

# K-5th Lesson plans

**KDOE: Practical Living**

**(P.E.): Academic**

**Standards 2.34:** P.E.:

Students perform physical movement's skills effectively in a variety of settings.

**KDOE: Practical Living**

**(Health): Academic**

**Expectations: 4.1:** Students

effectively use interpersonal skills. (K-5<sup>th</sup>)

**KDOE: Practical Living:**

**Academic Expectations:**

**(Health) 5.4:** Students use

decision-making process to make informed decisions among options. (K-5<sup>th</sup>)

**KDOE: Vocational**

**Studies (Consumerism):**

**Academic Expectations:**

**2.30:** Students evaluate

consumer products and services and make effective consumer decisions. (K-5<sup>th</sup>)

**KDOE: Vocational**

**Studies (Career Studies):**

**Academic Expectations:**

**2.36:** Students use

strategies for choosing and preparing for a career.

**KDOE: Practical Living**

**(Health): 2.32:** Students

demonstrate strategies for becoming and remaining mentally and emotionally healthy. (K-2<sup>nd</sup>)

**Vocabulary:**

Supply & demand, dynamic stretching, fiber, punt, over, under, around, through,

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

**P.E.:** I can perform physical movement skills correctly. (K-5<sup>th</sup>)

**Health:** I can define and provide an example of the word citizenship. (K-5<sup>th</sup>)

**Health:** 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>)

**Consumerism:** I can how supply and demand are related. (K-5<sup>th</sup>)

**Vocational Studies:** I can provide examples of careers in education and training. (K-5<sup>th</sup>)

**P.E.:** I can demonstrate how to move over, under, around, and through hoops. (K-2<sup>nd</sup>) I can identify a healthy and unhealthy foods. (K-2<sup>nd</sup>) **P.E.:** I can demonstrate how to punt a football. (3<sup>rd</sup>-5<sup>th</sup>) I can keep by body actively engaged and keep my body moving.

**Tuesday-Thursday P.E. and Heath Lesson Plans**

**Mini lesson:** (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!

**Warm-up:** (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.

**Mini lesson (Health/Citizenship/Employability Traits):** Character word of the week on Power Point: Review integrity and introduce citizenship. DOK #1: Define the meaning of the word citizenship.

**Mini Lesson: (Health):** Healthy food of the week (brown rice) versus a negative side effect of sugar and an example of a food (Pop Tarts) that is high in sugar. DOK #2: Compare and contrast healthy food choices and foods that are high in sugar.

**Mini lesson: (KY Career Cluster):** 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 Central Rod and Gun Club! Review the content discussed from the previous Monday's guest speakers. DOK#2: Compare and contrast a career in law enforcement with a career in transportation.

**Daily**

**Assessment:**

- X  Observation
- X  Oral responses
- Self-Evaluation
- ORQ
- X  Whole Class
- X  Small Group
- X  Individual

**Formative and**

**Summative**

**Assessments**

- X  Entrance (flashback) and Exit Slips
- X  Oral Questions
- Student Self-Assessment

Teacher: Clark Kuhn

Subject: PL/V/S Week: September 7<sup>th</sup> – 9<sup>th</sup>, 2016 (Friday sub plan) Topics: Movements using hoops, punting, food choice game, Shadow Ball

**KDOE: Practical Living (Health): 4.1:** Students effectively use interpersonal skills. (3<sup>rd</sup>-5<sup>th</sup>)

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

**Standard 5: [E3.2]:** See attached lesson plan

**Mini lesson: (Consumerism):** Critical vocabulary: Review the meaning of the word bartering. Introduce the concept of supply and demand. DOK #2: Explain the relationship between supply and demand.

**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 21-26 minute mark.

**P.E. Activity #1:** Primary (K-2<sup>nd</sup>) Movement Concepts Using Hoops, 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. **Assessments/Exit Slip:** DOK 1: What are some sports that use movement concepts that we used today?

**P.E. Activity #2:** Primary (K-2<sup>nd</sup>) “Yum, Yum, Yum” 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: They can play the game “Traveling Shadow Matching” or “Partner Social Skills”. **Assessments/Exit Slip:** Students will name a healthy and unhealthy food. **DOK 1:** What is an example of a Green Light Food? A Red Light Food? **DOK 2:** What are different ways that we can tell Green Light Foods and Red Light Foods apart?

**P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Punting, 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 punt the ball so it reaches your partner before it bounces? How many punts can you and your partner make in 1 minute? **Assessments/Exit Slip:**

Students will demonstrate the punt. DOK #2: Compare and contrast the lateral and the punt.

**P.E. Activity #2:** Intermediate: Shadow Ball (OPEN online curriculum) (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: Brainstorm ways to add unique gameplay or change sports that can be shadowed.

**Assessments/Exit Slip:** The students must demonstrate how to correctly play “Shadow Ball” in groups of three. **DOK 1:** How would you describe Shadow Baseball to a friend or family member? **DOK 2:** What did you notice about the other players in your group while you were playing?

**Mini lesson (Careers):** Students will watch a video titled “Community Helpers” from brainpopjr.com (K-2<sup>nd</sup>). DOK 2: Pick two community helpers from the video, then compare and contrast their careers. Students will watch a video from brainpop.com titled “setting goals”. (3<sup>rd</sup>-5<sup>th</sup>) DOK 1: What are the benefits of setting goals?

**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.

**KDOE: Practical Living**

**(P.E.): Academic**

**Standards 2.34:** P.E.:

Students perform physical movement’s skills effectively in a variety of settings.

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

**Topics:** jump rope, hula hoops, floor scooters, soccer, football, basketball

**Vocabulary:** pass, pitch

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

**P.E.:** I can pass and trap a soccer ball. (K-2<sup>nd</sup>)

**P.E.:** I can use my hands and feet to make a scooter move. (K-2<sup>nd</sup>)

**P.E.:** I can jump and twist my body using a jump rope and a hula hoop. (K-5<sup>th</sup>)

**P.E.:** I can throw and catch a football. (3<sup>rd</sup>-5<sup>th</sup>)

**P.E.:** I can shot a basketball into the hoop. (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.

**Friday only: Warm-up:** Students will run two warm up laps.

**Friday only: Mini lesson (Spiral Review):**

**Friday only: P.E. Warm-up Activity:**

**Friday only: P.E. Activity #1:** Primary (K-2<sup>nd</sup>): For 15 minutes, students will jump rope or use the hula hoops. Hula hoops are to be used around their bodies only and are not to be thrown. Jump ropes are for jumping and not to swing towards other students.

**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 can assist students that are struggling to either jump rope or use the hula hoop properly.

**Friday only: Assessments/Exit Slip:** DOK 2: Ask students the question: Compare and contrast hula hooping and rope jumping.

**Friday only: P.E. Activity #2:** Primary (K-2<sup>nd</sup>): Scooter Races: Divide afternoon students into groups of 4 or 5 per team. Students will form a lines and will lay on their bellies on top of the scooters. Students will use their hands and feet to move themselves down the gym floor. Students will begin at one side of the gym and will race to mid court. Once they get to mid court, students will pick up their scooter, run back, and hand the scooter off to the next student in line. Then first team that all players cross the finish line is the winning team. Repeat this activity a second time, but this time have the student sit on the scooter instead of laying on their bellies. Repeat the relay as many times as you can in 15 minutes.

**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 need to assist students that are struggling to complete this activity correctly.

**Friday only: Assessments/Exit Slip:** DOK 2: Ask students to question: Compare and contrast the two different ways we play this game (laying on bellies versus sitting on the scooters).

**Friday only: P.E. Activity #3:** Primary (K-2<sup>nd</sup>): Soccer: Model with the students how to pass the soccer ball back and forth with their partner using the inside part of your foot. Model for the students how to stop the soccer ball from moving (trapping the ball). To “trap” the soccer ball, simple step on the rolling ball with your foot to make the ball stop rolling. Pair up students and give them 12-15 minutes to practice “kicking” the soccer ball back and forth. Also encourage the students to “trap” the soccer ball by stepping on the soccer ball with one foot.

**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 can model to the struggling students how to correctly pass and trap the soccer ball.

**Friday only: Assessments/Exit Slip:** DOK 2: Ask the students to describe how playing soccer can positively affect their health.

**Friday only: P.E. Activity #1:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Jump Rope/Hula Hoops: For 15 minutes, students will jump rope or use the hula hoops. Hula hoops are to be used around their bodies only and are not to be thrown. Jump ropes are for jumping and not to swing towards other students.

**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: Advanced students: They can assist students that are struggling to either jump rope or use the hula hoop properly.

**Friday only: Assessments/Exit Slip:** DOK 2: Ask students the question: Compare and contrast hula hooping and rope jumping.

**Friday only: P.E. Activity #2:** Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Basketball shoot: Students will be divided into two groups, girls shooting baskets on one side of the gym and boys shooting baskets on the other side of the gym. Then further divide the girls into two rows line up on the foul line taking turns shooting free throws at the basketball goal. Boys will also be divided into two lines taking turns shooting free throws at the basketball goal. This activity should take no more than 15 minutes.

			<p><b><u>Friday only: Differentiated Instruction:</u></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. Advanced students: They made need to assist students that are struggling to complete this activity correctly.</p> <p><b><u>Friday only: Assessments/Exit Slip:</u></b> DOK 2: Ask students to compare and contrast basketball and football.</p> <p><b><u>Friday only: P.E. Activity #3:</u></b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) Football: Students will practice tossing the football back and forth for the next 12-15 minutes. Remind students the proper way to throw a football. 1. Football on the laces. 2. Football by the ear. 3. Turn sideways with their shoulder facing the other person's chest. 4. When throwing the football, the front foot steps forward.</p> <p><b><u>Friday only: Differentiated Instruction:</u></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. Advanced students: They can assist students that are struggling to either throw the football properly or model for them the 4 correct steps.</p> <p><b><u>Friday only: Assessments/Exit Slip:</u></b> DOK 2: Ask students to compare and contrast throwing the football and pitching the football.</p> <p><b><u>Static Stretching (Cool Down) and Rewarding Student Behavior:</u></b> 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><u>Drills:</u></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>	

**Teacher:** Clark Kuhn **Subject:** PL/V/S **Week:** September 7<sup>th</sup> – 9<sup>th</sup>, 2016 (Friday sub plan) **Topics:** Movements using hoops, punting, food choice game, Shadow Ball

**\*\*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.**

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

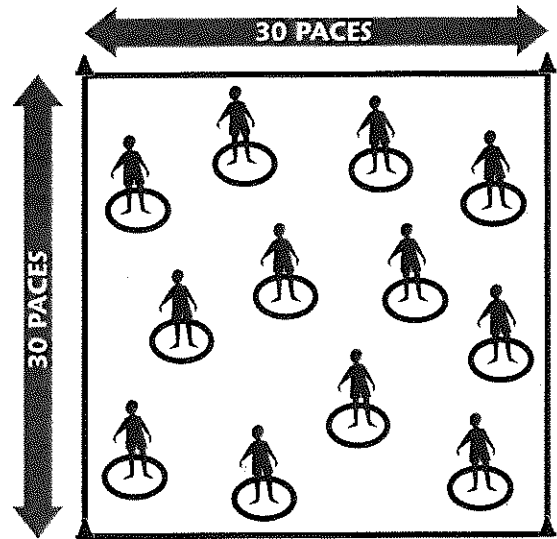


## Ready

- 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)

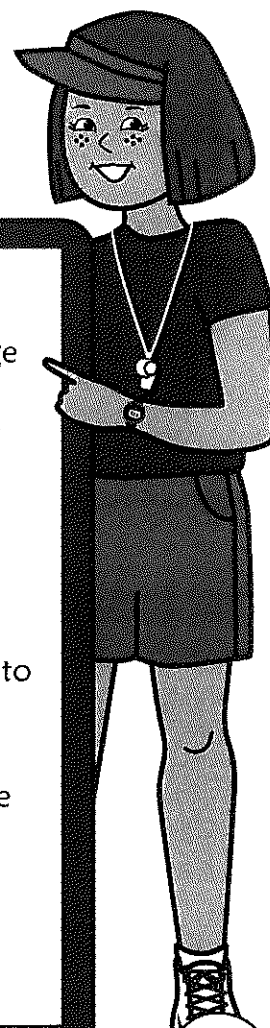
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### PAULA'S POINTERS

- 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







## YUM YUM YUM

### STUDENT TARGETS

- ✔ **Fitness:** I will recognize foods that are healthy to eat and good for my body.

### TEACHING CUES

- ✔ Green Light Foods are good to eat almost any time (e.g., fresh fruits, veggies, & whole grains)
- ✔ Red Light Foods are “once in a while foods” that can be unhealthy if you eat too much too often.

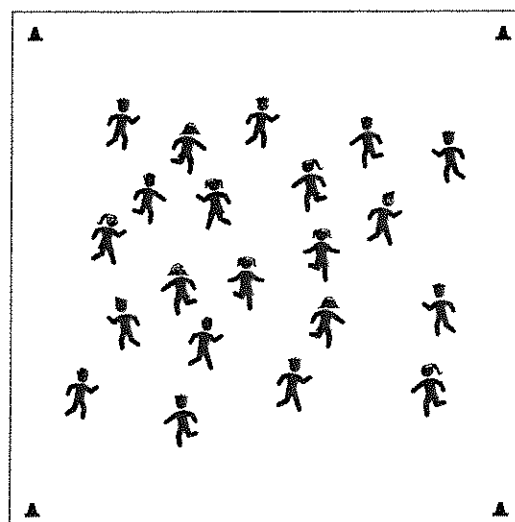
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- ✔ None

#### Set-Up:

1. Students are scattered in personal space.



#### Activity Procedures:

1. The objective of this activity is to identify healthy and unhealthy foods.
2. I'm going to call out different foods. When you hear a Green Light Food, run in place as fast as you can and holler, “Yum, Yum, Yum!” When you hear a Red Light Food, get in plank position and holler, “Whoa, time to slow down!”

#### Grade Level Progression:

**K – 1<sup>st</sup>:** Say the food name and the light color to help students begin identifying foods correctly.

**2<sup>nd</sup> – 3<sup>rd</sup>:** Call out Green Light foods from the different My Plate food groups. Students respond with the name of the food group before running in place. Instead of Green/Red Light foods, call out foods that are beneficial before physical activity (Fresh Fruits, Veggies, Water). These beneficial foods will be Green Light Foods.

**4<sup>th</sup> – 5<sup>th</sup>:** Have individual students take turns calling out different foods to their classmates. Add a push-up after students holler, “Whoa...”

#### STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E6.1]** Recognizes that food provides energy for physical activity (K); Differentiates between healthy and unhealthy foods (1); Recognizes the “good health balance” of nutrition and physical activity (2).

#### DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is an example of a Green Light Food? A Red Light Food?
- ✔ **DOK 2:** What are different ways that we can tell Green Light Foods and Red Light Foods apart?

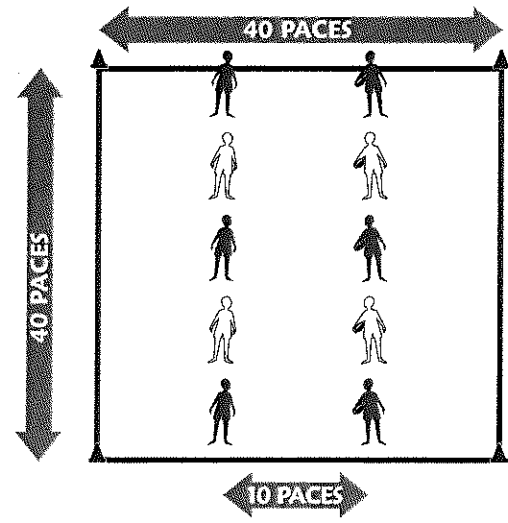


## Ready...

- 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.

## 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)

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### TONY'S TIPS

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

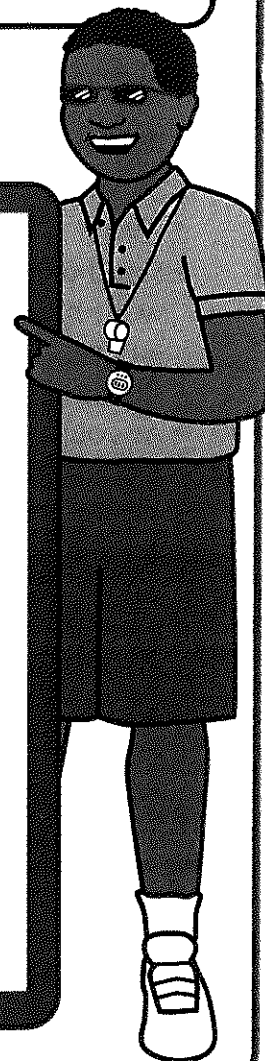
### NOTES

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## SHADOW BALL

### STUDENT TARGETS

- ✔ **Fitness:** I will stay actively engaged and keep my body moving.

### TEACHING CUES

- ✔ Be Aware of Your Surroundings
- ✔ Work Together
- ✔ Have Fun

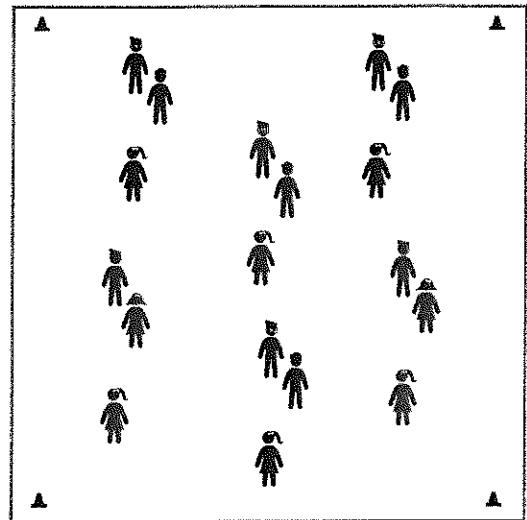
### ACTIVITY SET-UP & PROCEDURE

**Equipment:**

- ✔ Music: Sweet Georgia Brown (Brother Bones & His Shadows)
- ✔ Signal (whistle, drum, noise maker, etc.)

**Set-Up:**

1. Students in groups of 3.
2. Scatter groups throughout the activity area.



**Activity Procedures:**

1. During the 1920s, 30s, & 40s, black athletes were not permitted to play baseball in the major leagues with white players. As a result, they formed their own league called the Negro Baseball League.
2. The Negro League was a very successful business during the Great Depression era, and the players soon became popular amongst fans of all skin colors.
3. Black players were just as skilled as white players in the major leagues, and their games were exciting to watch. In fact, it was so entertaining that fans would come early just to watch warm-ups.
4. Shadow Ball was a fan favorite. It is a game of imaginary baseball invented by the Indianapolis Clowns. It quickly spread to all the teams. Players pantomime throwing, catching and hitting using an invisible baseball.
5. Your group of 3 will play an imaginary baseball game using invisible equipment. One of you is the pitcher, one of you is the batter, and one of you is the catcher. Every 15-20 seconds, I will signal you to change positions.
6. Remember to stay in your space and be careful of others. Get busy when you hear the music.

**Grade Level Progression:**

**K – 2<sup>nd</sup>:** Play in groups of 2 with an imaginary game of catch. Add a 3<sup>rd</sup> player when appropriate.

**3<sup>rd</sup> – 5<sup>th</sup>:** Prime Time TV – Use commands such as “pause,” “rewind,” and “slow motion” to add challenge and interest for older students.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 5 [E3.2]** Identifies physical activities that provide self-expression (2); Reflects on the reasons for enjoying selected physical activities (3).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe Shadow Baseball to a friend or family member?
- ✔ **DOK 2:** What did you notice about the other players in your group while you were playing?