.</p>	<p><b>Daily Assessment:</b></p> <ul style="list-style-type: none"> <li>X Observation</li> <li>X Oral responses</li> <li><input type="checkbox"/> Self-Evaluation</li> <li><input type="checkbox"/> ORQ</li> <li>X Whole Class</li> <li>X Small Group</li> <li>X Individual</li> </ul> <p><b>Formative and Summative Assessments</b></p> <ul style="list-style-type: none"> <li>X Entrance (flashback) and Exit Slips</li> <li>X Oral Questions</li> <li><input type="checkbox"/> Student Self-Assessment</li> </ul>
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Teacher: Clark Kuhn Subject: PL/V/S Week: September 13<sup>th</sup>, 16<sup>th</sup>, 2016 (Friday sub plan) Topics: Football, movement concepts, groups, making bridges, diligence, consumer decision

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

**Mini lesson: (Consumerism):** Critical vocabulary: Review the meaning of the word consumer decision. Introduce the concept of culture, peers, and media. DOK #2: Explain how others influence our buying decisions.

**Warm-up:** (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-5th) Students will watch a video from Adventure to Fitness. Students will watch from 26-33 minute mark.

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Pairs Combining Movement Concepts, See attached lesson plan!

**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: Give them time to brainstorm their own unique movements, pathways, or tempos.

**Assessments/Exit Slip:** Students will demonstrate 8 different locomotor movements. DOK 2: Compare and contrast galloping and skipping.

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) “Grouping and Making Bridges” See attached lesson plan!

**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many bridges can you fast walk around in 30 seconds? How quickly can you skip around 5 bridges? Freeze at a low level when finished. How many bridges can you travel under in 30 seconds?

**Assessments/Exit Slip:** DOK 1: What is the difference between over and under? Next to and through? Behind and in front? Forward and backward?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Air It Out, see attached lesson plan.  
**Differentiated Instruction:** Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How fast can you and your partner score? Can you and your partner beat your previous time?

**Assessments/Exit Slip:** Students will demonstrate how to pass the football and score a touchdown. DOK #2: Compare and contrast the pitch and the punt.

**P.E. Activity #2:** Intermediate: Football Golf (3<sup>rd</sup>-5<sup>th</sup>) see attached lesson plan!

**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:** Can you jog after the ball each time you punt, pass, or pitch? How quickly can you move to the next hole?

**Assessments/Exit Slip:** Students demonstrated the punt, the pass, and the pitch. DOK 2: Compare and contrast the pass and the pitch.

**Mini lesson (Careers):** Students will watch a video titled “exercise” from brainpopjr.com (K-2<sup>nd</sup>). DOK 1: Name a benefit of exercise. Students will watch a video from brainpop.com titled “football”. (3<sup>rd</sup>-5<sup>th</sup>) DOK 2: Compare and contrast basketball and football.

**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.

**FRIDAY (3) PL/V/S Lesson Plan:**

**Topics:** cooperative games, flexibility, partner activities, kicking, balance

**Vocabulary:** Static stretching, cooperation, serve, obstacles

**Learning Targets (relate all targets to real life):**

**P.E.:** I can cooperate with others and help them perform the game correctly. (K-2<sup>nd</sup>)

**P.E.:** I can correctly perform flexibility exercises (K-2<sup>nd</sup>)

**P.E.:** I can give verbal directions to help my partner through obstacles. (3<sup>rd</sup>-5<sup>th</sup>)

**P.E.:** I can correctly serve a ball by kicking it. (3<sup>rd</sup>-5<sup>th</sup>)

**Friday only: Mini lesson:** (P.E.) Check attendance and check to see if students are wearing the correct type of shoes.

**KDOE: Practical Living**  
**(P.E.): Academic**  
**Standards 2.34:** P.E.: Students perform physical movement's skills effectively in a variety of settings.  
**NASPE Standards:** See attached lesson plans!

**Friday only: Warm-up:** Students will run two warm up laps.  
**Friday only: Mini lesson (Spiral Review):** Review concepts taught earlier in the week from consumerism, healthy food choices, career cluster, character trait, PE vocabulary.  
**Friday only: P.E. Warm-up Activity:** Students will dance to 2-3 songs from Just Dance on youtube.com.

**Friday only: P.E. Activity #1:** Primary: Squirrels in the Trees. See attached lesson plan! (K-2<sup>nd</sup>):

**Friday only: 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: They will come up with their own variations of the game by adding their own ideas for gameplay.

**Friday only: Assessments/Exit Slip:** Who can name a pathway we used to find an open tree? Who helped a squirrel find a safe home today? DOK 2: Compare and contrast the role of the squirrel and the tree.

**Friday only: P.E. Activity #2:** Primary (K-2<sup>nd</sup>): Flexibility, see attached lesson plan!

**Friday only: 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: They made brainstorm and come up with their own unique flexibility exercise.

**Friday only: Assessments/Exit Slip:** Which skills or sports might you perform better with flexibility muscles and joints? DOK 2: Compare and contrast dynamic and static stretching.

**Friday only: P.E. Activity:** Intermediate: Designated Drivers, see attached lesson plan (3<sup>rd</sup>-5<sup>th</sup>):

**Friday only: 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: 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.

Teacher: Clark Kuhn Subject: PL/V/S Week: September 13<sup>th</sup>- 16<sup>th</sup>, 2016 (Friday sub plan) Topics: Football, movement concepts, groups, making bridges, diligence, consumer decision

			<p><b>Friday only: Assessments/Exit Slip:</b> Students will give an example of a strategy that they used to get their partner through the maze of "road hazards." Compare and contrast the strategies used in the game today and with the sport of football.</p> <p><b>Friday only: P.E. Activity:</b> Intermediate: Kickball (3<sup>rd</sup>-5<sup>th</sup>):</p> <p><b>Friday only: Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers.</p> <p>Advanced students: Advanced students: 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?</p> <p><b>Friday only: Assessments/Exit Slip:</b> Students will explain how they played the game and the strategies that were used in the game "kickball".</p> <p><b>DOK 2:</b> Compare and contrast baseball and kickball.</p> <p><b>Static Stretching (Cool Down) and Rewarding Student Behavior:</b></p> <p>Students will walk a cool down lap prior to exiting the gym and line up at the door.</p>	
			<p><b>**Emergency Drills:</b> 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.</p> <p><b>Drills:</b></p> <p><b>**Fire drills:</b> exit following the emergency exit plan &amp; close doors (prevents spread of flames)</p> <p><b>**Earthquake drills:</b> doors open (you would be trapped if door is stuck), everyone gets under desks/tables including teachers</p> <p><b>**Lockdown drills:</b> Call phone tree, turn off lights, lock door, cover door window, put students in safe corner out of sight, and take roll.</p> <p><b>**Tornado drills:</b> File into the hallway, head covered...this will take some maneuvering with class sizes that have changed.</p> <p><b>**Evacuation drills:</b> 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.</p> <p><b>**Emergency kits MUST go with the class on ALL drills.</b> This includes the red/green +/- cards and the first aid kits.</p>	

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

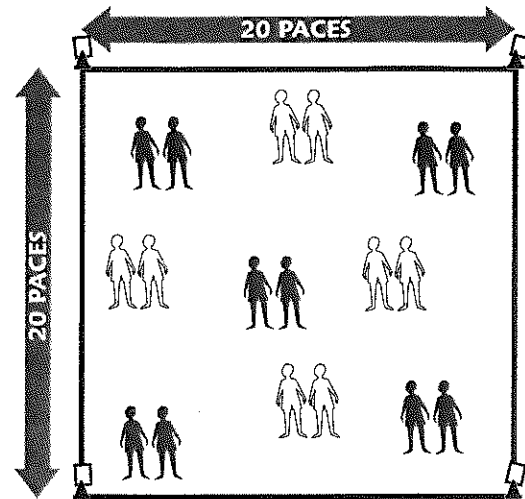


## Ready

- 4 cones for boundaries
- 3 Movement Cubes (locomotor skills, levels and directions, pathways, and tempos)
- *Traveling Skill Cards* (Locomotor, direction, pathways, levels, and tempos) ([SPARKfamily.org](http://SPARKfamily.org))
- Music and player

## Set

- Create medium (20X20 paces) activity area.
- Place a *Locomotor Skill Card* on 1 corner cone, then move clockwise and place a *Pathway Skill Card* on the next corner cone.
- Continue around placing a *Level* and a *Tempo Skill Card* on the final 2 corner cones. (Have alternate *Skill Cards* to exchange with these later.)
- Play *Back-to-Back* to pair students.
- Scatter pairs within area.



**BUILDING A  
FOUNDATION**

## GO!

### 1. Rock and Roll in Pairs

- Let's *Rock and Roll*; this time with a partner.
- We'll roll 3 Movement Cubes, and you and your partner do the movement patterns together.
- (*Begin slowly to integrate a warm-up. Start with 2 or 3 Cubes and sequence 3 or more movements. Prompt in challenge language; e.g., "Can you gallop – slowly – at a medium level – in a curved pathway?"*)

### 2. Follow the Leader

- In *Follow the Leader*, one of you is the first Leader, the other follows. Decide now.
- On my signal, Leaders lead Followers inside our area. We'll begin by walking.
- Next, I'll call a direction. Leaders move in that direction; Followers follow.
- Next, I'll add a pathway. Leaders move in that pathway; Followers follow.
- We will continue for levels and tempos, too.
- Switch roles (Leaders and Followers) each round.
- Stay near your Leader, but not so close that your legs get tangled. Watch where you're going.
- (*Play several rounds.*)

# PAIRS COMBINING MOVEMENT CONCEPTS

## GO! (continued)

### 3. Partner Chase

- Both partners move at low level. You are both frogs looking for a lily pad. Crouch down and jump together to find your lily pad.
- Both partners move at high level. Both are tall monsters trampling over cars!
- Let's play *Partner Chase*. Everyone hold up 2 fingers (*index and 3<sup>rd</sup>*). Use them to tag yourself in a nice way. It is not a stab, a slap, or a push; it's a gentle touch. This is how you will tag your partner: between the waist and shoulders.
- One partner moves at high level, the other low. High is a cat, the other a mouse! Who would chase whom? Go!
- One partner moves at medium level, the other high. High is a giraffe and medium is a tiger. Who would chase whom? Go!
- One partner moves at high level, the other low. High is a T-Rex, low is a Stegosaurus! Who would chase whom? Go!

### 4. Corner Add-On

- Walk the perimeter with your partner. The perimeter is the outside boundary of our area. When you arrive at this corner (*point to the one with Locomotor Skill Cards*), read the card. If it says, "Run," run to the next corner.
- At the next corner, read the Pathway Skill Card. If it says "Curved," run in a curved pathway next corner.
- The 3<sup>rd</sup> corner will add a level, and the 4<sup>th</sup> a tempo (speed).
- When you have read all 4 cards and are putting together 3 movement concepts, continue around the outside of our activity area, or the perimeter.
- I will change the cards every minute or so to change the ways we move!

### 5. Wrap It Up

- Which locomotor movements did you use? Which levels? Pathways? Directions? How well did your Leader lead you? Were they easy to follow? Why or why not?
- (*While stretching*) Did you take turns with your partner today? Soon, we'll have equipment to share. I'll be watching and complimenting students who take turns with their equipment, and play well with different partners.
- Let's review today's key phrase while we stretch.

# PAIRS COMBINING MOVEMENT CONCEPTS

## \*SPARK™ IT UP!

### \* In the Middle

Once you have read all 4 cards and know how to move, move inside our boundaries until your hear my signal to return to the perimeter.

### \* Snakes and Lizards

(Play *Snakes and Lizards*, ASAP section, pg. 19.)



## WELLNESS

It's not only fun to play with a partner; it may be good for your health, too. A partner gives you someone to play catch with, ride a bike with, run with, and be your workout buddy. A partner can remind you to eat fruits and vegetables, get to bed early so you get plenty of sleep, and drink water instead of soft drinks. Be a good partner and a good friend.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, locomotor skills, pathways, levels, directions, 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, cooperates with a partner

● **Your State** (Write in here)

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### TONY'S TIPS

- Play each activity several times with new partners.
- To designate roles use familiar/local sport teams (e.g., 1 partner is a Yankee, the other a Met). Also try other familiar pairs (e.g., car and driver, dog and cat).

#### Vocabulary

Perimeter, sequencing, trampling

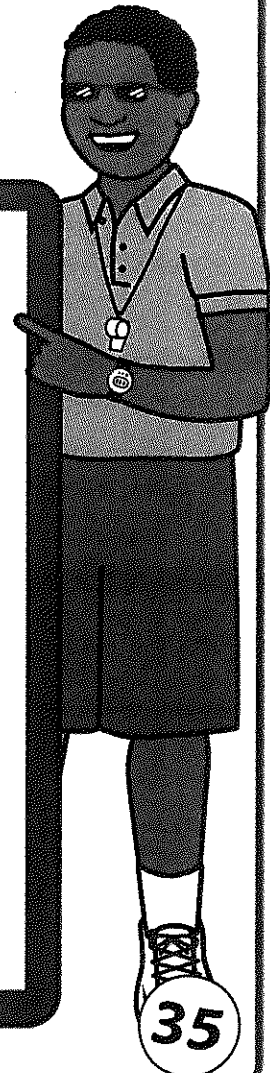
#### NOTES

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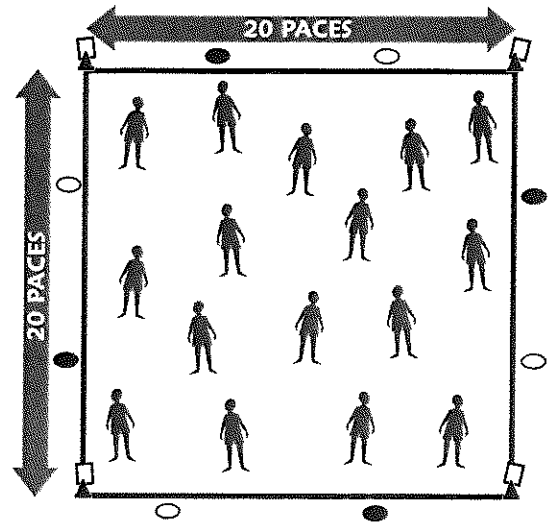


## Ready

- 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.
- H<sub>2</sub>O is a special way to say “water.” Keep H<sub>2</sub>O 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)

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## WELLNESS

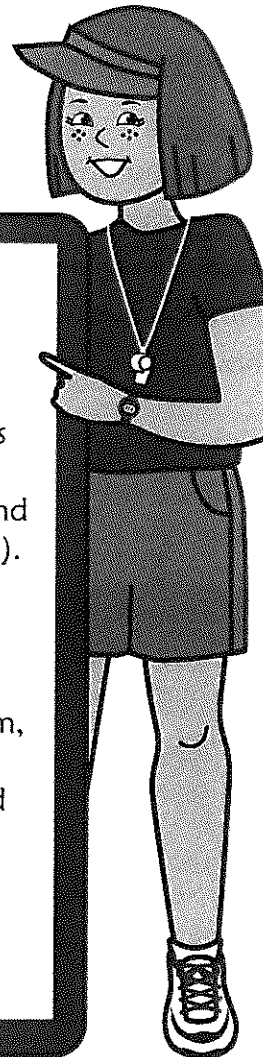
Why is doing activity more fun with a group of friends? Which activities do you like to do with friends? Ask a parent if you can sign up for a class, league, or sport away from school where you can be active with your friends – or make a few new ones!

## 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

H<sub>2</sub>O, mingle, function



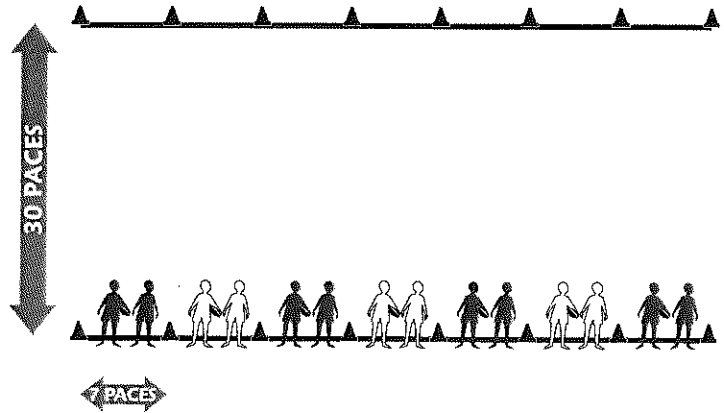


## Ready...

- 1 football per 2 students
- 16 cones (for boundaries)
- a stopwatch (for timing play)

## Set...

- Create 2 parallel lines, 30 paces apart. The length must accommodate all students standing in pairs. Give about 7 paces between pairs.
- Pair students all on 1 line; each pair with a football.



## GO!

1. The object is for you and your partner to score a touchdown by completing passes from 1 line to the other.
2. The partner with the ball begins as Quarterback; the partner without the ball begins as Receiver. On signal, you have 1 minute to score a touchdown. Receivers run a pass route toward the goal line, and Quarterbacks throw to Receivers.
3. If your pass is completed, Receivers stop where you catch the ball, and you and your partner switch roles. If your pass isn't completed, both of you do 5 Ski Jumps, Receivers retrieve the ball, and then you switch roles.
4. Score a touchdown (6 points) when you complete a pass over the end zone in the time limit.
5. Extra Point – pairs that score a touchdown have 10 seconds to try for an extra point. Place the ball 5 paces from the goal line, and make 1 last play to score.
6. After each minute, I'll give you all 30 seconds to huddle up and strategize, check heart rates, etc., before we begin again in the other direction.

### CHALLENGES

- ★ I will time you. How fast can you and your partner score?
- ★ Can you and your partner beat your previous time?

### CUES

- ★ Shorter passes may help you move the ball more quickly.
- ★ Quarterbacks, remember a good pass is 1 that is caught.
- ★ Receivers, don't run routes out of the range of your Quarterback's throwing distance.

# SPARK™ IT UP!

## ★ Vary the Distance

(Allow pairs to increase or decrease the distance between the 2 lines to bring the challenge to their level.)

## ★ Back and Forth

Start back in the other direction immediately after scoring a touchdown. How many can you score in 2 minutes?

## ★ Defenders

(Groups of 3.) We'll add a Defender. Quarterbacks and Receivers still try to score a touchdown as before. Defenders attempt to knock down or intercept passes. We'll play for 2-3 minutes. Quarterback and Receivers, start back in the other direction when you score on 1 side. We'll switch Defenders every 2-3 minutes.

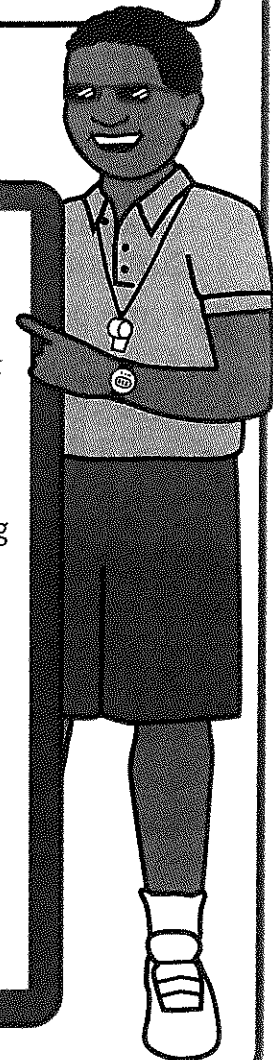
## ★ Pedometer

(Need 1 pedometer per pair.) Play until you reach the endzone. Check your pedometers, reset, play again, and try to beat your previous step count with a higher one.



## WELLNESS

To "Air it out," in football means throwing the ball as far as you can. Another meaning of "air it out" is to honestly talk with someone about your feelings. If you need some help or have a problem, sharing your feelings with someone you trust not only helps you feel better, but also gives them more information on how to help. Remember, feelings and emotions are real, so don't keep them inside too long.



### STANDARDS ADDRESSED

#### NASPE

#1, 2 Passing, catching

#2 Offensive strategies

#3, 4 Cardiovascular endurance

#5, 6 Cooperation, teamwork

**Your State** (Write in here)

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### TONY'S TIPS

- Prior to timing play, review rules and allow pairs to practice different types of pass patterns (i.e., down and out, button hook, fly route, etc.).
- Discuss advantages of throwing long passes versus short passes. Completed long passes may score quicker, but if incomplete they waste valuable time. Short passes may not score touchdowns as quickly, but are easier to complete.
- Provide opportunities for students to work with different partners.

### NOTES

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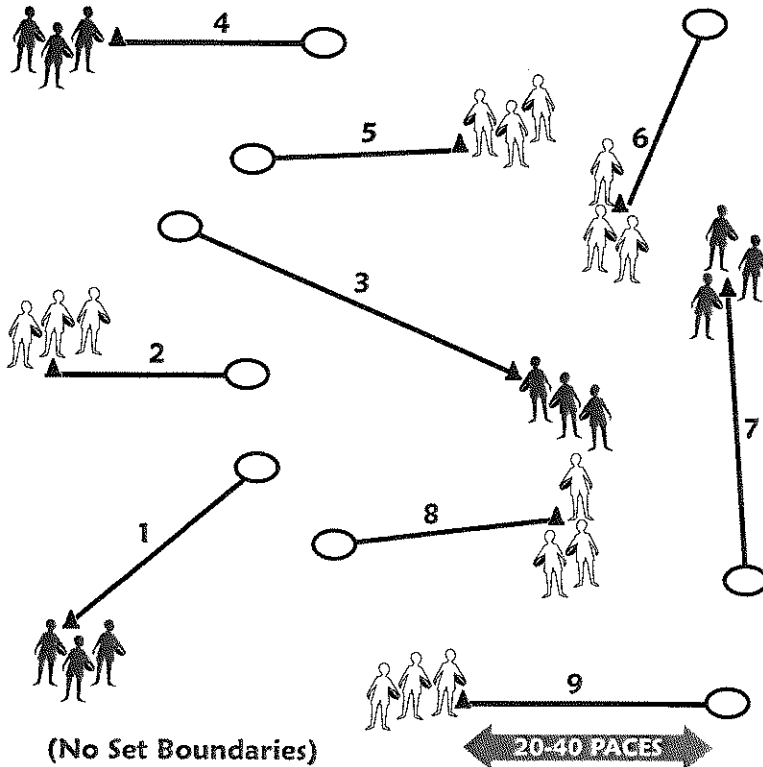


## Ready...

- 1 football per student
- 9 hoops
- 9 cones

## Set...

- Set up 9 "holes" by using cones to mark tee and hoops to mark the "hole." The distance between each cone and hoop should be 20-40 paces.
- Form groups of 3-4 spread out over the course of 9 holes; each student with a football.



## GO!

1. The object is to get your football to the hole in as few punts, passes and pitches as possible.
2. You have finished the hole when your ball has touched the inside of the hoop. It doesn't have to stay there.
3. To begin a hole in golf, you "tee off." In Football Golf, you will use a punt to do this. You "approach" (get closer) the hole with a pass, and "putt" (when you are within 10 paces) using a pitch.
4. Play the ball from the point where it stopped rolling.
5. The game is over when each group has returned to their starting hole.

### CHALLENGES

- ★ Can you jog after the ball each time you punt, pass or pitch?
- ★ How quickly can you move to the next hole?

### CUES

- ★ Move to the next hole as a group.
- ★ If another group is still playing the hole, wait until they are done. Don't pass other groups.
- ★ Take your next shot from where your football stops rolling.
- ★ Keep track of your own number of strokes.

# \*SPARK\* IT UP!

## ★ Team Play

Each group keeps a collective score of the strokes. In other words, after each hole, add everyone's strokes together.

## ★ One Skill Only

Designate 1 skill to be used exclusively on a particular hole. For example, hole #1 – passing only, hole #2 – punting only, and hole #3 – pitching only.

## ★ Best Ball

Everyone in the group takes turns punting, passing or pitching their ball toward the hole. Determine the best shot from all the shots in the group. Gather your ball, and everyone take their next shot from that spot. Continue until someone holes out.



## HOME

Grab a flying disc and a football. Go to the park, and set up 4-5 golf holes using natural obstacles (trees, rock, lamp posts, etc.). Play 1 round with the football (punting, passing and pitching). Keep your score. Play a second round with the flying disc. Which piece of equipment did you do better with? Why do you think that is so?

## ● STANDARDS ADDRESSED

### NASPE

#1, 2 Punting, passing, pitching

#3, 4 Cardiovascular endurance

● #5, 6 Cooperation, teamwork

**Your State** (Write in here)

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## TONY'S TIPS

- Place numbers on the cones to designate each hole.
- Have all students walk or jog the course prior to play. This is a good warm-up, and more importantly, shows the students the course.

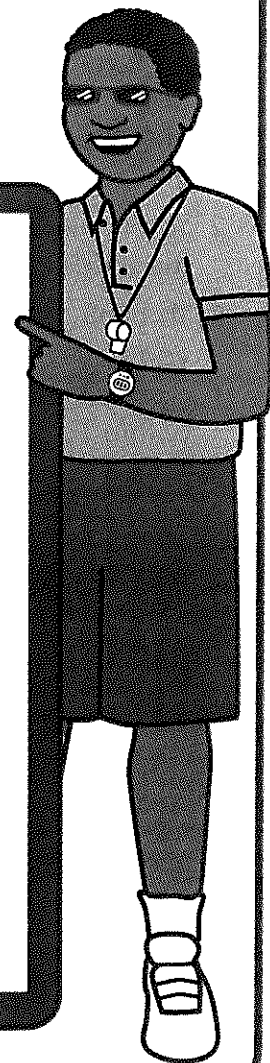
## NOTES

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## Ready

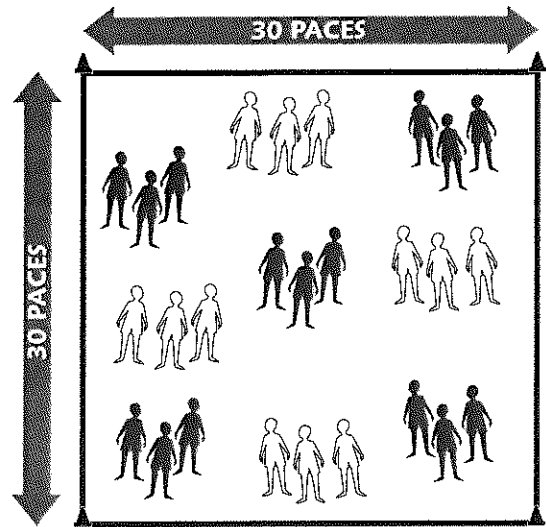
- 4 cones (for boundaries)
- Music and player

## 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?



## ★ (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.

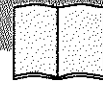
Gather wood = Pick up pieces of wood for a fire.

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)

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### 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

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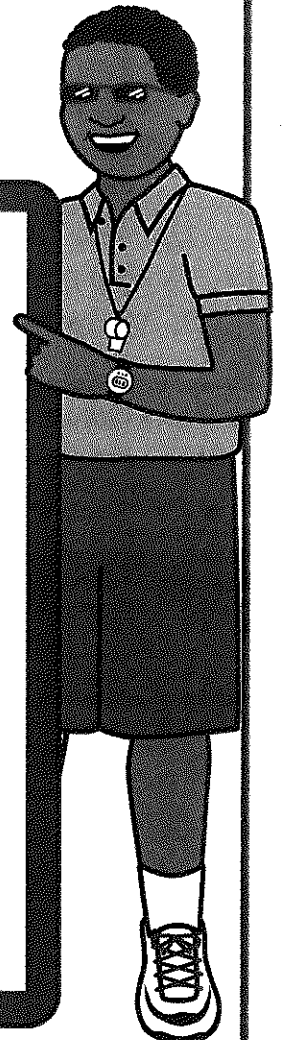
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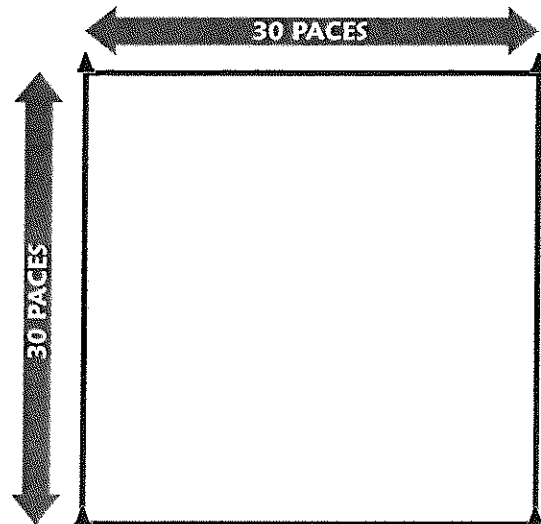


## Ready

- 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)

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## 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.

## 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

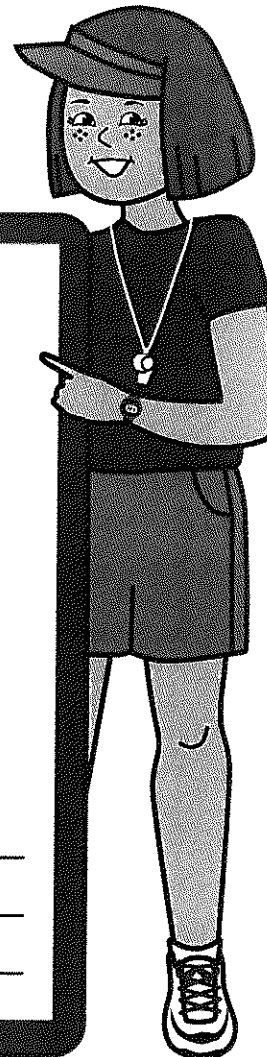
Vertical, clasp, opposite, injuries

### NOTES

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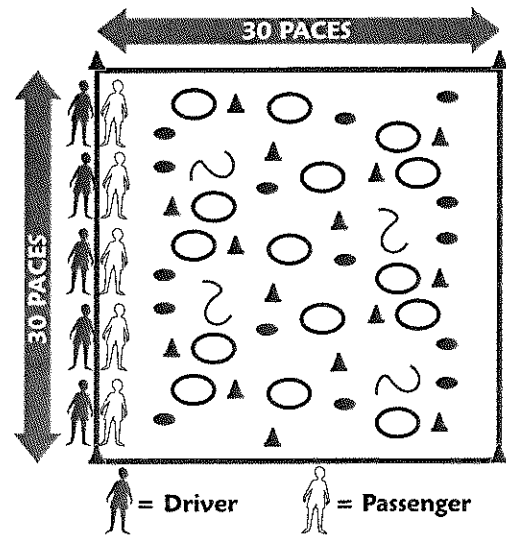


**Ready...**

- 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

## ★ 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)

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### 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?

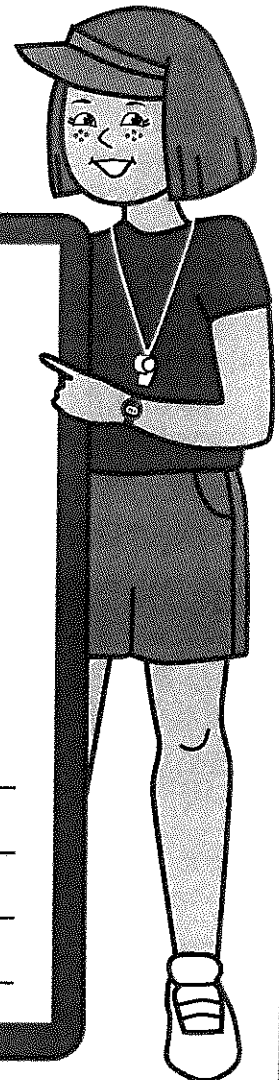
### NOTES

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## ★ 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)

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### 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

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