

NAD Multi-grade Physical Education, Grades 1-4:

designed for one or two teacher schools



Summer 2015

ACKNOWLEDGEMENTS

The following persons served as members of the North American Division Physical Education for Small Schools Committee, summer 2015.

Amy Clark	Ewing Adventist Junior Academy, Bonnerdale, Arkansas
Randy Gilliam	Vice President for Education Southwestern Union
Jerry Groeneweg	Adventist Christian School, Greeley, Colorado
Patti Revolinski	North Pacific Union Director of Elementary Education
Judy Sloan	Southern Adventist University, Collegedale, Tennessee

We would also like to acknowledge the contributions from:

- students in Dr. Judy Sloan's *Elementary Physical Education Methods* class (PETH 463) – Fall 2015
- Keiki Breese teacher at Fort Collins SDA School, Colorado
- Laura Bowlby teacher at Madrone Adventist Elementary School, Oregon

TABLE OF CONTENTS

Introduction	5
Yearly Plan Grades 1-4	9
Procedural Lessons	11
Unit 1, Building a Foundation	21
Unit 2, Manipulatives	51
Unit 3, Jump Rope and Flying Disc	81
Unit 4, Volleyball	111
Unit 5, Stunts and Tumbling	141
Unit 6, Basketball	171
Unit 7 Hockey	201
Unit 7 Racquets and Paddles	231
Unit 8, Soccer	261
Unit 9, Softball and Track and Field	291
Unit 10, Football	319
Appendix	349

Introduction to *NAD Multi-grade Physical Education, Grades 1-4*: designed for one or two teacher schools

This instructional manual responds to the needs of teachers who implement physical education in a small school setting for grades 1-4. The selected physical education program for Seventh-day Adventist schools is *SPARK Physical Education, Grades 3-6* (on order form Set #3). The information contained in this manual will expand the curriculum from the grades 3-6 *SPARK* program to include skills and activities appropriate for students in grades 1-2. Using this plan, the teacher will combine grades 1-4 and teach the same physical education topic across the grade levels.

Progress through the activities at an appropriate pace, repeating lesson components as needed for student success and enjoyment. As with most new curriculums, it takes a few lessons to become familiar with the content. Don't get bogged down and try to accomplish every lesson and every part. Keep student success and enjoyment in mind.

Essential Curriculum

In addition to this manual (available on the NAD website), the following materials from *SPARK* are essential:

SPARK Physical Education, Grades 3-6 (on order form Set #3): \$339.15 + free shipping (normally \$399 + shipping = \$458.85)

- 3-6 PE *SPARKfamily.org* 3 yr. membership
- 3-6 PE Manual (notebook)
- 3-6 PE Music CD
- 3-6 PE *SPARKfolio* (box)

SPARK Physical Education, Grades K-2 - Set #1 **only the K-2 PE *SPARKfamily.org* 3 yr. membership**
\$169.15 (normally \$199)

Using the above listed materials, teachers in a two-teacher school (grades 1-4 and 5-8) should be able to share one set of the *SPARK* materials for both classrooms with the 5-8 teacher using the *NAD Multi-grade Physical Education, Grades 1-4* manual.

Although this document identifies specific activities from *SPARK* to use, become familiar with all aspects of the *SPARK* program (manual, *SPARKfolio*, online resources, and music CD) which contain multiple valuable resources. Be sure to preview music selections from the music CD as some of the music may not be appropriate for your community.

Program Content

This *NAD Multi-grade Physical Education, Grades 1-4* document includes the following:

- Yearly Plan for grades 1-4
- Procedures lessons to be used during the first three days prior to teaching lessons from Unit 1
- Unit Planning Guide for each of the **ten** units (eleven units counting the optional unit) which contain:
 - ✓ Outline of the activities for Focus on Fitness and Spotlight on Skills
 - ✓ Spiritual connections
 - ✓ When appropriate, a description of Personal Best Day activities
 - ✓ Weekly Equipment Charts for the complete unit
- Lesson Planning Guide followed by detailed lessons that include:

- ✓ Individual lessons for **three** physical education classes per week
- ✓ Objectives (taken from the *NAD Physical Education Standards* document)
- ✓ Equipment chart for each lesson
- ✓ Modifications to accommodate various skill levels are provided in the Notes column.
- ✓ **ASAP** (Active Soon As Possible) which are instant activities designed to get students moving immediately. ASAP's are the initial two-three minutes of each class period. ASAP's require minimal preparation and set-up, utilize little or no equipment, and are intended to be quick and easy to teach.
- ✓ **Focus on Fitness** activities are designed to develop and maintain the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. *Focus on Fitness* activities are the second part of the lesson and take about ten minutes.
- ✓ **Spotlight on Skills** are units designed to develop the fundamental motor skills necessary to successfully participate in sport-specific games and outdoor/lifetime physical activities. In the sport units, students practice basic motor skills, learn the rules for each game/activity, and learn how to apply strategies to advance the students' quality of participation. Units 1 and 3, *Spotlight on Skills*, incorporates the *Building a Foundation* activities from the K-2 program (available online).
- ✓ **Closure** is the summary wrap up of the lesson that is crucial to making sure the students are learning the content at a cognitive level as well as at the psychomotor level.

Based on the schedule of three lessons per week; four weeks per unit; ten units per year, a total of 120 lessons are outlined. In reality, there are more lessons than are needed for one year – especially when including the three procedural lessons to be taught before Unit 1. Considerations for selecting which lessons to teach and which to leave out could include: facility space, equipment available, student skill level, school calendar/field trips, and the local weather. A question that may come to mind – Is the same curriculum offered each year? Yes, although the content will be repeated, the skill level of the student should be more advanced.

Objectives

Objectives (taken from the *NAD Physical Education Standards* document) for the Spotlight on Skills activities are identified for each lesson. Definitions for unfamiliar terms are located on the NAD website.

Equipment Chart

After each Unit Outline is a listing of the equipment needed for that unit and along with each daily lesson plan an Equipment Chart is provided for that lesson. This should be of great assistance as lessons are organized. Note: The North American Division Office of Education has a contract through *School Specialty*. The process for receiving this discount, which can be up to a 30% savings, is to register a school through this website: <http://amerinet-hrs.com/ehs>. This will provide the membership number needed to use when ordering. If finances are tight, look for creative ways to adapt equipment needs with inexpensive alternatives to use in class. Possible equipment alternatives are identified within the context of the lesson.

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up

Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Assessments

A majority of the instructional units listed under the title “Spotlight on Skill” include an assessment of the skills taught during that unit of content. Specific days during each unit often provide assessment forms. The assessments include both daily and culminating assessment options. The assessment is designed to occur during the Spotlight on Skill daily time period. It is important to complete the introductory ASAP activity and the Focus on Fitness portion of the class period in order to prepare students to perform well on the assessment and to help avoid injury. The assessment forms provided for each instructional unit should be copied prior to implementing the assessment.

Assessments can be completed in a number of different format options such as:

- have students participate in activity stations where one station is the assessment,
- have students participate in an activity and bring one student out at a time to assess,
- have students participate in an activity and assess as they are involved in the activity,
- have students do peer-assessments (Grades 3-8)

Organizational Tips

- ✓ Schools new to the program may feel overwhelmed and unable to accomplish all that is outlined for a lesson in the amount of time allocated. Expand your physical education time from three days to four days and then spend two days (i.e., Monday and Tuesday) on the Focus on Fitness portion of the lessons and two days (i.e., Wednesday and Thursday) on Spotlight on Skills. Don’t forget to include ASAP and Closure portions of the lessons.
- ✓ The sequence of sports is somewhat flexible which could accommodate factors such as: Weather – which may impact as to when outdoor sports are taught; Fall football – some schools may want football skills to be taught in the fall; Snow skiing – a tradition for some schools which may eliminate time to include all the sports cited in this manual.
- ✓ Print the two Lesson Planning Guide pages front to back. (In most cases the content will fit on the two pages.) After copying, place the page on a clip board, along with the SPARK lesson, and refer to the information during the physical education class.
- ✓ Blank templates for Yearly and Lesson Plans are provided in the Appendix, pp. 351-352.

Final Statement

Physical education provides students with the opportunity to learn in the psychomotor domain, as well as the cognitive and affective domains. The psychomotor learning domain is an active and open learning environment which often allows students to see what others are doing and compare themselves with others in a negative way or attempt to create a competitive atmosphere. Teachers are encouraged to create a positive learning environment where all students feel safe and are inspired to try their best at

all activities. Some of the many ways to create a positive learning environment include: make modifications as needed for the students based on skill level, have students do self-challenges where they seek to improve their own individual skills/scores, and discourage competition/comparison between students. Teaching physical education should guide students to advance their physical fitness and motor skills abilities while also allowing them to see that they have improved individually. Look for ways to provide a physical education experience that is enjoyable for all.

Yearly Plan 1-4			
4-week Period	Focus on Fitness	Spotlight on Skills	Personal Best Day
Procedures Lessons, 3 days: Lesson #1, Lesson #2, Lesson #3 Dates: _____			
Weeks 1-4 Dates: _____	Fitness Circuits	Unit 1 <i>Building a Foundation</i>	
Weeks 5-8 Dates: _____	Fitness Challenges I	Unit 2 <i>Manipulatives</i>	X
Weeks 9-12 Dates: _____	Fitness Challenges II	Unit 3 <i>Jump Rope (2 weeks)</i> <i>Flying Disc (2 weeks)</i>	
Weeks 13-16 Dates: _____	Map Challenges	Unit 4 <i>Volleyball</i>	X
Weeks 17-20 Dates: _____	Daily Dozen (Stunts Unit)	Unit 5 <i>Stunts and Tumbling</i>	
Weeks 21-24 Dates: _____	Movement Bands	Unit 6 <i>Basketball</i>	X
Weeks 25-28 Dates: _____	Group Fitness	Unit 7 <i>Hockey or Racquets and Paddles</i>	
Weeks 29-32 Dates: _____	Aerobic Games	Unit 8 <i>Soccer</i>	X
Weeks 33-36 Dates: _____	Walk/Jog/Run	Unit 9 <i>Softball (2 weeks)</i> <i>Track and Field (2 weeks)</i>	
Weeks 37-40 Dates: _____	Fitness Challenges III	Unit 10 <i>Football or Racquets and Paddles</i>	X

Procedural Lesson #1

Grades 1-4

Before starting the physical education program, please make sure to read the TEACHING SPARK PE pages 2 – 5 under the Teaching SPARK PE tab in the grades 3-6 SPARK manual. These pages provide the foundation for creating a successful physical education experience for the students and the teacher.

The first three procedural lessons are designed to teach the rules, routines, and expectations for the year. The focus for each day is:

Day 1: Rules, expectations and formation routines

Day 2: Expectations and organizational routines

Day 3: Rules and expectations with equipment

Objectives:

PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.1.RB.8	Exhibits the established routines for class activities.
PE.2.RB.2	Accepts responsibility for class protocols with behavior and performance actions.
PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Basic Tag	4	cones	for boundaries
	1	fluffball or scarf per 5 students	used to designate “Its”
Expectations	4	cones	for boundaries
	1	fluffball or scarf per 5 students	used to designate “Its”
Formation Routines	4	cones	for boundaries
	1	fluffball or scarf per 5 students	used to designate “Its”
Orientation to SPARK PE	4	cones	for boundaries
	1	fluffball or foam ball	for Name game – task #7
	1 per	Social skill card T-chart	to teach social skills

Procedural Lesson #1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (Chasing and Fleeing) • Basic Tag (<i>Chasing and Fleeing</i> tab, pp. 7)	
5	Expectations: • Start and stop signals <ul style="list-style-type: none"> • Be consistent • Start signal – Start tasks/activity statements with the phrase “When I say Go...” and make the students wait until you say “Go” to begin the activity. • Stop signal – Say “Freeze” or use a whistle. On the stop signal students should do the following: <ul style="list-style-type: none"> ▪ Hands on knees (equipment placed on floor) ▪ Mouth is quiet ▪ Eyes on me (teacher) • Practice the start and stop signals by having the students play a tag game (Basic Tag). Start and stop them every 20-30 seconds and praise them for their quick response. You can also change the “It” person/people at this time. 	
5	Formation Routines: • Basic formation routines – locations the students will be arranged in throughout the year to participate in activities. <ul style="list-style-type: none"> • 3-point line (on a basketball court) • Around three sides of the key (on a basketball court) • Sideline, baseline or midline of a court or field • Circle at center court (on a basketball court) • Squads (arranged with spot markers or a combination of different lines on the floor) • Practice different formations by having the students play a tag game (Basic Tag). “Freeze” the students and then have them move into the formation you say. Example: “When I say Go, run to the 3-point line.” “Go!” Note: The expectation and formation routine activities can be combined and taught together.	
:30 seconds	• Transition – bring students together for instruction. This instruction time is longer than most instruction time so make sure the students are comfortable – have them sit on the floor or on bleachers.	
15-20	SPARK Introduction: Orientation to SPARK PE • Orientation to SPARK PE (<i>The First Three Lessons</i> tab, pp. 3-5) • Identify specific rules for the year. Examples: <ul style="list-style-type: none"> • Respect teacher and classmates 	Task 7 has the students get into a circle. This can be a real challenge for younger students. If you

	<ul style="list-style-type: none"> • Respect equipment • Listen and follow instructions <p>Note: Youngsters want to move. Having them sit for long periods of time for instructions creates management issues. To help alleviate this, break up the instruction time in this lesson with the Basic Tag game used for the introductory activity.</p>	<p>have a painted circle on the floor use that, if the circle needs to be bigger, the can just take a step back. If you do not have a painted circle, use spot markers arranged in a circle.</p>
2-3	<p>Closure: Establish a routine – coming to a specific location to have closure followed by lining up and walking quietly back to the classroom.</p> <p>Review – Physical education is organized instruction to improve our physical fitness and motor skills.</p> <p>Relate – Describe times, outside of physical education class, when knowing someone’s name is important. Example: When you want to play a game at recess and you need more players.</p> <p>Praise – Affirm appropriate behavior.</p> <p>Preview – Next class will learn about how to get organized into groups quickly for physical education activities.</p>	

Procedural Lesson #2

Grades 1-4

The first three procedural lessons are designed to teach the rules, routines and expectations for the year. The focus for each day is listed below:

Day 1: Rules, formation routines

Day 2: Expectations, organizational routines

Day 3: Rules and expectations with equipment

Objectives:

PE.1.RB.5	Works independently with others in a variety of class environments (e.g., small and large groups).
PE.2.RB.5	Works independently with others in partner environments.
PE.4.RB.1	Exhibits responsible behavior in independent group situations.

Equipment Chart:

Activity	#	Item	Additional Information
Basic Tag	4	cones	for boundaries
	1	fluffball/scarf per 5 students	used to designate "Its"
Orientation to SPARK PE	4	cones	for boundaries
	1	music and player	optional
	1 per	<i>Expectation Cards</i>	to teach social skills

Procedural Lesson #2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (Chasing and Fleeing) • Basic Tag (<i>Chasing and Fleeing</i> tab, pp. 7)	
20-25	SPARK Introduction: Establishing basic pairing and grouping • Orientation to SPARK PE (<i>The First Three Lessons</i> tab, pp. 19-20)	If you want the class to be divided into two groups quickly, do the back-to-back activity, then have one partner sit-down (or put their hand on their head). Have the partner who is standing go to one side of the playing area and the one who is sitting down get up and go to the other side of the playing area.
2-3	Closure: Establish a routine – coming to a specific location to have closure followed by lining up and walking quietly back to the classroom. Review – We can do more fun activities when we organize in our groups quickly – partner, small group or two teams. Relate – Who can tell me a time when it is important to learn quick ways to do things? Example: When you want to play a game at home, it's important to do your homework and chores quickly so you have more time to play. Praise – Affirm appropriate behavior. Preview – Next class will learn about how to equipment correctly in physical education class.	

Procedural Lesson #3

Grades 1-4

Lesson Planning Guide

NOTE: Before starting the physical education program, please make sure to read the TEACHING SPARK PE pages 2 – 5 under the Teaching SPARK PE tab in the grades 2-6 SPARK manual. These pages lay the foundation for creating a successful physical education experience for the students and the teacher.

The first three procedural lessons are designed to teach the rules, routines and expectations for the year. The focus for each day is listed below:

Day 1: Rules, formation routines

Day 2: Expectations, organizational routines

Day 3: Equipment management

Objectives:

PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.9	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
PE.2.RB.10	Works safely with physical education equipment.
PE.4.RB.9	Works safely with peers and equipment in physical activity settings.

Equipment Chart:

Activity	#	Item	Additional Information
Basic Tag	4	cones	for boundaries
	1	fluffball/scarf per 5 students	used to designate “Its”
Equipment Management	4	cones	for boundaries
	1 per	scarf or bean bag	for equipment practice activity
	1 per	fluffball	for equipment practice activity
Orientation to SPARK PE	4	cones	for boundaries
	1	music and player	optional
	2	hoops per 5 students	

Procedural Lesson #3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (Chasing and Fleeing) • Basic Tag (<i>Chasing and Fleeing</i> tab, pp. 7)	
5-10	Equipment Management: • Three main aspects of dealing with equipment. <ol style="list-style-type: none"> 1. Set-up/take-down – to be prepared for physical education class the equipment should be arranged at in advance for the activities. Generally the equipment can be placed around the perimeter of the playing area. If each student is going to be using a fluffball (bean bag or ball, etc.) it is better to place them along one side and outside of the playing area rather than leaving the all of the equipment in a crate (bag, bucket, etc.) where the students all rush to one spot running into each other and pushing or shoving in an attempt to get their equipment quickly. 2. Students getting and returning equipment – teach the students to go pick up their equipment and come out into the playing area doing the assigned activity. It is best to tell students what activity they are going to do with the equipment and then have them go get the equipment, rather than have them get the equipment return to the playing area and wait for instructions. This has great potential for creating management problems. 3. Student use of equipment – instruction the students to always try their best to each activity to the best of their ability. Tell them that if the activity is too easy, they should demonstrate to the teacher that they can successfully to the activity correctly so that you can give progressively more challenging tasks. • Equipment practice activity <ul style="list-style-type: none"> • Toss and catch scarves or bean bags (get, use, and return equipment correctly) • Basic tag (no equipment) • Toss and catch fluffballs (get, use, and return equipment correctly) 	Assign one-two students per week or unit to be responsible for setting up the equipment for physical education class each day.
15-20	SPARK Introduction: Cooperation and Trust • Orientation to SPARK PE (<i>The First Three Lessons</i> tab, pp. 21-22)	
2-3	Closure: Establish a routine – coming to a specific location to have closure	

	<p>followed by lining up and walking quietly back to the classroom.</p> <p>Review – We can do more fun activities when we use our equipment correctly which means getting it playing with as directed and putting it back correctly.</p> <p>Relate – Who can tell me a time when it is important to do things correctly outside of physical education class? Example: When you are asked to take the trash out of the kitchen and put it in the trash can outside.</p> <p>Praise – Affirm appropriate behavior.</p> <p>Preview – Next class will learn about general and personal space.</p>	
--	--	--

Unit 1 – Building a Foundation Grades 1-4

Be sure to teach the preceding Procedural Lessons #1-3 prior to beginning this first unit.

Unit Planning Guide

Building a Foundation

This unit creates a class environment, behavioral expectations of students, and management and organization procedures. It teaches principles that will provide the basis of physical development for the early elementary years.

Spiritual Connections – Sportsmanship

Sportsmanship is defined as

- playing fair
- following the rules of the game
- respecting the judgment of referees and officials
- treating everyone with respect

Sportsmanship is a style and an attitude, and it can have a positive influence on everyone associated with an activity.

Philippians 2:3 (NLT). “Don’t be selfish; don’t try to impress others. Be humble, thinking of others as better than yourselves.”

K-2 Online Materials

Units 1 and 3, *Spotlight on Skills*, incorporates the *Building a Foundation* activities from the K-2 program (available online). *SPARK Physical Education*, Grades K-2 - Set #1 **only the K-2 PE SPARKfamily.org 3 yr. membership** \$169.15 (normally \$199)

Spotlight on Skills

Note that a number of lessons for Spotlight on Skills have lesson content located in the Appendix which is in the back of this document, pages 353-396.

Unit 1 Outline - Building a Foundation

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Fitness Circuits

- Day 1 Fitness Introduction (*Building a Foundation* tab, K-2 pp. 47-49 #3)
- Day 2 Aerobic Capacity Circuit (*Fitness Circuits* tab, pp. 5-6)
- Day 3 Muscular Strength and Endurance Circuit (*Fitness Circuits* tab, pp. 7-8)

Spotlight on Skills: Building a Foundation

- Day 1 Orientation and Personal Space (*Building a Foundation* tab, K-2 pp. 1-3)
 - Day 2 General Space and Creative Moves (*Building a Foundation* tab, K-2 pp. 5-7)
 - Day 3 Locomotor Skills: Running and Walking with Varying Speed and Directions (Appendix pp. 353-354)
- Assessment: Students will be assessed on their ability to run and walk in different directions.

Week 2

Focus on Fitness: Fitness Circuits

- Day 1 Flexibility Circuit (*Fitness Circuits* tab, pp. 9-10)
- Day 2 Mixed Fitness Circuit (*Fitness Circuits* tab, pp. 13-14)
- Day 3 Body Composition Circuit (*Fitness Circuits* tab, pp. 11-12)

Spotlight on Skills: Building a Foundation

- Day 1 Jumping and Hopping with Levels (Appendix pp. 355-356)
 - Day 2 Pathways and Creative Moves (*Building a Foundation* tab, K-2 pp. 13-15)
- Assessment: Students will be assessed on their ability to maneuver various pathways.
- Day 3 Locomotor Skills: Skipping and Leaping with Transfer of Body Weight (Appendix pp. 357-358)

Week 3

Focus on Fitness: Fitness Circuits

- Day 1 Mixed Fitness Circuit (*Fitness Circuits* tab, pp. 13-14)
- Day 2 Fitness Grids (*Fitness Circuits* tab, pp. 15-16)
- Day 3 Pick a Card Circuit (*Fitness Circuits* tab, pp. 17-18)

Spotlight on Skills: Building a Foundation

- Day 1 Nonlocomotor: Pushing and Pulling with Force (Appendix pp. 359-360)
 - Day 2 Tempos and Creative Moves (*Building a Foundation* tab, K-2 pp. 17-20)
- Assessment: Students will be assessed on their ability to move by different skills (jumping and skipping) in different speeds according to the tempo of music.
- Day 3 Locomotor Skills: Sliding and Galloping with Flight (Appendix pp. 361-362)

Week 4

Focus on Fitness: Fitness Circuits

- Day 1 Pick a Card Circuit (*Fitness Circuits* tab, pp. 17, 18)
- Day 2 Fitness Tag Team Traveling Challenges (*Fitness Circuits* tab, pp. 19, 20)
- Day 3 Roll the Dice (*Fitness Circuits* tab, pp. 21, 22)

Spotlight on Skills: Building a Foundation

- Day 1 Nonlocomotor: Twisting and Turning; Bending and Stretching with Body Shapes (Appendix pp. 363-364)
- Day 2 Movement Concepts Using Hoops (*Building a Foundation* tab, K-2 pp. 21-24)

Assessment: Students will be assessed on their ability to move their bodies in and out of hula hoops.

Day 3 Body Management and Balance (Minus #2 Rock and Roll under the “Go” section)
(*Building a Foundation* tab, K-2 pp. 25-28)

Unit 1 – Procedural Lessons and Building a Foundation Equipment

Procedural Lessons			
Equipment	#1	#2	#3
chart paper for T-Chart	✓		
cones	✓	✓	✓
<i>Expectation Cards</i>		✓	
fluffballs, scarves, foam balls, or beanbags	✓	✓	✓
hoops			✓
music and player		✓	✓

Week 1			
Equipment	Day 1	Day 2	Day 3
beanbags		✓	
cones	✓	✓	✓
<i>*Fitness Circuit Skill Cards</i>		✓	
hoops		✓	✓
jump ropes			✓
mats	✓		
music and player	✓	✓	✓
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
beach balls	✓		
cones	✓	✓	✓
<i>*Fitness Circuit Skill Cards</i>	✓	✓	
hoop, box or bag			✓
jump ropes	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓
<i>Pick a Card Task Cards</i> and decks of playing cards – modify if using playing cards is not appropriate for your community			✓
playground balls	✓		
scooters or large towels	✓		
soccer-type balls		✓	
spot markers	✓	✓	
tossables		✓	

*check selected card(s) for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
<i>*Fitness Circuit Skill Cards</i>	✓	✓	✓
movement cubes		✓	
music and player	✓	✓	✓
paper plates		✓	
spot markers	✓	✓	✓

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
dice			✓
<i>*Fitness Circuit Skill Cards</i>	✓		
fluff balls or scarves	✓	✓	✓
hoop, box or bag	✓	✓	
jump ropes	✓		✓
mats or carpet squares	✓	✓	✓
movement cubes			✓
music and player	✓	✓	✓
<i>Pick a Card Task Cards</i> and decks of playing cards – modify if using playing cards is not appropriate for your community	✓		
<i>Roll the Dice Task Card</i>			✓
spot markers	✓	✓	✓
tossables		✓	✓

*check selected card(s) for equipment needs

Unit 1 Building a Foundation – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PA.1	Differentiates between movement in personal self-space and general space.
PE.2.PA.1	Moves in personal self-space and general space in response to teacher directed physical activities.
PE.1.RB.8	Exhibits the established routines for class activities.
PE.1.RB.9	Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

If there is not enough time in the physical education class to complete all parts of the lesson on the next page, choose one component (*Focus on Fitness* or *Spotlight on Skills*) and rotate every other lesson. This rotation may be more helpful at the beginning of the year as all become familiar with the program and materials.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	
Fitness Introduction	4	cones	for boundaries
	1	music and player	optional
	1 per	mats each student	optional, to provide a soft surface
Orientation and Personal Space	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1	music and player	optional

Unit 1 Building a Foundation – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, pp. 7)	
10	Focus on Fitness: Fitness Circuits • Fitness Introduction (<i>Building a Foundation</i> tab, K-2 pp. 47-49 #3)	When completing Curl-Ups , students may need to keep their legs straight.
15	Spotlight on Skills: Building a Foundation • Teacher Preparation: To understand the <i>Building a Foundation</i> content, review pages i-vii (<i>Building a Foundation</i> tab, K-2) • Orientation and Personal Space (<i>Building a Foundation</i> tab, K-2 pp. 1-3)	
2-3	Closure: Review – Personal space is the area that you occupy. Relate – Describe times, outside of physical education class, when personal space is important. Example: When you help your Mom push the grocery cart at the store, you have to keep the cart in its personal space so you don't hit other carts or people. Praise – Affirm appropriate behavior. Preview – Next class will focus on general space.	

Unit 1 Building a Foundation – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PA.8	Demonstrates consistently the ability to move in open space without contacting other people or objects.
PE.2.PA.1	Moves in personal self-space and general space in response to teacher directed physical activities.
PE.3.PA.1	Recognizes the concept of open spaces in a movement context.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Aerobic Capacity Circuit	8-10	cones	1 per station
	1	music and player	optional, as needed per <i>Fitness Circuit Skill Cards</i> chosen
	misc.	hoops, etc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
General Space and Creative Moves	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1	music and player	
	1	hoop	optional
	2 per	beanbags	optional, 2 per student

Unit 1 Building a Foundation – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, p. 7)	<i>Animal walks</i> cited on page 6 are appropriate for younger students.
10	Focus on Fitness: Fitness Circuits • Aerobic Capacity Circuit (<i>Fitness Circuits</i> tab, pp. 5-6)	Students need to be reminded to correctly perform as many repetitions as they are able.
15	Spotlight on Skills: Building a Foundation • General Space and Creative Moves (<i>Building a Foundation</i> tab, K-2 pp. 5-7)	Use a smaller area for fewer students.
2-3	Closure: Review – General space is the area for play. Relate – Describe times, outside of physical education class, when general space is important. Example: When helping your Mom push the grocery cart at the store, general space is the open area where we get to move the grocery cart. Praise – Affirm appropriate behavior. Preview – Next class will focus on locomotor skills, running, and walking.	

Unit 1 Building a Foundation – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.1	Hops, jogs, and slides using a mature pattern.
PE.2.MS.1	Runs, skips, and gallops using a mature pattern.
PE.2.MS.2	Travels showing differentiation between jogging and sprinting.
PE.3.MS.2	Travels showing differentiation between sprinting and running.
PE.4.MS.2	Runs for distance using a mature pattern.
PE.1.PA.2	Travels in 3 of the 4 different directions (forward, backward, side-ways, diagonally).
PE.1.PA.6	Differentiates between fast and slow speeds.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
Muscular Strength and Endurance Circuit	8-10	cones	1 per station
	1	music and player	
	misc.	jump ropes and hoops	as needed per <i>Fitness Circuit Skill Cards</i> chosen
Running and Walking with Varying Speed and Direction	4	cones	for boundaries
	1	music and player	optional

Unit 1 Building a Foundation – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, p. 7)	<i>Animal walks</i> cited on page 6 are appropriate for younger students.
10	Focus on Fitness: Fitness Circuits • Muscular Strength and Endurance Circuit (<i>Fitness Circuits</i> tab, pp. 7-8)	Students need to be reminded to correctly perform as many repetitions as they are able.
15	Spotlight on Skills: Building a Foundation • Locomotor <i>Skills</i> : Running and Walking with Varying Speed and Directions (Appendix pp. 353-354)	Select only three directions (we will identify) for the younger students.
2-3	Closure: Review – The critical elements of running and walking; review the three speeds and four directions. Relate – Explain when a change of direction would be important when running. Praise – Affirm appropriate running and walking behavior. Preview – Our next class will focus on jumping and hopping with levels.	

Assessment: Observe the students during walking and running in various directions.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Directional Walk and Run

<i>student name</i>	<i>walk/run forward</i>	<i>walk/run backward</i>	<i>walk/run sideways</i>	<i>walk/run diagonal</i>
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/
	/	/	/	/

Unit 1 Building a Foundation – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.1	Hops, jogs, and slides using a mature pattern.
PE.1.MS.2	Jumps and lands in a horizontal plane demonstrating 2 of the 5 critical elements.
PE.2.MS.3	Jumps and lands in a horizontal plane using 1- and 2- foot take-offs and landings demonstrating 4 of the 5 critical elements.
PE.2.MS.4	Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
PE.3.MS.3	Jumps and lands in both the horizontal and vertical planes using a mature pattern.
PE.2.PA.2	Travels demonstrating low, medium, and high levels.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Flexibility Circuit	8-10	cones	1 per station
	misc.	misc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
	1	music and player	
Jumping and Hopping with Levels	4	cones	for boundaries
	misc.	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1	music and player	optional

Unit 1 Building a Foundation – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
10	Focus on Fitness: Fitness Circuits • Flexibility Circuit (<i>Fitness Circuits</i> tab, pp. 9-10)	Inform students to stretch to a point of tension but not pain.
15	Spotlight on Skills: Building a Foundation • Jumping and Hopping with Levels (Appendix pp. 355-356)	
2-3	Closure: Review – The critical elements of jumping and hopping; review the three different levels. Relate – Share an activity illustrating jumping at a low level (medium and high). Praise – Affirm appropriate jumping and hopping skills. Preview – Our next class will focus on pathways and creative moves.	

Unit 1 Building a Foundation – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.4	Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
PE.1.PA.3	Travels in three different pathways (curved, straight, zig-zag).

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Mixed Fitness Circuit	8-10	cones	1 per station
	misc.	misc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
	1	music and player	optional
Pathways and Creative Moves	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	3	movement cubes	1 w/locomotor skills, 1 w/levels and directions, 1 w/pathways
	2 per	paper plates	optional, 2 per student
	1	music and player	

Unit 1 Building a Foundation – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab p. 5)	
10	Focus on Fitness: Fitness Circuits • Mixed Fitness Circuit (<i>Fitness Circuits</i> tab, pp. 13-14)	
15	Spotlight on Skills: Building a Foundation • Pathways and Creative Moves (<i>Building a Foundation</i> tab, K-2 pp. 13-15)	
2-3	Closure: Review – Pathways and various movements. Relate – Share another time when you might need to move in different pathways. Praise – Affirm students who followed directions in pathway movement. Preview – Our next lesson will focus on skipping and leaping.	

Assessment: Observe the students during their involvement in the Pathways and Creative Moves lesson and evaluate their skill.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Maneuver Various Pathways

<i>student name</i>	<i>straight line</i>	<i>zig-zag</i>	<i>curved</i>

Unit 1 Building a Foundation – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.4	Transfers weight from one body part to another in personal self-space.
PE.2.MS.1	Runs, skips, and gallops using a mature pattern.
PE.2.MS.7	Transfers weight from feet to different body parts/bases of support for balance and/or travel.
PE.3.MS.1	Leaps using a mature pattern.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Body Composition Circuit	8-10	cones	1 per station
	misc.	misc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
	1	music and player	optional
Skipping and Leaping with Transfer of Body Weight	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1	music and player	optional

Unit 1 Building a Foundation – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 5)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Circuits • Body Composition Circuit (<i>Fitness Circuits</i> tab, pp. 11-12)	
15	Spotlight on Skills: Building a Foundation • Locomotor Skills: Skipping and Leaping with Transfer of Body Weight (Appendix pp. 357-358)	
2-3	Closure: Review – The critical elements of skipping and leaping. Relate – Share an activity illustrating skipping or leaping. Praise – Affirm students who skipped and leaped correctly. Preview – Our next class will focus on pushing and pulling with force.	

Unit 1 Building a Foundation – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.5	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
PE.1.PA.7	Differentiates between strong and light force.
PE.2.PA.5	Varies time and force with gradual increases and decreases.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Mixed Fitness Circuit	8-10	cones	1 per station
	misc.	misc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
	1	music and player	optional
Pushing and Pulling with Force	4	cones	for boundaries
	1 per	spot marker	1 per student – used to organize
	1 per	playground balls, beach balls, jump ropes	1 per student
	1 per	scooters or large towels to slide on the gym floor	1 per student
	1 per	gymnastics mats	optional

Unit 1 Building a Foundation – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Circuits • Mixed Fitness Circuit (<i>Fitness Circuits</i> tab, pp. 13-14)	
15	Spotlight on Skills: Building a Foundation • Nonlocomotor: Pushing and Pulling with Force (Appendix pp. 359-360)	
2-3	Closure: Review – Movement concepts of pushing and pulling with force. Relate – What other activities do you do that require a push or a pull? Praise – Affirm appropriate pushing and pulling behavior. Preview – In our next class we will focus on tempos and movement.	

Unit 1 Building a Foundation – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.5	Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms.
PE.3.PA.3	Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Fitness Grids	15	spot markers	create 8 grids for up to 32 students
	8	cones	
	4	jump ropes	
	4	carpet squares	or 2 mats to provide a soft surface
	2	tossables	
	3	soccer-type balls	
	1	music and player	
	8-16		<i>Fitness Circuit Skill Cards</i>

Unit 1 Building a Foundation – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Circuits • Fitness Grids (<i>Fitness Circuits</i> tab, pp. 15-16)	
15	Spotlight on Skills: Building a Foundation • Tempos and Creative Moves (<i>Building a Foundation</i> tab, K-2 pp. 17-20)	
2-3	Closure: Review – The meaning of and different types of tempos. Relate – Share when you have adjusted your movement to a tempo. Praise – Affirm students who followed directions. Preview – Our next class will focus on sliding and galloping.	

Assessment: Observe the students during their involvement in the Tempos and Creative Moves lesson and evaluate their skill.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Jump and Skip to Tempo

<i>student name</i>	<i>slow jump/skip</i>	<i>medium jump/skip</i>	<i>fast jump/skip</i>
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/
	/	/	/

Unit 1 Building a Foundation – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.1	Runs, skips, and gallops using a mature pattern.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Pick a Card Circuit <i>Modify if using playing cards is not appropriate for your community.</i>	4	cones	for boundaries
	1-2	packs	of playing cards
	1	hoop/box/bag	to place cards
	4	<i>Pick a Card Task Cards</i>	<i>SPARKfamily.org</i>
	12	jump ropes	
	4	mats	or 8 carpet squares to provide a soft surface
	1	music and player	
Sliding and Galloping with Flight	4	cones	for boundaries
	1	music and player	optional

Unit 1 Building a Foundation – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Fitness Circuits • Pick a Card Circuit (<i>Fitness Circuits</i> tab, pp. 17, 18) Modify if using playing cards is not appropriate for your community.	
15	Spotlight on Skills: Building a Foundation • Locomotor Skills: Sliding and Galloping with Flight (Appendix pp. 361-362)	
2-3	Closure: Review – Critical elements of sliding and galloping. Relate – Share some animals that may use these same movements. Praise – Affirm students who follow directions in sliding and galloping. Preview – Next class will focus on different ways we can move our bodies.	

Unit 1 Building a Foundation – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.5	Demonstrates twisting, curling, bending, and stretching actions.
PE.2.MS.8	Differentiates among twisting, curling, bending, and stretching actions.
PE.1.PA.5	Rolls with either a narrow or curled body shape.
PE.2.PA.3	Rolls in different directions with a narrow or curled body shape.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1	fluff ball/scarf	per 5 students
Pick a Card Circuit	4	cones	for boundaries
	1-2	packs	of playing cards
	1	hoop/box/bag	to place cards
	4	<i>Pick a Card Task Cards</i>	<i>SPARKfamily.org</i>
	12	jump ropes	
	4	mats	or 8 carpet squares to provide a soft surface
	1	music and player	
Twisting and Turning; Bending and Stretching with Body Shapes	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students

Unit 1 Building a Foundation – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
15	Focus on Fitness: Fitness Circuits • Pick a Card Circuit (<i>Fitness Circuits</i> tab, pp. 17, 18)	
15	Spotlight on Skills: Building a Foundation • Nonlocomotor: Twisting and Turning; Bending and Stretching with Body Shapes (Appendix pp. 363-364)	
2-3	Closure: Review – Various ways to move your body: twisting, turning, bending, stretching. Relate – Tell about a time when you had to use one of these movements to reach or do something. Praise – Affirm appropriate behavior and attitude. Preview – Next class will focus on movement concepts using hoops.	

Unit 1 Building a Foundation – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.PA.6	Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
PE.3.PA.7	Applies simple strategies and tactics in chasing activities.
PE.3.PA.8	Applies simple strategies in fleeing activities.
PE.4.PA.9	Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1	fluff ball/scarf	per 5 students
Fitness Tag Team Traveling Challenges	4	cones	for boundaries
	1	spot marker	per pair of students
	1	hoop	per pair of students
	1	tossable	per pair of students
	1	carpet square/mat	per pair of students
	1	music and player	
Movement Concepts Using Hoop	1	hoop	per student
	4	cones	for boundaries
		music and player	optional

Unit 1 Building a Foundation – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
15	Focus on Fitness: Fitness Circuits • Fitness Tag Team Traveling Challenges (<i>Fitness Circuits</i> tab, pp. 19-20)	
15	Spotlight on Skills: Building a Foundation • Movement Concepts Using Hoops (<i>Building a Foundation</i> tab, K-2 pp. 21-24)	
2-3	Closure: Review – Various ways to move your body: twisting, turning, bending, stretching. Relate – Tell about a time when you had to use one of these movements to reach or do something. Praise – Affirm appropriate behavior and attitude. Preview – Next class will focus on movement concepts using hoops.	

Assessment: After the students have had movement experience with the hoops, observe their ability to move over, under, around, and through their hoop.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Hula Hoop Movements

<i>student name</i>	<i>over</i>	<i>under</i>	<i>around</i>	<i>through</i>

Unit 1 Building a Foundation – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.6	Balances in an inverted position with stillness and supportive bases.
PE.3.MS.5	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
PE.3.MS.6	Transfers weight from feet to hands for momentary weight support.
PE.1.PA.4	Maintains stillness on different bases of support with different body shapes.
PE.2.PA.4	Balances on different bases of support, combining levels and shapes.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1	fluff ball/scarf	per 5 students
Roll the Dice	1	spot marker	per group of 4 to create home base
	1	single die	per group of 4 students
	1	<i>Roll the Dice Task Card</i>	per group of 4 students
	1	jump rope	per student
	1	tossable	per group of 4 students
	2	carpet sq./mats	per group of 4 students to provide a soft surface
	1	music and player	
Body Management and Balance	4	cones	for boundaries
	3	movement cubes	1 w/locomotor skills, 1 w/levels and directions, 1 w/pathways
	1 per	spot marker	or hoop per student w/at least 4 different colors; used to organize students in a specific formation, to keep space between students
	1	music and player	

Unit 1 Building a Foundation – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
15	Focus on Fitness: Fitness Circuits • Roll the Dice (<i>Fitness Circuits</i> tab, pp. 21, 22)	
15	Spotlight on Skills: Building a Foundation • Body Management and Balance (Minus #2 Rock and Roll under the “Go” section) (<i>Building a Foundation</i> tab, K-2 pp. 25-28)	
2-3	Closure: Review – The various body shapes practiced. Relate – Share a time when you needed good balance. Praise – Affirm students who practiced skills correctly with a good attitude. Preview – In our next unit we will begin working with manipulatives.	

Unit 2 – Manipulatives

Grades 1-4

Unit Planning Guide

Manipulatives

Using objects of different shapes, sizes, weights, and textures (scarves, beanbags, hoops, balls, etc.) provides students with opportunities to acquire a variety of movement skills such as balancing, rolling small and large objects, moving wands through space, and tossing and catching while stationary and moving. Manipulating these objects allows students to acquire, practice, and improve basic skills that may later be applied to individual and group physical education activities.

Spiritual Connections – Character

It has been said, “Character is what you do when nobody is watching. Character is how you treat people who can do absolutely nothing for you. Character is deciding beforehand that you are going to do the right thing.” And it can be added that character is doing the right thing even when totally involved in a game or an activity.

Proverbs 3:5-6 (MSG). “Trust God from the bottom of your heart; don’t try to figure out everything on your own. Listen for God’s voice in everything you do, everywhere you go; he’s the one who will keep you on track.”

Fitness Challenges 1

The Focus on Fitness portion of the lessons for this unit focus on involving students in a variety of simple body movements with the intent of having the students increase in the number of repetitions completed in a set amount of time. In the *SPARKfolio* box behind the *Fitness Circuits* tab is a collection of orange cards which will (in most cases) provide an illustration on the correct position when performing the activity. Also behind that tab is a white card, Balance Your Fitness, which provides a sample recording chart.

Spotlight on Skills

Note that a number of lessons for Spotlight on Skills have lesson content located in the Appendix which is in the back of this document, pages 335-368. Proceed from Basic to Intermediate to Advanced levels as appropriate for the students. Staying with basic for two days may be best for the class.

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time. Notice that testing Personal Best Days is part of the lesson plan for this unit, week 4, and day 3.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also

provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Unit 2 Outline – Manipulatives

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Fitness Challenges 1

Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop

Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits

Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch

Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop

Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits

Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch

Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop

Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits

Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Manipulative Skills

Day 1 Catching – Basic Level (Appendix pp. 365-367)

Day 2 Catching – Intermediate Level (Appendix pp. 369-371)

Day 3 Catching – Advanced Level (Appendix pp. 373-375)

Assessment: Students will be assessed on their ability to catch various manipulatives.

Week 2

Focus on Fitness: Fitness Challenges 1

Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Jog, Side Slide, Hop, Gallop

Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges

Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch

Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Jog, Side Slide, Hop, Gallop

Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges

Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch

Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)

Aerobic Fitness – Jog, Side Slide, Hop, Gallop

Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges

Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Manipulative Skills

Day 1 Throwing – Basic Level (Appendix pp. 377-378)

Day 2 Throwing – Intermediate Level (Appendix pp. 379-381)

Assessment: Students will be assessed on their overhand throwing skills.

Day 3 Throwing – Advanced Level (Appendix pp. 383-384)

Week 3

Focus on Fitness: Fitness Challenges I

Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)

- Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip
- Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits
- Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)
 - Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip
 - Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits
 - Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)
 - Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip
 - Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits
 - Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Manipulative Skills

- Day 1 Kicking, Trapping, and Punting – Basic Level (Appendix pp. 385-386)
- Day 2 Kicking, Trapping, and Punting – Intermediate Level (Appendix pp.387-388)
- Assessment: Students will be assessed on their Cooperative Skills.
- Day 3 Kicking, Trapping, and Punting – Advanced Level (Appendix pp. 389-390)

Week 4

Focus on Fitness: Fitness Challenges I

- Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)
 - Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump
 - Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges
 - Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)
 - Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump
 - Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges
 - Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)
 - Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump
 - Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges
 - Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Manipulative Skills

- Day 1 Dribbling (Appendix pp. 391-392)
- Day 2 Striking (Appendix pp. 393-394)
- Day 3 Assessment: Personal Best Day #1 (*Personal Best Day* tab, p. 5)

Unit 2 – Manipulatives Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
basketballs		✓	
beach balls		✓	
beanbags	✓		
cones	✓	✓	✓
footballs			✓
music and player			✓
playground balls		✓	
scarves	✓		
softballs			✓
spot markers	✓	✓	✓
tennis balls			✓
yarn balls	✓		

Week 2			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
basketballs			✓
beanbags	✓		
cones	✓	✓	✓
footballs			✓
music and player		✓	
playground balls			✓
scarves	✓		
softballs		✓	
spot markers	✓	✓	✓
tennis balls		✓	
yarn balls	✓		

Week 3			
Equipment	Day 1	Day 2	Day 3
beach balls	✓		
cones	✓	✓	✓
fluffballs or scarves	✓	✓	✓
footballs			✓
playground balls	✓	✓	
soccer balls		✓	✓
spot markers		✓	✓

Week 4			
Equipment	Day 1	Day 2	Day 3
bases or towels		✓	
basketballs	✓		
bats		✓	
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
racquets or paddles		✓	
soccer balls	✓		
softballs		✓	
spot markers		✓	
stopwatch			✓
tennis balls or whiffle balls		✓	

Unit 2 Manipulatives – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.7	Catches a soft object from a self-toss before it bounces.
PE.1.MS.8	Catches various sizes of balls self-tossed or tossed by a skilled thrower.
PE.2.MS.11	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.2	Exhibits responsible behavior in independent group situations.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Catching – Basic Level	4	cones	for boundaries
	1 per	beanbag	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	yarn ball	
	1 per	scarf	1 per person

Unit 2 Manipulatives – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 9)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop • Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Manipulative Skills • Catching – Basic Level (Appendix pp. 365-367)	This lesson may take several days.
2-3	Closure: Review – Critical elements for catching. Relate – What are some other objects you could use to practice catching? Praise – Affirm students who used proper techniques in catching. Preview – In our next class we will practice catching again.	

Unit 2 Manipulatives – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.10	Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 critical elements of a mature catch.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Catching – Intermediate Level	4	cones	for boundaries
	1 per	beach ball	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	playground ball	1 per student
	1 per	basketball	1 per student

Unit 2 Manipulatives – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 9)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop • Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Manipulative Skills • Catching – Intermediate Level (Appendix pp. 369-371)	You may continue the lesson from yesterday for younger students if the lesson wasn't finished.
2-3	Closure: Review – The critical elements of catching. Relate – What was easier to catch, scarves, bean bags or yarn balls? Praise – Affirm appropriate catching skills. Preview – We will practice catching again in the next class.	

Unit 2 Manipulatives – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Catching – Advanced Level	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	softball	1 per student
	1 per	tennis ball	1 per student
	1	music and player	optional
	1	football	1 per student

Unit 2 Manipulatives – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 9)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop • Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits • Flexibility – Hip-Flexor Stretch, Quadriceps, Neck Stretch	
15	Spotlight on Skills: Manipulative Skills • Catching- Advanced Level (Appendix pp. 373-375)	Use advanced for students who may be ready for it. Otherwise you may complete the basic and intermediate catching lessons.
2-3	Closure: Review – Critical skills for catching. Relate – Share some things that would be fun to catch, dangerous to catch, hard to catch, important to catch. Praise – Affirm appropriate catching techniques. Preview – In our next class we will learn throwing skills.	

Assessment: After students have had experience in tossing and catching items such as: scarves, beanbags, and yarn balls, then assess their skill level.

3 points – got it; 2 points – almost, not there yet; 1 point – needs improvement with practice;

0 points – cannot perform task

Toss and Catch

<i>student name</i>	<i>scarves</i>	<i>beanbags</i>	<i>yarn balls</i>	<i>TOTAL score</i>

Unit 2 Manipulatives – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.6	Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
PE.2.MS.9	Throws underhand using a mature pattern.
PE.2.MS.10	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Throwing – Basic Level	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	scarf	1 per student
	1 per	yarn ball	1 per student
	1 per	beanbag	1 per student

Unit 2 Manipulatives – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Side Slide, Hop, Gallop • Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Manipulative Skills • Throwing – Basic Level (Appendix pp. 377-378)	This lesson may take extra days to complete.
2-3	Closure: Review – Critical elements of throwing. Relate – Where are some good places to practice throwing? Where should you not practice throwing? Praise – Affirm appropriate throwing skills. Preview – In our next class we will again practice throwing.	

Unit 2 Manipulatives – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.8	Throws underhand to a partner or target with reasonable accuracy.
PE.3.MS.9	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in a static environment for distance/force.
PE.4.MS.9	Throws overhand using a mature pattern in static environments (closed skills).
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Throwing – Intermediate Level	4	cones	for boundaries
	1 per	softball	1 per student
	1 per	tennis ball	1 per student
	1 per	spot marker	1 per person, used to organize students in a specific formation, to keep space between students
	1	music and player	optional

Unit 2 Manipulatives – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Side Slide, Hop, Gallop • Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Manipulative Skills • Throwing – Intermediate Level (Appendix pp. 379-381)	You may continue yesterday's lesson if not completed.
2-3	Closure: Review – Critical elements of throwing. Relate – What are some things you shouldn't throw? Praise – Affirm appropriate throwing skills. Preview – We will practice throwing different kinds of balls in our next class.	

Assessment: As students work with a partner, observe their ability to throw overhand with correct form.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Throwing Skills

<i>student name</i>	<i>side to target</i>	<i>step with opposite foot</i>	<i>lead with elbow</i>	<i>hip and spine rotate</i>	<i>release with follow-through</i>

Unit 2 Manipulatives – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.10	Throws overhand to a partner or at a target with accuracy from a reasonable distance.
PE.4.MS.11	Throws to a moving partner with reasonable accuracy in a static environment/closed skills.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Throwing – Advanced Level	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	footballs	1 per student
	1 per	basketball	1 per student
	1 per	playground ball	optional

Unit 2 Manipulatives – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 10, choose one activity from SPARK It Up!)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Side Slide, Hop, Gallop • Strength & Endurance – Push-ups (Modified or Knee), Curl-Ups, Forward Lunges • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Manipulative Skills • Throwing- Advanced Level (Appendix pp. 383-384)	Depending on level of student's skill, you may just focus on the basic and intermediate lessons.
2-3	Closure: Review – Critical elements of throwing. Relate – List things that you should never throw toward. Praise – Affirm appropriate behavior. Preview – In our next class we will be learning how to kick, trap and punt.	

Unit 2 Manipulatives – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.10	Taps or dribbles a ball using the inside of the foot while walking in general space.
PE.1.MS.11	Approaches a stationary ball and kicks it forward, displaying 2 of the 5 critical elements of a mature kick.
PE.2.MS.14	Dribbles with the feet in general space with control of ball and body.
PE.2.MS.15	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit
	1	fluffball/scarf	1 per 5 students to identify “its”
Kicking, Trapping, and Punting – Basic Level	4	cones	for boundaries
	1 per	beach ball	1 per student
	1 per	playground ball	1 per student
	1 per 2	cones	for challenge activity

Unit 2 Manipulatives – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip • Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Manipulative Skills • Kicking, Trapping, and Punting – Basic Level (Appendix pp. 385-386)	This lesson may go into a second day.
2-3	Closure: Review – Critical elements of kicking, trapping and punting. Relate – Share about a time when you kicked something that maybe you shouldn't have. Praise – Affirm students who are following directions in the skills taught. Preview – In our next class we will practice these skills again.	

Unit 2 Manipulatives – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.12	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
PE.3.MS.13	Passes and receives ball with insides of feet to a stationary partner, giving on reception before returning pass.
PE.4.MS.15	Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit
	1	fluffball/scarf	1 per 5 students to identify “its”
Kicking, Trapping, and Punting – Intermediate Level	4	cones	for boundaries
	1 per	playground ball	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	soccer ball	1 per student

Unit 2 Manipulatives – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip • Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Manipulative Skills • Kicking, Trapping, and Punting – Intermediate Level (Appendix pp. 387-388)	You may continue with the previous lesson if not completed.
2-3	Closure: Review – Proper techniques of kicking, trapping and punting Relate – You have been practicing trapping the ball. What are some traps Satan sets up for us that he tries to get us to fall for? Praise – Affirm students who are properly using the skills taught. Preview – We will practice these skills again in our next class.	

Assessment: Observe the students during class and assess their cooperative skills.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Cooperative Skills

<i>student name</i>	<i>shares equipment with others</i>	<i>listens to instructions</i>	<i>shows concern for others</i>

Unit 2 Manipulatives – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.14	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
PE.3.MS.15	Uses a continuous running approach and kicks a stationary ball for accuracy.
PE.4.MS.16	Passes and receives ball with the insides of the feet to a moving partner in a static environment/closed skills.
PE.4.MS.17	Receives and passes a ball with the outsides and insides of the feet to a stationary partner, giving on reception.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit
	1	fluffball/scarf	1 per 5 students to identify “its”
Kicking, Trapping, and Punting – Advanced Level	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	soccer ball	1 per student
	1 per	football	1 per student

Unit 2 Manipulatives – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Hop, Gallop, High Knee Skip • Strength & Endurance – Plank (Side), Curl-Ups, Wall Sits • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Manipulative Skills • Kicking, Trapping, and Punting – Advanced Level (Appendix pp. 389-390)	You may continue using the basic and intermediate lesson plan depending on student skill level.
2-3	Closure: Review –Critical elements of kicking, trapping and punting. Relate – What are some other things that might be fun to kick. What should you never kick? Praise – Affirm appropriate behavior. Preview – Our next class will focus on dribbling.	

Unit 2 Manipulatives – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.9	Dribbles continuously in personal self-space using the preferred hand.
PE.2.MS.12	Dribbles in personal self-space with preferred hand demonstrating a mature pattern.
PE.2.MS.13	Dribbles using the preferred hand while walking in general space.
PE.3.MS.11	Dribbles and travels in general space at slow to moderate jogging speed with control of ball and body.
PE.4.MS.13	Dribbles in personal self-space with both the preferred and the non-preferred hands using a mature pattern.
PE.4.MS.14	Dribbles in general space with control of ball and body while increasing and decreasing speed.
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Dribbling	4	cones	for boundaries
	1 per 5	cones	1 per group of 5 students
	1 per	basketball and soccer ball	1 each per student

Unit 2 Manipulatives – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 17)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump • Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Manipulative Skills • Dribbling (Appendix pp. 391-392)	Younger students should use small basketballs.
2-3	Closure: Review –Critical elements of dribbling Relate – To dribble properly you cannot keep your eyes focused on the ball. What are some things in this world that we should not focus our attention on? Praise – Affirm correct dribbling skills. Preview – Our next class will focus on striking skills.	

Unit 2 Manipulatives – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.17	Strikes an object with a <i>short-handled implement</i> , sending it forward over a low net or to a wall.
PE.3.MS.18	Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
PE.3.MS.19	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.)
PE.1.RB.1	Accepts personal responsibility by using equipment and space appropriately.
PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Striking	4	cones	for boundaries
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	bat	1 per partner group
	1 per	bases or towels	1 per partner group
	1 per	racquets or paddles	1 per student
	1 per	tennis ball or whiffle ball	1 per student
	1 per	bases or spot marker	1 per partner group
	2 per	softballs	2 per person

Unit 2 Manipulatives – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 17)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump • Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Manipulative Skills • Striking (Appendix pp. 393-394)	Younger students may need to use plastic bat and balls.
2-3	Closure: Review – Critical elements of striking Relate – Share what your favorite striking instrument was (bat, racquet, paddle). Praise – Affirm appropriate striking form. Preview – In our next class period we will practice activities to see what your personal best is.	

Unit 2 Manipulatives – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Personal Best Day #1 Objectives:

PE.1.PF.1	Discusses the benefits of being active and exercising and/or playing.
PE.2.PF.1	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park). (S3.E1.2)
PE.3.PF.2	Identifies physical activity as a way to become healthier.
PE.4.PF.4	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.
PE.1.VH.2	Identifies physical activity as a component of good health.
PE.2.VH.2	Recognizes the value of good health.
PE.3.VH.2	Discusses the relationship between physical activity and good health.
PE.4.VH.2	Examines the health benefits of participating in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Personal Best Day #1	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	<i>SPARKfamily.org</i>
	3	<i>Fitness Challenge Prompt Pages</i>	<i>SPARKfamily.org</i>
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet square	optional, 1 per 2 students, to provide a soft surface

Unit 2 Manipulatives – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 17)	
15	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, Gallop, High Knee Skip, Jump • Strength & Endurance – Plank, Curl-Ups with a Twist, Forward Lunges • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Manipulative Skills • Personal Best Day #1 (<i>Personal Best Day</i> tab, p. 5)	
2-3	Closure: Review – What are some things you want to improve on for your next Personal Best Day? Relate – Share what it means to do your best? Praise – Affirm appropriate behavior and attitude. Preview – In our next class we will begin a unit on jumping rope.	

Unit 3 – Jump Rope and Flying Disc Grades 1-4

Unit Planning Guide

During this unit it is suggested that Jump Rope instruction be provided for the first two weeks, followed by two weeks of Flying Disc.

Jump Rope

Involving students in jumping activities, provides vigorous, total body conditioning. General coordination, rhythm and timing, muscular strength and endurance, and cardiovascular endurance activities are included in this two-week unit.

Flying Disc

Through the activities in this unit the students will practice and continue in their development of the skills of throwing and catching for accuracy and distance. Choose activities based on the skill level of most of your students. During the lessons, assess their comfort, interest, and ability to perform the activity and adjust as needed. If an activity is too difficult, decrease the variables, simplify, and slow down. Utilize the activities in *SPARK It Up!* if more rigor is needed.

Spiritual Connections – Doing One's Best

Ingredients for a successful life include trying one's hardest and doing one's best. Being the best is not as important as doing one's best. Being the best is a great thing, but doing one's best shows a greater potential of who a person really is.

Romans 12:2 (NCV). "Do not be shaped by this world; instead be changed within by a new way of thinking. Then you will be able to decide what God wants for you; you will know what is good and pleasing to him and what is perfect."

K-2 Online Materials

Unit 3, *Spotlight on Skills*, incorporates the *Jumping* lessons from the K-2 program (available online). *SPARK Physical Education*, Grades K-2 - Set #1 **only the K-2 PE SPARKfamily.org 3 yr. membership** \$169.15 (normally \$199)

Unit 3 Outline – Jump Rope and Flying Disc Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Jog, High Knee Skip, Jump, Skier
Strength & Endurance – Push-Ups (Modified, Knee, Regular), Curl-Ups, Squats
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop
Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Jog, High Knee Skip, Jump, Skier
Strength & Endurance – Push-Ups (Modified, Knee, Regular), Curl-Ups, Squats
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Jump Rope

- Day 1 Stationary Rope Jumping (*Jumping* tab K-2, pp. 9-10)
- Day 2 Jumping Rhythmically #1-3. (*Jumping* tab K-2, pp. 11-12)
- Day 3 Long Rope Turning in Pairs (*Jumping* tab, K-2 pp. 13-14)
Long Rope Jumping I (*Jumping* tab K-2, pp. 15-16)
Assessment: With a partner, students will be assessed on their ability to turn a long rope.

Week 2

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Run, Jump, Skier, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Run, Jump, Skier, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Run, Jump, Skier, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Jump Rope

- Day 1 Long Rope Jumping II (*Jumping* tab K-2, pp. 17-19)
- Day 2 Individual Rope Jumping I (*Jumping* tab K-2, pp. 21-23)
Individual Rope Jumping II (*Jumping* tab K-2, pp. 25-27)
Assessment: Students will be assessed on their ability to jump the rope successfully while being timed.
- Day 3 Jumping and Landing Circuit (*Jumping* tab K-2, pp. 29-30)

Week 3

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks
Strength & Endurance – Arm Circles, V-Sits, Squats
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks
Strength & Endurance – Arm Circles, V-Sits, Squats
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks
Strength & Endurance – Arm Circles, V-Sits, Squats
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Flying Disc

- Day 1 Backhand Throw and Catch (*Flying Disc* tab, p. 5)
Target Throw (*Flying Disc* tab, pp. 13-14)
Assessment: Students will be assessed on their ability to throw and catch a flying disc.
- Day 2 Forehand Throw (*Flying Disc* tab, p. 9)
Pass and Follow (*Flying Disc* tab, pp. 15-16)
Assessment: Students will be assessed on their use of proper forehand throwing techniques.
- Day 3 Backhand Give and Go (*Flying Disc* tab, p. 9)
Corner to Corner Give and Go (*Flying Disc* tab, pp. 17-18)

Week 4

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Circuits* tab, orange cards)
Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee
Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee
Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee
Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Flying Disc

- Day 1 Catching Drills (*Flying Disc* tab, p. 11)
Hoop to Hoop (*Flying Disc* tab, pp. 19-20)
Assessment: Students will be assessed on their ability to perform catches using proper techniques.
- Day 2 5-Player Flying Disc Throw and Run (*Flying Disc* tab, pp. 21-22)
- Day 3 Keep Away (*Flying Disc* tab, pp. 25-26)
Assessment: Students will be assessed on their ability to apply Offensive and Defensive Skills in a game setting.

Unit 3 – Jump Rope and Flying Disc Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
balls - 8 ^{1/2"}			✓
cones	✓	✓	✓
drum			✓
jump ropes – 14 foot			✓
jump ropes – 7 foot	✓		
music and player	✓	✓	✓
spot markers		✓	

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
hoops		✓	✓
jump rope chants		✓	
<i>*Jumping and Landing Skill Cards</i>			✓
music and player	✓		✓
pinnies	✓	✓	✓
ropes – 14 foot	✓		
ropes – 7 or 8 foot		✓	

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
flying discs	✓	✓	✓
hoops	✓		
music and player	✓	✓	✓
spot markers		✓	✓

Week 4			
Equipment	Day 1	Day 2	Day 3
bases or spot markers		✓	✓
cones	✓	✓	✓
flying discs	✓	✓	✓
hoops	✓		
music and player	✓	✓	✓

Unit 3 Jump Rope – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.14	Jumps forward or backward consecutively using a self-turned rope.
PE.1.MS.15	Jumps a long rope up to five times consecutively with teacher-assisted turning.
PE.2.MS.19	Jumps a self-turned rope consecutively forward and backward with a mature pattern.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Stationary Rope Jumping	4	cones	for boundaries
	misc.	7' jump rope	1 per student
	1	music and player	

Unit 3 Jump Rope – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 18, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, High Knee Skip, Jump, Skier • Strength & Endurance – Push-Ups (Modified, Knee, Regular), Curl-Ups, Squats • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Jump Rope • Stationary Rope Jumping (<i>Jumping</i> tab K-2, pp. 9-10)	
2-3	Closure: Review – Reasons for jumping rope. Relate – What kinds of things can you jump over in your neighborhood or at home? Praise – Affirm appropriate behavior. Preview – Tomorrow we will practice jumping together to music.	

Unit 3 Jump Rope – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.20	Performs intermediate jump-rope skills (e.g., tricks, running in and out of rope) for both long and short ropes.
PE.1.RB.3	Responds appropriately to general feedback from the teacher.
PE.2.RB.3	Accepts specific corrective feedback from the teacher.
PE.3.RB.3	Accepts and implements specific corrective feedback from the teacher.
PE.4.RB.3	Listens respectfully to corrective feedback from others (e.g., peers, adults).

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Jumping Rhythmically	4	cones	for boundaries
	misc.	spot marker	1 per student
	1	music and player	“Pop Goes the Weasel” and “Jumpin’ Joe”

Unit 3 Jump Rope – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 18, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Walk/Jog, Skip, Side Slide, Hop • Strength & Endurance – Plank (Knee), Knee to Chest Curls, Wall Sits • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Jump Rope • Jumping Rhythmically #1-3 (<i>Jumping</i> tab K-2, pp. 11-12)	If you do not have access to the music CD, choose other rhythmic songs to use with the lesson.
2-3	Closure: Review – What did you have to do to stay together as a group? Relate – When are some other times you work as a group? Praise – Affirm appropriate behavior. Preview – Next class we will practice turning our jump rope.	

Unit 3 Jump Rope – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.20	Jumps a long rope five times consecutively with student turners.
PE.3.MS.20	Jumps a long rope five times consecutively with student turners.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Long Rope Turning in Pairs	4	cones	for boundaries
	misc.	14' long rope	1 per 2 students
	1	music and player	
	misc.	8 ½ " ball	optional, 1 per 3 to 4 students
	1	drum (or anything to make or change beats)	optional
Long Rope Jumping I	4	cones	for boundaries
	misc.	1 – 14' long rope	1 per 3 students
	1	music and player	optional

Unit 3 Jump Rope – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (ASAP tab, p. 18, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Jog, High Knee Skip, Jump, Skier • Strength & Endurance – Push-Ups (Modified, Knee, Regular), Curl-Ups, Squats • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Jump Rope • Long Rope Turning in Pairs (<i>Jumping</i> tab K-2, pp. 13-14) • Long Rope Jumping I (<i>Jumping</i> tab K-2, pp. 15-16)	Check <i>SPARK It Up!</i> p. 16 for more advanced students.
2-3	Closure: Review – Skills to being a good group-mate: sharing, taking turns, doing your best. Relate – Tell when someone shared and took turns with you. Praise – Affirm appropriate behavior. Preview – Next class we will practice more long rope jumping.	

Assessment: Observe students in a partner setting to check on turning a long rope in a uniform fashion. Evaluate each student and their partner together as one group.

Scoring –

Cohesion: 2 = in unisons at all times
1 = most of the time in unison
0 = sloppy

Speed: 2 = can turn rope in unison in both fast and slow speeds
1 = can turn rope in unison in only 1 speed
0 = difficulty turning in both fast and slow speeds

Long Rope Turning

<i>student names</i>	<i>cohesion in ropes turned score</i>	<i>speed score</i>

Unit 3 Jump Rope – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.20	Jumps a long rope five times consecutively with student turners.
PE.3.MS.20	Performs intermediate jump-rope skills (e.g., tricks, running in and out of rope) for both long and short ropes.

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	marker like a pinnie	1 per 5 students to designate “Its”
Long Rope Jumping II	4	cones	for boundaries
	misc.	14’ long rope	1 per 3 students
	1	music and player	optional

Unit 3 Jump Rope – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Addition Tag (<i>Chasing and Fleeing</i> tab, pp. 15-16)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Jump, Skier, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Jump Rope • Long Rope Jumping II (<i>Jumping</i> tab K-2, pp. 17-19)	For students having difficulty, have them stand behind a turner and practice (without a rope) by jumping each time the rope hits the ground.
2-3	Closure: Review – What make it easier for you to jump? Harder? Relate – Share how working together helps you be successful? Praise – Affirm appropriate behavior. Preview – Next class will focus on jumping rope alone.	

Unit 3 Jump Rope – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.20	Performs intermediate jump-rope skills (e.g., tricks, running in and out of rope) for both long and short ropes.
PE.4.MS.25	Creates a jump-rope routine with either a short or long rope.
PE.2.RB.9	Works independently and safely in physical education.
PE.3.RB.9	Works independently and safely in physical activity settings.

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	marker like a pinnie	1 per 5 students to designate "Its"
Individual Rope Jumping I	4	cones	for boundaries
	1 per	7' or 8' rope	1 per student
	6-8	hoops	
	1	music and player	
	1	jump rope chants	optional
Individual Rope Jumping II		(SAME AS Individual Jump Roping I)	listed above

Unit 3 Jump Rope – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Addition Tag (<i>Chasing and Fleeing</i> tab, pp. 15-16)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Jump, Skier, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Jump Rope • Individual Rope Jumping I (<i>Jumping</i> tab K-2, pp. 21-23) • Individual Rope Jumping II (<i>Jumping</i> tab K-2, pp. 25-27)	
2-3	Closure: Review – Was it easier to jump a rope that you turned or that someone else was turning? Relate – Why was it important to make sure you had the right size of jump rope? What are some other things you need to make sure are the right size in order to master? (e.g., bike, bats) Praise – Affirm appropriate behavior. Preview – Next class we will practice a jumping and running circuit.	

Assessment: Observe the class as a group to assess the number of times the student can jump during a 2-minute timing. Students will count their own jumps and report their number to the teacher.

2-Minute Jump Rope Timing

<i>student name</i>	<i>number of jumps</i>

Unit 3 Jump Rope – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
PE.4.PF.4	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.
PE.2.RB.2	Accepts responsibility for class protocols with behavior and performance actions.
PE.1.VH.6	Recognizes that challenge in physical activities can lead to success.
PE.2.VH.6	Compares physical activities that bring confidence and challenge.
PE.3.VH.6	Discusses the challenge that comes from learning a new physical activity.
PE.4.VH.6	Rates the enjoyment of participating in challenging and mastered physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	marker like a pinnie	1 per 5 students to designate “Its”
Jumping and Landing Circuit	6-10	cones	1 per station
	6-10	hoops	1 per station
	misc.	miscellaneous	as per <i>Jumping and Landing Skill Cards</i> for specific equipment
	1	music: Interval Music	SPARK K-2 Music CD
	1	music player	

Unit 3 Jump Rope – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Addition Tag (<i>Chasing and Fleeing</i> tab, pp. 15-16)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Jump, Skier, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Wall Sits • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Jump Rope • Jumping and Landing Circuit (<i>Jumping K-2</i> tab, pp. 29-30)	
2-3	Closure: Review – What was your favorite activity? Relate – Why should you always be aware of your space around you during jumping activities? Praise – Affirm appropriate behavior. Preview – Next class we will start a unit on flying disc.	

Unit 3 Flying Disc – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Backhand Throw and Catch	1	flying disc	1 per 2 students
	4	cones	for boundaries
Target Throw	1	flying disc	1 per student
	1	hoop	1 per 2 students
	4	cones	for boundaries

Unit 3 Flying Disc – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks • Strength & Endurance – Arm Circles, V-Sits, Squats • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Flying Disc • Backhand Throw and Catch (<i>Flying Disc</i> tab, p. 5) • Target Throw (<i>Flying Disc</i> tab, pp. 13-14)	
2-3	Closure: Review – Critical elements of gripping, backhand throwing and catching. Relate – What are other times you may need to use these skills? (e.g., tennis? baseball?) Praise – Affirm appropriate behavior. Preview – Next class will focus on forehand throwing, passing and following.	

Assessment: Flying Disc Self-Check. In today's lesson the students have learned Backhand Throw and Clap Catch. Use the Flying Disc Self-Check (*SPARKfolio Flying Disc* tab, white card) to assess in these two areas. Bonus if they can demonstrate a 2-Hand Catch.

Unit 3 Flying Disc – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.6	Responds to God's love by using physical gifts to serve others.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Forehand Throw	1	flying disc	1 per 2 students
	4	cones	for boundaries
Pass and Follow	1	flying disc	1 per group of 4-5 students
	2	spot markers	1 per group of 4-5 students

Unit 3 Flying Disc – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks • Strength & Endurance – Arm Circles, V-Sits, Squats • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Flying Disc • Forehand Throw (<i>Flying Disc</i> tab, p. 9) • Pass and Follow (<i>Flying Disc</i> tab, pp. 15-16)	
2-3	Closure: Review – Critical elements of gripping and forehand throwing. Relate – What are some other things you might use a forehand throw for? (e.g., skipping rocks?) Praise – Affirm appropriate behavior. Preview – Next class will focus on more catching and throwing.	

Assessment: Observe students in a partner setting to check for proper forehand throwing techniques.

Scoring –

Hand Grip: 1 = holds disc with thumb under the side rim and fingers curled over front edge
0 = shows no knowledge of how to hold the disc correctly

Target: 1 = faces target when throwing and releases disc in general area of target
0 = throws the disc aimlessly

Wrist: 1 = flicks the wrist and from a front to back motion
0 = throws the disc with a straight wrist

Forehand Throwing

<i>student name</i>	<i>hand grip score</i>	<i>facing throwing target score</i>	<i>wrist flick score</i>

Unit 3 Flying Disc – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.11	Throws to a moving partner with reasonable accuracy in a static environment/closed skills.
PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Backhand Give and Go	1	flying disc	1 per 2 students
	4	cones	for boundaries
Corner to Corner Give and Go	1	flying disc	1 per 4 students
	misc.	spot markers	for grids

Unit 3 Flying Disc – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Skier, Mountain Climber, Jumping Jacks • Strength & Endurance – Arm Circles, V-Sits, Squats • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Flying Disc • Backhand Give and Go (<i>Flying Disc</i> tab, p. 7) • Corner to Corner Give and Go (<i>Flying Disc</i> tab, pp. 17-18.)	
2-3	Closure: Review – Tell how you do a backhanded throw. Relate – Share what other games might use these as well. Praise – Affirm appropriate behavior. Preview – Next class will focus on catching.	

Unit 3 Flying Disc – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.5	Participates in health-related fitness activities.
PE.2.PF.6	Participates in health-related fitness activities.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Catching Drills	1	flying disc	1 per 2 students
	4	cones	for boundaries
Hoop to Hoop	1	flying disc	1 per 2 students
	1	hoop	1 per 2 students
	2	cones	to create a line

Unit 3 Flying Disc – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee • Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Flying Disc • Catching Drills (<i>Flying Disc</i> tab, p. 11) • Hoop to Hoop (<i>Flying Disc</i> tab, pp. 19-20)	
2-3	Closure: Review – Elements of 2-hand, 1-hand and under the leg catching. Relate – Share when else you might need to know how to catch well. Praise – Affirm appropriate behavior. Preview – Next class we'll play a game like baseball but with a flying disc.	

Assessment: Check for the proper techniques when catching a flying disc in various ways.

Scoring

2-Hand Catch: 1 = shows correct positioning of hands and fingers over and under the disc
0 = lacks proper positioning of hands

1-Hand Grip: 1 = shows correct positioning of hands and fingers over and under the disc
0 = lacks proper positioning of hands on the disc

Under the Leg Catch: BONUS

1 = demonstrates correct form while catching the disc with one hand under the leg
0 = demonstrates no ability of catching a disc under the leg

Catching a Flying Disc

<i>student name</i>	<i>2-Hand Catch</i>	<i>1-Hand Catch</i>	<i>Under the Leg Catch (bonus)</i>

Unit 3 Flying Disc – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.1	Participates in health-related fitness activities.
PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.
PE.1.VH.6	Recognizes that challenge in physical activities can lead to success.
PE.2.VH.6	Compares physical activities that bring confidence and challenge.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
5-Player Flying Disc Throw and Run	4	cones	1 per group of 5 students for boundaries
	2	bases	cones, spot markers, etc. 1 per group of 5 students
	1	flying disc	1 per group of 5 students

Unit 3 Flying Disc – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee • Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Flying Disc • 5-Player Flying Disc Throw and Run (<i>Flying Disc</i> tab, pp. 21-22)	
2-3	Closure: Review – Was this a hard game for you to play? Easy? Why? How did being able to throw and catch help you in the game? Relate – What other game do you need to use teamwork like this? Praise – Affirm appropriate behavior. Preview – Next class we will play a game of keep away with the flying discs.	

Unit 3 Flying Disc – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
PE.4.RB.9	Works safely with peers and equipment in physical activity settings.
PE.3.VH.6	Discusses the challenge that comes from learning a new physical activity.
PE.4.VH.6	Rates the enjoyment of participating in challenging and mastered physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Keep Away	1	flying disc	1 per group of 4 students
	misc.	spot markers	for grids

Unit 3 Flying Disc – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges II (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Jumping Jacks, Burpee • Strength & Endurance – Push-Up Hockey, Curl-Ups, Walking Lunges • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Flying Disc • Keep Away (<i>Flying Disc</i> tab, pp. 25-26)	
2-3	Closure: Review – What was your favorite part of the game? Relate – How was this different from other keep away games you have played? How is it the same? Praise – Affirm appropriate behavior. Preview – Next class will start a unit on volleyball.	

Assessment: Check for proper technique of throwing, catching, and intercepting a flying disc while participating in the Keep Away activity.

Scoring –

Offensive Skills: 2 = demonstrates satisfactory skills in ability to avoid passing the disc to the defender
1 = shows minor skills in passing the disc to a teammate and avoiding the defender
0 = shows no skill in being able to avoid the defender

Defensive Skills: 2 = intercepts a thrown disc the majority amount of times when thrown
1 = demonstrates some skill in being able to intercept a thrown disc
0 = demonstrates bare minimal skill in being able to intercept a thrown disc

Throwing, Catching, and Intercepting

<i>student name</i>	<i>Offensive Skills</i>	<i>Defensive Skills</i>

Unit 4 - Volleyball

Grades 1-4

Unit Planning Guide

Volleyball

Volleyball in grades 1-4 . . . Really?! Becoming proficient in tossing a ball to a target or person, tossing and catching a ball, are skills used in volleyball that become familiar to many students in early grades. Make grade-appropriate adjustments in the type of balls used and the height of the net (or substitution for a net).

Spiritual Connections – Teamwork

In order to be successful, teamwork and communication are critical in almost any sport, no matter how many athletes are playing. And the more the team plays together, the better the team becomes. The same is true for life in building strong Christian relationships with one another. This includes building each other up, encouraging unity, and relying on each other to get through situations in life.

Ecclesiastes 4: 9-10 (NLT). “Two people are better off than one, for they can help each other succeed. If one person falls, the other can reach out and help. But someone who falls alone is in real trouble.”

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time. Notice that testing Personal Best Days is part of the lesson plan for this unit, week 4, and day 3.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Unit 4 Outline – Volleyball

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Map Challenges

Day 1 Moving Around the Track - Counting Laps (*Map Challenges* tab, pp. 7-8)

Day 2 Moving Around the Track - Counting Laps (*Map Challenges* tab, pp. 7-8)

Day 3 Moving Around the Track - Counting Laps (*Map Challenges* tab, pp. 7-8)

Spotlight on Skills: Volleyball

Day 1 Introduction to Forearm Pass (*Volleyball* tab, pp. 5-6)

Day 2 Bumping Buddies (*Volleyball* tab, pp. 7-8)

Forearm 21 (*Volleyball* tab, pp. 15-16)

Assessment: Students will be assessed on their ability to pass the volley ball against the wall.

Day 3 Cooperative Countdown (*Volleyball* tab, pp. 17-18)

Week 2

Focus on Fitness: Map Challenges

Day 1 Moving Around the Track - Counting Minutes (*Map Challenges* tab, pp. 9-10)

Day 2 Moving Around the Track - Counting Minutes (*Map Challenges* tab, pp. 9-10)

Day 3 Moving Around the Track - Counting Minutes (*Map Challenges* tab, pp. 9-10)

Spotlight on Skills: Volleyball

Day 1 Setting Pairs (*Volleyball* tab, pp. 11-12)

Day 2 Introduction to Overhead Pass (*Volleyball* tab, pp. 9-10)

Crossover (*Volleyball* tab, pp. 19-20)

Day 3 Introduction to Underhand Serve (*Volleyball* tab, pp. 13-14)

Serving Challenges (*Volleyball* tab, pp. 21-22)

Assessment: Students will be assessed on their ability to overhead pass the volleyball against the wall.

Week 3

Focus on Fitness: Map Challenges

Day 1 Moving for Time (*Map Challenges* tab, pp. 11-12)

Day 2 Moving for Time (*Map Challenges* tab, pp. 11-12)

Day 3 Moving for Time (*Map Challenges* tab, pp. 11-12)

Spotlight on Skills: Volleyball

Day 1 Serving Shower (*Volleyball* tab, pp. 23-24)

Assessment: Students will be assessed on underhand serving.

Day 2 Mini-Volleyball (*Volleyball* tab, pp. 25-26)

Day 3 Assessment: Volleyball Self- Check (*SPARKfolio Volleyball* tab, white card)

Week 4

Focus on Fitness: Map Challenges

Day 1 Moving Around the Track - Counting Laps (*Map Challenges* tab, pp. 7-8)

Day 2 Moving Around the Track - Counting Minutes (*Map Challenges* tab, pp. 9-10)

Day 3 Moving for Time (*Map Challenges* tab, pp. 11-12)

Spotlight on Skills: Volleyball

Day 1 4-Square Volleyball (*Volleyball* tab, pp. 27-28)

Assessment: Students will be assessed on their ability to move effectively around the court in a game setting.

Day 2 Volleyball Tag Team Traveling Challenge (*Volleyball* tab, pp. 29-30)

Day 3 Assessment: Personal Best Day #2 (*Personal Best Day* tab, p. 5)

Unit 4 – Volleyball Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
foam or soft volleyballs	✓	✓	✓
music and player	✓	✓	✓
spot markers			✓
stopwatch	✓	✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
cones	✓	✓	✓
hoops			✓
music and player	✓	✓	✓
stopwatch	✓	✓	✓

Week 3			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	
cones	✓	✓	✓
<i>*Moving for Time “ready” activity</i>	✓	✓	✓
music and player			✓
net or barrier	✓		
ropes – 10 inches		✓	
<i>*SPARK It Up! activity</i>	✓	✓	✓
stopwatch	✓	✓	✓

*check selected activity for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
balls	✓		
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
<i>*Moving for Time “ready” activity</i>			✓
music and player	✓	✓	
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
ropes – 10 foot	✓		
spot markers	✓	✓	✓
stopwatch	✓	✓	✓
volleyballs		✓	

*check selected activity for equipment needs

Unit 4 Volleyball – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.RB.2	Follows the rules and parameters of the learning environment.
PE.2.RB.1	Practices skills with minimal teacher prompting.
PE.3.RB.1	Exhibits personal responsibility in teacher-directed activities.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
Moving Around the Track – Counting Laps	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Introduction to Forearm Pass	1 per	foam or soft volleyball	1 per group

Unit 4 Volleyball – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Laps (<i>Map Challenges</i> tab, pp. 7-8)	
15	Spotlight on Skills: Volleyball • Introduction to Forearm Pass (<i>Volleyball</i> tab, pp. 5-6)	Use balloons for younger students.
2-3	Closure: Review – Proper technique required in a forearm pass or “bump.” Relate – Share an activity in which you might use this same skill. Praise – Affirm appropriate bump techniques. Preview – In our next class we will practice bumping with a friend.	

Unit 4 Volleyball – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.16	Volleys an object upward with consecutive hits.
PE.3.MS.16	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
PE.4.MS.20	Volleys underhand using a mature pattern in a dynamic environment (e.g., two-square, four-square, handball).

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
Moving Around the Track – Counting Laps	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Bumping Buddies	1 per	ball	1 per 2 students
Forearm 21	1 per	ball	1 per 4 students

Unit 4 Volleyball – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Laps (<i>Map Challenges</i> tab, pp. 7-8)	
15	Spotlight on Skills: Volleyball • Bumping Buddies (<i>Volleyball</i> tab, pp. 7-8) • Forearm 21 (<i>Volleyball</i> tab, pp. 15-16)	Nets should be lowered to accommodate younger students.
2-3	Closure: Review – Proper techniques of bumping. Relate – Share about another activity that you need to work together in. Praise – Affirm students who worked well in their groups. Preview – In the next class we will again practice bumping a buddy and in a group.	

Assessment: Observe the class as a group to assess the number of times the student can pass the volleyball against the wall using the forearm pass in a 2-minute timing. Students will count and report their number to the teacher. Provide suggestions as students work independently.

Forearm Pass

<i>student name</i>	<i>number of forearm passes</i>

Unit 4 Volleyball – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.RB.5	Works independently with others in a variety of class environments (e.g., small and large groups).
PE.2.RB.5	Works independently with others in partner environments.
PE.4.RB.1	Reflects on personal social behavior in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
Moving Around the Track – Counting Laps	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Bumping Buddies	1 per	ball	1 per 2 students
Cooperative Countdown	1 per	spot marker	1 per 4-5 students
	1 per	ball	1 per 4-5 students

Unit 4 Volleyball – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Laps (<i>Map Challenges</i> tab, pp. 7-8)	
15	Spotlight on Skills: Volleyball • Bumping Buddies (<i>Volleyball</i> tab, pp. 7-8) • Cooperative Countdown (<i>Volleyball</i> tab, pp. 17-18)	Younger students can continue to use balloons or soft balls if necessary.
2-3	Closure: Review – Proper techniques of a bump. Relate – Why was it so important to cooperate with your group? Praise – Affirm students who worked together nicely. Preview – In our next class we will learn something called an overhead pass or “set.”	

Unit 4 Volleyball – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
PE.4.PF.4	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional
Moving Around the Track – Counting Minutes	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Setting Pairs	1 per	ball	1 per pair of students

Unit 4 Volleyball – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10)	
15	Spotlight on Skills: Volleyball • Setting Pairs (<i>Volleyball</i> tab, pp. 11-12)	
2-3	Closure: Review – Proper techniques of a set. Relate – Share about a time you and a friend worked well together on a project. Praise – Affirm students who used the proper setting technique. Preview – In our next class we will practice serving the volleyball.	

Unit 4 Volleyball – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.16	Volleys an object upward with consecutive hits.
PE.3.MS.16	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
PE.4.MS.21	Volleys with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional
Moving Around the Track – Counting Minutes	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Introduction to Overhead Pass	1 per	ball	1 per student
Crossover	4	cones	1 per 4 students
	misc.	spot markers	to create playing courts
	1 per	ball	1 per 4 students

Unit 4 Volleyball – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10)	
15	Spotlight on Skills: Volleyball • Introduction to Overhead Pass (<i>Volleyball</i> tab, pp. 9-10) • Crossover (<i>Volleyball</i> tab, pp. 19-20)	Use balloons for younger students.
2-3	Closure: Review – Proper techniques in an overhead pass or “set.” Relate – Share about another team you are a part of and tell why it is important to work together. Praise – Affirm students who performed the set correctly. Preview – In our next class we will practice setting to a friend.	

Unit 4 Volleyball – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.12	Volleys an object with an open palm, sending it upward.
PE.3.MS.16	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
PE.4.MS.20	Volleys underhand using a mature pattern in a dynamic environment (e.g., two-square, four-square, handball).

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional
Moving Around the Track – Counting Minutes	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Introduction to Underhand Serve	4	cones	for boundaries
	1 per	ball	1 per student
Serving Challenges	4	cones	for boundaries
	1 per	hoop	1 per 2 students
	1 per	ball	1 per 2 students

Unit 4 Volleyball – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10)	
15	Spotlight on Skills: Volleyball • Introduction to Underhand Serve (<i>Volleyball</i> tab, pp. 13-14) • Serving Challenges (<i>Volleyball</i> tab, pp. 21-22)	
2-3	Closure: Review – The proper parts of a serve Relate – How can you work to serve others? Praise – Praise students who form the serve correctly. Preview – In our next class we will keep practicing our serves.	

Assessment: Observe the class as a group to assess the number of times the student can pass the volleyball against the wall using the forearm pass in a 2-minute timing. Students will count and report their number to the teacher. Provide suggestions as students work independently.

Overhead Pass

<i>student name</i>	<i>number of overhead passes</i>

Unit 4 Volleyball – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.12	Volleys an object with an open palm, sending it upward.
PE.3.MS.16	Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
PE.4.MS.20	Volleys underhand using a mature pattern in a dynamic environment (e.g., two-square, four-square, handball).

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	misc.	as needed per <i>SPARK It Up!</i> lesson chosen from page 20
Moving for Time	1	stopwatch	
	misc.		read the “Ready” section to see what equipment is needed
Serving Shower	1 per	ball	1 per 2 students
	1	net or barrier	

Unit 4 Volleyball – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (ASAP tab, p. 20, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Map Challenges • Moving for Time (<i>Map Challenges</i> tab, pp. 11-12)	
15	Spotlight on Skills: Volleyball • Serving Shower (<i>Volleyball</i> tab, pp. 23-24)	Can also do PACE activity
2-3	Closure: Review – How to use a good underhanded serve technique Relate – Share about a time when you served someone (but not in a game). Praise – Affirm students who did the exercises without complaining. Preview – In our next class we will put all of the Volleyball skills together that we have been learning and play a mini-volleyball game.	

Assessment: Individually evaluate each student on their underhand serve using the correct critical elements while the entire class is practicing.

Scoring –

- 3 = shows expertise in performing the critical elements
- 2 = shows good skill in performing the critical elements but still needs some work
- 1 = shows minimal skill in being able to perform the critical element
- 0 = shows no comprehension in being able to perform the critical element

Underhand Serve

<i>student name</i>	<i>holding ball in front of hitting hand</i>	<i>stepping onto opposite foot</i>	<i>making solid contact with palm or fist</i>	<i>hand/shoulder pointing at target</i>

Unit 4 Volleyball – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1		as needed per <i>SPARK It Up!</i> lesson chosen from page 20
Moving for Time	1	stopwatch	
	misc.		read the “Ready” section to see what equipment is needed
Mini-Volleyball	1 per	ball	1 per 6
	1 per	10” rope	1 per 6
	2 per	cones	2 per group

Unit 4 Volleyball – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 12, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Map Challenges • Moving for Time (<i>Map Challenges</i> tab, pp. 11,12)	
15	Spotlight on Skills: Volleyball • Mini-Volleyball (<i>Volleyball</i> tab, pp. 25-26)	
2-3	Closure: Review – Basic volleyball skills learned. Relate – Explain how teamwork is needed in daily life. Praise – Affirm appropriate behavior. Preview – Next class we will have an assessment on volleyball.	

Unit 4 Volleyball – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.12	Volley an object with an open palm, sending it upward.
PE.2.MS.16	Volley an object upward with consecutive hits.
PE.3.MS.16	Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
PE.4.MS.20	Volley underhand using a mature pattern in a dynamic environment (e.g., two-square, four-square, handball).
PE.4.MS.21	Volley with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	as needed per <i>SPARK It Up!</i> lesson chosen from page 12
Moving for Time	1	stopwatch	
	misc.		read the “Ready” section to see what equipment is needed

Unit 4 Volleyball – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Meet Me in the Middle (<i>ASAP</i> tab, p. 12, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Map Challenges <ul style="list-style-type: none"> • Moving for Time (<i>Map Challenges</i> tab, pp. 11,12) 	
15	Spotlight on Skills: Volleyball <ul style="list-style-type: none"> • Assessment – Volleyball Self-Check. Use the student self-assessment tool (<i>SPARKfolio Volleyball</i> tab, white card) 	
2-3	Closure: Review – Share something you have learned about Volleyball. Relate – How is your family like a team? How do you cooperate? Praise – Affirm appropriate behavior volleyball skills. Preview – In our next class we will play a game called 4-Square Volleyball.	

Unit 4 Volleyball – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Moving Around the Track – Counting Laps	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
4-Square Volleyball	4 per	spot markers	4 per group of 8 (for boundaries)
	1 per	ball	1 per group of 8
	2 per	10' rope or chalk rope	1 per group of 8

Unit 4 Volleyball – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Laps (<i>Map Challenges</i> tab, pp. 7-8)	
15	Spotlight on Skills: Volleyball • 4-Square Volleyball (<i>Volleyball</i> tab, pp. 27-28)	
2-3	Closure: Review – Proper techniques for a set and serve. Relate – How is this game the same as 4-Square? How is it different? Praise – Affirm students who played well together. Preview – In our next class we will have a volleyball team challenge.	

Assessment: Individually evaluate each student on their ability to move effectively around the court in a game setting while the entire class is involved in a game.

Scoring –

Ready Position: 1 = feet are hip distance apart and student is on their toes
0 = feet are staggered and balance is shaky

Feet Shuffling: 1 = feet are held under control until needed to move
0 = feet are constantly moving in sporadic manner

Diving: 1 = stomach is on ground, hands out in front or by side, distance is gained
0 = body is thrown on ground in a manner inefficiently

Underhand Serve

<i>student name</i>	<i>holding ball in front of hitting hand</i>	<i>stepping onto opposite foot</i>	<i>making solid contact with palm or fist</i>	<i>hand/shoulder pointing at target</i>

Unit 4 Volleyball – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Moving Around the Track – Counting Minutes	4-8	cones	for marking track
	1	stopwatch	
	1	music and player	optional
Volleyball Tag Team Traveling Challenge	4	cones	for boundaries
	1	spot marker	1 marker per pair
	1	volleyball	1 per pair

Unit 4 Volleyball – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Map Challenges • Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10)	
15	Spotlight on Skills: Volleyball • Volleyball Tag Team Traveling Challenge Task Card (<i>SPARKfolio Volleyball</i> tab, pp. 29-30)	
2-3	Closure: Review – What did you notice or learn from the challenge today? Relate – Share how keeping in shape with the aerobic activities could help your life. Praise – Affirm appropriate volleyball handling skills. Preview – Next class will focus on a Personal Best Day.	

Unit 4 Volleyball – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Personal Best Day #2 Objectives:

PE.1.PF.2	Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
PE.2.PF.2	Recognizes the use of the body as resistance for developing strength (e.g., holds body in plank position, animal walks).
PE.3.PF.3	Describes the concept of fitness and provides examples of physical activity to enhance fitness.
PE.4.PF.8	Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.
PE.1.VH.3	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.2.VH.3	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.3.VH.3	Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.4.VH.3	Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies.

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Moving for Time	1	stopwatch	
	misc.		read the “Ready” section to see what equipment is needed
Personal Best Day #2	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	<i>SPARKfamily.org</i>
	3	<i>Fitness Challenge Prompt Pages</i>	<i>SPARKfamily.org</i>
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet squares	optional, 1 per 2 students

Unit 4 Volleyball – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Map Challenges • Moving for Time (<i>Map Challenges</i> tab, pp. 11,12)	
15	Spotlight on Skills: Volleyball • Personal Best Day #2 (<i>Personal Best Day</i> tab, p. 5)	
2-3	Closure: Review – Proper volleyball skill techniques. Relate – What are some other things you need to practice on your own to do well at? Praise – Affirm appropriate volleyball skills. Preview – In our next class we will begin a unit on stunts and tumbling.	

Unit 5 - Stunts and Tumbling

Grades 1-4

Unit Planning Guide

Stunts and Tumbling

Stunts are primarily designed to increase abilities such as balance, coordination, flexibility, agility, and strength. Tumbling, for beginning levels, involves various types of body rolls and inverted balances that encourage the development of these same attributes. With practice, the students will progress to successfully performing individual and partner stunts and tumbling routines.

Spiritual Connections – Being a Good Example

Albert Einstein said, “Setting an example is not the main means of influencing another, it is the only means.” Whether focusing on individual stunts or serving as one of many participants in a tumbling routine, being a positive example affects those watching. Setting a good example is not an attempt to change someone, but rather, it is showing appropriate behavior by words and actions.

I Timothy 4:12 (NCV). “Do not let anyone treat you as if you are unimportant because you are young. Instead, be an example to the believers with your words, your actions, your love, your faith and your pure life.”

Daily Dozen

The object in performing the Daily Dozen activities is to increase flexibility, build strength, and develop aerobic capacity. Use the material written in *Stunts and Tumbling* tab, pp. 7-8 to provide information on how to set-up space for the activities. Page 9 identifies sample activities to use during Daily Dozen. Utilizing the yellow cards from *SPARKfolio Stunts and Tumbling* tab, provides a greater variety of activities with an illustration and written description for Balance and Strength, Weight Transfer, Jumping and Landing Skills, and Partner Tricks.

Spotlight on Skills

The majority of Spotlight on Skills lessons in this unit are repeated due to the difficulty of content for some of the younger students. Options: advance as far as possible the first day of the activity and pick up where left off for the next day; use the repeat days to review more complicated or difficult activities.

Unit 5 Outline - Stunts and Tumbling

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Daily Dozen

- Day 1 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements: Walk, Power Walk, Heel Walk, Jog
Balance and Strength: T-Stand, Egg-Sit, Super Hero, Rocker
- Day 2 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Walk, Power Walk, Tip-Toe Walk, Jog, Gallop
Weight Transfer – Inch Worm, Seal Walk, Seat Walk, Bear Walk
- Day 3 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Power Walk, Tip-Toe Walk, Heel Walk, Gallop
Jumping and Landing Skills – S-Shaped Landings, Banana Star, Tuck, Straddle

Spotlight on Skills: Stunts and Tumbling

- Day 1 Look, Learn, and Leave (*Stunts and Tumbling* tab, pp. 11-12)
- Day 2 Look, Learn, and Leave (*Stunts and Tumbling* tab, pp. 11-12)
Assessment: Students will be assessed on their ability to perform balance activities.
- Day 3 Those Tricky Transitions (*Stunts and Tumbling* tab, pp. 13-14)

Week 2

Focus on Fitness: Daily Dozen

- Day 1 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Walk, Power Walk, Heel Walk, Gallop, Skip, Jog
Balance and Strength – Super Hero, Rocker, Knee Balance, V-Sit, Egg Sit
- Day 2 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Weight Transfer – Crab Walk, Crab Kick, Mule Kick, Egg and Log Roll
Partner Tricks – Wring the Dishrag, Partner Hopping, Twister, See Saw
- Day 3 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Skip, Leap, Side Slide, Power Walk, Jog, Gallop
Jumping and Landing Skills – Pike, Heel Slap, Heel Click, 180 and 360 Turns

Spotlight on Skills: Stunts and Tumbling

- Day 1 Those Tricky Transitions (*Stunts and Tumbling* tab, pp. 13-14)
Assessment: Students will be assessed on their ability to perform balance activities and compare to an earlier assessment.
- Day 2 Those Tricky Transitions (*Stunts and Tumbling* tab, pp. 13-14)
- Day 3 Stunt Stories and Tumbling Tales (*Stunts and Tumbling* tab, pp. 15-16)
Assessment: Students will be assessed on their ability to correctly perform 1 stunt from the Stunts and Tumbling Skill Cards.

Week 3

Focus on Fitness: Daily Dozen

- Day 1 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – March-Skip March, Leap, Heel Walk, Gallop
Balance and Strength – T-Stand, Rocker, Front Scale, V-Sit, Knee Scale
- Day 2 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)

Aerobic Movements – Leap, Skip, Walk, Power Walk, Gallop, Jog
Partner Tricks – Back-to-Back Get-Up, Partner Push-Up, Twister
Day 3 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Gallop, Heel Walk, Power Walk, Skip Jog
Balance and Strength – T-Stand, Stork, Front Scale, Rocker, V-Sit

Spotlight on Skills: Stunts and Tumbling

Day 1 Stunt Stories and Tumbling Tales (*Stunts and Tumbling* tab, pp. 15-16)
Day 2 PACE Activity #1 (*Stunts and Tumbling* tab, pp. 17-18)
Day 3 Assessment Stunts and Tumbling Self-Check (*SPARKfolio Stunts and Tumbling* tab, white card)

Week 4

Focus on Fitness: Daily Dozen

Day 1 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Walk, Power Walk, Heel Walk, Gallop, Jog
Weight Transfer – Mule Kick, Seat Spin, Egg-Log Roll, Seal Walk
Day 2 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Walk, Tip-Toe Walk, Skip, Gallop, Jog, Run
Weight Transfer – Inchworm, Bear Walk, Seat Walk, Seal Walk, Egg Roll
Day 3 (*Stunts and Tumbling* tab, pp. 7-9; *SPARKfolio Stunts and Tumbling* tab, yellow cards)
Aerobic Movements – Skip, Side Slide, March-Skip March, Jog, Run
Balance and Strength – Turk Stand, Push-Up, Shoulder Stand, Rocker

Spotlight on Skills: Stunts and Tumbling

Day 1 PACE Activity #2, Create a Routine (*Stunts and Tumbling* tab, pp. 19-20)
Day 2 PACE Activity #2, Create a Routine (*Stunts and Tumbling* tab, pp. 19-20)
Day 3 Perform Routine

Unit 5 – Stunts and Tumbling Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓
<i>Stunts and Tumbling Skill Cards</i>	✓	✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓
<i>Stunts and Tumbling Skill Cards</i>	✓	✓	✓

Week 3			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
hoop		✓	
mats or carpet squares	✓	✓	✓
<i>Partner Switcheroo Stunt Hunt Task Card</i>		✓	
<i>Stunts and Tumbling Skill Cards</i>	✓		

Week 4			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓
<i>Stunts and Tumbling Skill Cards</i>	✓	✓	

Unit 5 Stunts and Tumbling – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.4	Transfers weight from one body part to another in personal self-space.
PE.2.MS.7	Transfers weight from feet to different body parts/bases of support for balance and/or travel.
PE.3.MS.5	Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Look, Learn, and Leave	8	mats or carpet squares	1 per student
	8	directional arrows	
	16-24	<i>Stunts and Tumbling Skill Cards</i>	<i>Sparkfamily.org</i>
	16-24	cones	

Unit 5 Stunts and Tumbling – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Walk, Power Walk, Heel Walk, Jog • Balance and Strength: T-Stand, Egg-Sit, Super Hero, Rocker	
15	Spotlight on Skills: Stunts and Tumbling • Look, Learn, and Leave (<i>Stunts and Tumbling</i> tab, pp. 11-12)	
2-3	Closure: Review – The movement concepts needed to do proper tumbling. Relate – Why should you always be aware of your space around you during tumbling activities? Praise – Affirm appropriate behavior. Preview – Next class will focus on individual and partner stunts and tumbling skills.	

Unit 5 Stunts and Tumbling – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.1	Uses various locomotor skills in a variety of small-sided practice tasks and educational gymnastics experiences.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or 1 carpet square	1 per student
	8	directional arrows	
Look, Learn, and Leave	8	mats or carpet squares	1 per student
	8	directional arrows	
	16-24	<i>Stunts and Tumbling Skill Cards</i>	<i>Sparkfamily.org</i>
	16-24	cones	

Assessment: Select one of the activities from the Stunts and Tumbling Skill Cards (*SPARKfolio Stunts and Tumbling* tab). Create an assessment chart similar to the one below which includes the elements of the task. Assess with this lesson, then re-assess after Week 2, Lesson 1.

Scoring – 3 = performs task correctly; 2 = usually performs task correctly; 1 = performs task incorrectly; 0 = cannot perform task.

Tripod example of chart . . .

<i>student name</i>	<i>head on mat</i>	<i>hands on mat</i>	<i>knees on elbows</i>	<i>hold for 5 seconds</i>

Unit 5 Stunts and Tumbling – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Walk, Power Walk, Tip-Toe Walk, Jog, Gallop • Weight Transfer: Inch Worm, Seal Walk, Seat Walk, Bear Walk	
15	Spotlight on Skills: Stunts and Tumbling • Look, Learn, and Leave (<i>Stunts and Tumbling</i> tab, pp. 11-12)	
2-3	Closure: Review – The movement concepts needed to do proper tumbling. Relate – Discuss which stunts have become favorites, and why are they favorites? Praise – Affirm appropriate behavior. Preview – Next class will focus on combining tumbling skills and stunts.	

Unit 5 Stunts and Tumbling – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.5	Demonstrates twisting, curling, bending, and stretching actions.
PE.2.MS.8	Differentiates among twisting, curling, bending, and stretching actions.
PE.3.MS.7	Moves into and out of gymnastics balances with curling, twisting, and stretching actions.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Those Tricky Transitions	8-12	mats	
	8-12	cones	
	2 per	<i>Stunts and Tumbling Skill Cards</i>	SPARKfamily.org /2 per mat

Unit 5 Stunts and Tumbling – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Power Walk, Tip-Toe Walk, Heel Walk, Gallop • Jumping and Landing: S-Shaped Landings, Banana Star, Tuck, Straddle	
15	Spotlight on Skills: Stunts and Tumbling • Those Tricky Transitions (<i>Stunts and Tumbling</i> tab, pp. 13-14)	
2-3	Closure: Review – The correct technique and form in combining tumbling skills. Relate – Discuss games where combining skills is needed for the game. Praise – Affirm appropriate behavior. Preview – Next class will focus on smooth transitions between stunts.	

Unit 5 Stunts and Tumbling – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.6	Balances in an inverted position with stillness and supportive bases.
PE.3.MS.6	Transfers weight from feet to hands for momentary weight support.
PE.2.PA.5	Varies time and force with gradual increases and decreases.
PE.3.PA.6	Employs the concept of muscular tension with balance in gymnastics.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Those Tricky Transitions	8-12	mats	
	8-12	cones	
	2 per	<i>Stunts and Tumbling Skill Cards</i>	SPARKfamily.org /2 per mat

Unit 5 Stunts and Tumbling – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 22, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Walk, Power Walk, Heel Walk, Gallop, Skip, Jog • Balance and Strength: Super Hero, Rocker, Knee Balance, V-Sit, Egg Sit	
15	Spotlight on Skills: Stunts and Tumbling • Those Tricky Transitions (<i>Stunts and Tumbling</i> tab, pp. 13-14)	
2-3	Closure: Review – The importance of smooth transitions from one skill or stunt to another. Relate – Discuss occupations which require smooth transitions. Praise – Affirm appropriate behavior. Preview – Next class will focus on adding speed to the sequence.	

Assessment: Using the chart created for Week 1, Lesson 2, re-assess the students' performance. Look for areas of improvement

Scoring – 3 = performs task correctly; 2 = usually performs task correctly; 1 = performs task incorrectly; 0 = cannot perform task.

Tripod example of chart . . .

<i>student name</i>	<i>head on mat</i>	<i>hands on mat</i>	<i>knees on elbows</i>	<i>hold for 5 seconds</i>

Unit 5 Stunts and Tumbling – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.3	Uses spring-and-step takeoffs and landings specific to gymnastics.
PE.3.PA.5	Employs the concept of alignment in gymnastics.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Those Tricky Transitions	8-12	mats	
	8-12	cones	
	2 per	<i>Stunts and Tumbling Skill Cards</i>	SPARKfamily.org /2 per mat

Unit 5 Stunts and Tumbling – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 22, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Weight Transfer: Crab Walk, Crab Kick, Mule Kick, Egg and Log Roll • Partner Tricks: Wring the Dishrag, Partner Hopping, Twister, See Saw	
15	Spotlight on Skills: Stunts and Tumbling • Those Tricky Transitions (<i>Stunts and Tumbling</i> tab, pp. 13-14)	
2-3	Closure: Review – The techniques needed in a sequence before speed can be increased. Relate – Tell about other subject areas where it is necessary to focus on knowledge, techniques, or skills before increasing speed. Praise – Affirm appropriate behavior. Preview – Next class will involve creating a “Stunt Story and Tumbling Tale.”	

Unit 5 Stunts and Tumbling – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.6	Transfers weight from feet to hands, varying speed and using large extensions (e.g., handstand, cartwheel).
PE.1.VH.6	Recognizes that challenge in physical activities can lead to success.
PE.2.VH.6	Compares physical activities that bring confidence and challenge.
PE.3.VH.6	Discusses the challenge that comes from learning a new physical activity.
PE.4.VH.6	Rates the enjoyment of participating in challenging and mastered physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Stunt Stories and Tumbling Tales	8-12	mats or carpet squares	1 per student
		<i>Stunts and Tumbling Skill Cards</i>	<i>SPARKfamily.org</i>

Unit 5 Stunts and Tumbling – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 22, choose one activity from SPARK It Up!)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Skip, Leap, Side Slide, Power Walk, Jog, Gallop • Jumping and Landing Skills: Pike, Heel Slap, Heel Click, 180 and 360 Turns	
15	Spotlight on Skills: Stunts and Tumbling • Stunt Stories and Tumbling Tales (<i>Stunts and Tumbling</i> tab, pp. 15-16)	
2-3	Closure: Review – The critical elements of performing a mini routine. Relate – Discuss how each stunt of the routine is part of a story. Praise – Affirm students for efforts in combining skills and stunts. Preview – Next class will be a continuation of the mini routine.	

Assessment: Individually evaluate each student on their stunt while the entire class is practicing.

Scoring –

- 3 = performs task correctly
- 2 = usually performs task correctly
- 1 = performs task incorrectly

Stunt Star

<i>student name</i>	<i>stunt/tumbling card name</i>	<i>score</i>

Unit 5 Stunts and Tumbling – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.5	Balances on different bases of support on apparatus, demonstrating levels and shapes.
PE.4.MS.7	Moves into and out of balances on apparatus with curling, twisting, and stretching actions.
PE.4.PA.4	Combines movement concepts with skills in small-sided practice tasks and gymnastics environments.

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Stunt Stories and Tumbling Tales	8-12	mats or carpet squares	1 per student
		<i>Stunts and Tumbling Skill Cards</i>	<i>SPARKfamily.org</i>

Unit 5 Stunts and Tumbling – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: March-Skip March, Leap, Heel Walk, Gallop • Balance and Strength: T-Stand, Rocker, Front Scale, V-Sit, Knee Scale (yellow cards)	
15	Spotlight on Skills: Stunts and Tumbling • Stunt Stories and Tumbling Tales (<i>Stunts and Tumbling</i> tab, pp. 15-16)	
2-3	Closure: Review – The elements of a smooth transition from one skill to the next. Relate – Identify another school activity where a smooth transition is important. Praise – Affirm students for doing their best. Preview – Next class will focus on	

Unit 5 Stunts and Tumbling – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.8	Combines traveling with balance and weight transfers to create a gymnastics sequence with/without equipment.
PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Partner Switcheroo Stunt Hunt	1 per	<i>Partner Switcheroo</i> <i>Stunt Hunt Task Card</i>	SPARKfamily.org /1 per group of 4-6 students
	1 per	hoop	1 per group of 5-6 students
	4	cones	for boundaries

Unit 5 Stunts and Tumbling – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Leap, Skip, Walk, Power Walk, Gallop, Jog • Partner Tricks: Back to Back Get-Up, Partner, Push-Up, Twister	
15	Spotlight on Skills: Stunts and Tumbling • PACE Activity #1 Partner Switcheroo Stunt Hunt (<i>Stunts and Tumbling</i> tab, pp. 17-18)	
2-3	Closure: Review – Important points to remember when working on partner stunts. Relate – Name other activities where working with a partner is helpful. Praise – Affirm appropriate partnership behavior. Preview – Next class will focus on assessment.	

Unit 5 Stunts and Tumbling – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	

Unit 5 Stunts and Tumbling – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab; possible choices <i>could</i> include: • Aerobic Movements: Gallop, Heel Walk, Power Walk, Skip, Jog • Balance and Strength: T-Stand, Stork, Front Scale, Rocker, V-Sit	
15	Spotlight on Skills: Stunts and Tumbling • Assessment: Stunts and Tumbling Self-Check (<i>SPARKfolio Stunts and Tumbling</i> tab, white card)	
2-3	Closure: Review – Skills from the 4-skill categories. Relate – Ask, “How did you feel when all four stars were colored?” Praise – Affirm students for doing their best. Preview – Next class will focus on creating a routine.	

Assessment: see Spotlight on Skills

Unit 5 Stunts and Tumbling – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.8	Combines traveling with balance and weight transfers to create a gymnastics sequence with/without equipment.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or 1 carpet square	1 per student
	8	directional arrows	
Create a Routine	1 per	mat	1 per group of 3-5 students
	1 per	<i>Stunts and Tumbling Skill Cards</i>	<i>SPARKfamily.org</i> /1 per group of 3-5 students

Unit 5 Stunts and Tumbling – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Walk, Power Walk, Heel Walk, Gallop, Jog • Weight Transfer: Mule Kick, Seat Spin, Egg-Log Roll, Seal Walk	
15	Spotlight on Skills: Stunts and Tumbling • PACE Activity #2, Create a Routine (<i>Stunts and Tumbling</i> tab, pp. 19-20)	
2-3	Closure: Review – Guidelines for creating a routine. Relate – Discuss why guidelines are important to know before creating something new. Praise – Affirm following the guidelines. Preview – Next class will continue with creating a routine.	

Unit 5 Stunts and Tumbling – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.8	Combines traveling with balance and weight transfers to create a gymnastics sequence with/without equipment.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or 1 carpet square	1 per student
	8	directional arrows	
Create a Routine	1 per	mat	1 per group of 3-5 students
	1 per	<i>Stunts and Tumbling Skill Cards</i>	<i>SPARKfamily.org</i> /1 per group of 3-5 students

Unit 5 Stunts and Tumbling – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Walk, Tip-Toe Walk, Skip, Gallop, Jog, Run • Weight Transfer: Inchworm, Bear Walk, Seat Walk, Seal Walk, Egg Roll	
15	Spotlight on Skills: Stunts and Tumbling • PACE Activity #2, Create a Routine (<i>Stunts and Tumbling</i> tab, pp. 19-20)	
2-3	Closure: Review – Major skills needed for doing a tumbling routine. Relate – Discuss a music-related routine and the skills needed to perform that routine. Praise – Affirm appropriate behavior. Preview – Next class will focus on performing a routine.	

Unit 5 Stunts and Tumbling – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.8	Combines traveling with balance and weight transfers to create a gymnastics sequence with/without equipment.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or 1 carpet square	1 per student
Perform Routine	8	directional arrows	

Unit 5 Stunts and Tumbling – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 22)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling</i> tab) possible choices <i>could</i> include: • Aerobic Movements: Skip, Side Slide, March-Skip March, Jog, Run • Balance and Strength: Turk Stand, Push-Up, Shoulder Stand, Rocker	
15	Spotlight on Skills: Stunts and Tumbling • Perform Routine	
2-3	Closure: Review – Assessment guidelines for the routines. Relate – Identify 3 things to look for when assessing an art piece. Praise – A firm appropriate behavior. Preview – Next class will focus on an introduction to basketball.	

Assessment: After practicing a creative routine, evaluate students based on the criteria in the chart below.

Scoring –

3 = got it

2 = almost, not there yet

1 = needs improvement

Creative Routine

<i>student(s) name(s)</i>	<i>routine included 4 stunts</i>	<i>stunts flowed together</i>	<i>skills were performed well and controlled</i>	<i>all members participated</i>

Unit 6 - Basketball

Grades 1-4

Unit Planning Guide

Basketball

These lessons in Basketball involves the students in a variety of skills that may be practiced individuals, in pairs, or with groups. Choose activities based on the skill level of most of your students. During the lessons, access their comfort, interest, and ability to perform the activity and adjust as needed. If an activity is too difficult, decrease the variables, simplify, and slow down. Utilize the activities in *SPARK It Up!* if more rigor is needed.

Spiritual Connections - Practice

The game of basketball requires skills that must be practiced repeatedly, and it is with time and effort that these skills can become automatic. In the same manner, it take time and practice in one's spiritual life to skillfully travel through life.

Philippians 1:6 (NLT). "And I am certain that God, who began the good work within you, will continue his work until it is finally finished on the day when Christ Jesus returns."

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time. Notice that testing Personal Best Days is part of the lesson plan for this unit, week 4, and day 3.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Unit 6 Outline – Basketball

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Movement Bands

- Day 1 Introduction to Movement Bands (*Movement Bands* tab, pp. 5-6)
- Day 2 Movement Band Circuit (*Movement Bands* tab, pp. 7-8)
- Day 3 Movement Band Circuit (*Movement Bands* tab, pp. 7-8)

Spotlight on Skills: Basketball

- Day 1 Ball Handling Drills (*Basketball* tab, pp. 5-6)
 - Dribbling Drills (*Basketball* tab, pp. 7-8)
 - Assessment: Students will be assessed on dribbling a ball in personal space.
- Day 2 Passing Drills (*Basketball* tab, pp. 11-12)
 - Grid Passing (*Basketball* tab, pp. 15-16)
 - Assessment: Students will be assessed on their ability to pass a ball with correct form.
- Day 3 Pivoting Drills (*Basketball* tab, pp. 9-10)
 - Pass and Follow (*Basketball* tab, pp. 17-18)
 - Assessment: Students will be assessed on their ability to pivot.

Week 2

Focus on Fitness: Movement Bands

- Day 1 Add-On (*Movement Bands* tab, pp. 9-10)
- Day 2 Lucky Guess (*Movement Bands* tab, pp. 11-12)
- Day 3 Movement Band Circuit (*Movement Bands* tab, pp. 7-8)

Spotlight on Skills: Basketball

- Day 1 Dribbling Drills (*Basketball* tab, pp. 7-8)
 - Corner to Corner Give and Go Dribbling Drills (*Basketball* tab, pp. 19-20)
- Day 2 Passing Drills (*Basketball* tab, pp. 11-12)
 - Keep Away Passing Drills (*Basketball* tab, pp. 21-22)
 - Assessment: Students will be assessed on their ability to pass a ball with correct form.
- Day 3 3-Catch Basketball Passing Drills (*Basketball* tab, pp. 23-24)
 - Assessment: Students will self-assess their passing skills.

Week 3

Focus on Fitness: Movement Bands

- Day 1 Movement Band Circuit (*Movement Bands* tab, pp. 7-8)
- Day 2 Movement Band Circuit (*Movement Bands* tab, pp. 7-8)
- Day 3 Assessment (SPARKfolio *Fitness Bands* tab)

Spotlight on Skills: Basketball

- Day 1 Shooting Drills (*Basketball* tab, pp. 13-14) S-P-A-R-K (*Basketball* tab, pp. 25-26)
 - Assessment: Students will be assessed on their understanding of proper shooting techniques.
- Day 2 Shooting Drills (*Basketball* tab, pp. 13-14)
 - Add 'Em Up Shooting Drills (*Basketball* tab, pp. 27-28)
 - Assessment: Students will be assessed on proper shooting techniques.
- Day 3 Shooting Drills (*Basketball* tab, pp. 13-14) Around the Court (*Basketball* tab, pp. 29-30)
 - Assessment: Students will be assessed on their shooting techniques.

Week 4

Focus on Fitness: Movement Bands

Day 1 Lucky Guess (*Movement Bands* tab, pp. 11-12)

Day 2 PACE Activity, Create a Routine (*Movement Bands* tab, pp. 17-18)

Day 3 PACE Activity, Create a Routine (*Movement Bands* tab, pp. 17-18)

Spotlight on Skills: Basketball

Day 1 Passing Drills (*Basketball* tab, pp. 11-12) Mini-Basketball (*Basketball* tab, pp. 31-32)

Assessment: Students will be assessed on their identification of the 3 basic passes.

Day 2 Passing Drills (*Basketball* tab, pp. 11-12) PACE Activity #1, Partner Basketball Activity

Challenge (*Basketball* tab, pp. 33-34)

Day 3 Assessment: Personal Best Day #3 (*Personal Best Day* tab, p. 5)

Unit 6, Basketball Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
cones	✓	✓	✓
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓		
movement bands	✓	✓	✓
music and player	✓	✓	✓
spot markers		✓	✓

*check selected card(s) for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	
cones	✓	✓	✓
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓	✓	✓
movement bands	✓	✓	✓
music and player	✓	✓	✓
pinnies		✓	
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
cones	✓	✓	✓
hoops	✓	✓	✓
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓	✓	
movement bands	✓	✓	
music and player	✓	✓	✓

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	
basketball	✓		
carpet squares			✓
cones	✓	✓	✓
<i>Create a Routine Task Card</i>		✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
hoops	✓	✓	
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓	✓	✓
movement bands	✓	✓	✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goal Card</i>			✓
<i>* Partner Basketball Activity Challenge Task Card</i>		✓	
pencils		✓	✓
pinnies	✓		
stopwatch			✓

*check selected card(s) for equipment needs

Unit 6 Basketball – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.9	Dribbles continuously in personal self-space using the preferred hand.
PE.2.MS.12	Dribbles in personal self-space with preferred hand demonstrating a mature pattern.
PE.2.MS.13	Dribbles using the preferred hand while walking in general space.
PE.3.MS.11	Combines traveling with manipulative skills (e.g., dribbling, throwing) in teacher-and/or student-designed small-sided practice tasks.
PE.4.MS.13	Dribbles in personal self-space with both the preferred and the non-preferred hands using a mature pattern.
PE.4.MS.14	Dribbles in general space with control of ball and body while increasing and decreasing speed.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Introduction to Movement Bands	1 pair	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org /Read the “Ready” section to see what equipment is needed
	1 per 3	music and player or rhythm sticks	1 pair per 3 students optional
Ball-Handling Drills	1 per	ball	1 per student
	4	cones	for boundaries
Dribbling Drills	1 per	ball	1 per student
	4	cones	for boundaries

Unit 6 Basketball – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 23, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Movement Bands • Introduction to Movement Bands (<i>Movement Bands</i> tab, pp. 5-6)	
15	Spotlight on Skills: Basketball • Ball Handling Drills (<i>Basketball</i> tab, pp. 5-6) • Dribbling Drills (<i>Basketball</i> tab, pp. 7-8)	Students in grades 1 and 2 should use smaller sized basketballs. Alternatives to basketball hoops: hula-hoops on the ground; large (clean) trash baskets; target spots marked on a wall.
2-3	Closure: Review –Proper ball handling and dribbling skills. Relate – Remember when dribbling you are to keep your head up and not look at the ball. How can we apply this to other areas of our lives? Praise – Affirm appropriate ball handling skills. Preview – In our next class we will focus on passing.	

Assessment: Observe students dribbling a ball in personal space for 30 seconds. Check for proper technique.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Elements of Dribbling

<i>student name</i>	<i>use of pads of fingers score</i>	<i>push the ball to the floor score</i>	<i>keep eyes up score</i>

Unit 6 Basketball – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.9	Dribbles continuously in personal self-space using the preferred hand.
PE.2.MS.12	Dribbles in personal self-space with preferred hand demonstrating a mature pattern.
PE.2.MS.13	Dribbles using the preferred hand while walking in general space.
PE.3.MS.11	Combines traveling with manipulative skills (e.g., dribbling, throwing) in teacher-and/or student-designed small-sided practice tasks.
PE.4.MS.4	Combines traveling with manipulative skills (e.g., dribbling, throwing) in teacher-and/or student-designed small-sided practice tasks.
PE.4.MS.13	Dribbles in personal self-space with both the preferred and the non-preferred hands using a mature pattern.
PE.4.MS.14	Dribbles in general space with control of ball and body while increasing and decreasing speed.
PE.4.PA.3	Dribbles in general space with changes in direction and speed.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Introduction to Movement Bands	1 pair	movement bands	1 pair per 3-4 students
Passing Drills	1 per	ball	1 per 2 students
Grid Passing	1 per	ball	1 per 3-5 students
	1 per	spot marker	1 per students

Unit 6 Basketball – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 23, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Passing Drills (<i>Basketball</i> tab, pp. 11-12) • Grid Passing (<i>Basketball</i> tab, pp. 15-16)	Younger students may need to stand closer and/or have a softer ball.
2-3	Closure: Review – Proper techniques of chest, bounce and overhead passes. Relate – Share other games you might also need to pass in. Praise – Affirm students who are passing correctly. Preview – In our next class we will practice how to move when we have the ball.	

Assessment: Check for the proper way to complete a chest pass and a bounce pass as outlined in the Passing Drills activity.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Ball Passing

<i>student name</i>	<i>Bounce Pass score</i>	<i>Chest Pass score</i>

Unit 6 Basketball – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.9	Dribbles continuously in personal self-space using the preferred hand.
PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.
PE.3.PA.4	Understands that appropriate practice improves performance.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Introduction to Movement Bands	1 pair	movement bands	1 pair per 3-4 students
Pivoting Drills	4	cones	for boundaries
	1 per	ball	1 per student
Pass and Follow	1 per	ball	1 per 4-5 students
	2 per	spot markers	2 per 4-5 students

Unit 6 Basketball – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab, p. 23, choose one activity from SPARK It Up!)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Pivoting Drills (<i>Basketball</i> tab, pp. 9-10) • Pass and Follow (<i>Basketball</i> tab, pp. 17-18)	
2-3	Closure: Review – When and how to pivot Relate – A successful pivot is to pivot on the ball of the foot. Discuss other game where using the ball of a foot is important. Praise – Affirm appropriate pivoting technique done by students. Preview – Next class will focus on dribbling skills.	

Assessment: Check for ability to pivot while engaged in Pivoting Drills activity.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Pivoting

<i>student name</i>	<i>score</i>

Unit 6 Basketball – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.11	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Add-On	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
Dribbling Drills	1 per	ball	1 per student
	4	cones	for boundaries
Corner to Corner Give and Go	1 per	ball	1 per student
	1 per	spot marker	1 per student for grids

Unit 6 Basketball – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (<i>ASAP</i> tab, p. 7)	
15	Focus on Fitness: Movement Bands • Add-On (<i>Movement Bands</i> tab, pp. 9-10)	
15	Spotlight on Skills: Basketball • Dribbling Drills (<i>Basketball</i> tab, pp. 7-8) • Corner to Corner Give and Go Dribbling Drills (<i>Basketball</i> tab, pp. 19-20)	
2-3	Closure: Review – The movement concepts of handling and dribbling a basketball. Relate – Maintaining control of the ball is important in basketball. Name another sport when this is a valuable skill. Praise – Affirm appropriate behavior. Preview – Next class will focus on passing skills.	

Unit 6 Basketball – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.11	Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Lucky Guess	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
Passing Drills	1 per	ball	1 per 2 students
Keep Away (2 on 1)	1 per	ball	1 per 3 students
	1 per	spot marker	1 per student

Unit 6 Basketball – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (<i>ASAP</i> tab, p. 7)	
15	Focus on Fitness: Movement Bands • Lucky Guess (<i>Movement Bands</i> tab, pp. 11-12)	
15	Spotlight on Skills: Basketball • Passing Drills (<i>Basketball</i> tab, pp. 11-12) • Keep Away (2 on 1) (<i>Basketball</i> tab, pp. 21-22)	
2-3	Closure: Review – The critical elements of pivoting, passing, and moving. Relate – In today's activity it was important to combine 3 different skills. Describe a math problem where more than one math process is needed to complete the problem. (Example: borrowing, carrying, long division) Praise – Affirm students for trying to work on all 3 skills. Preview – Next class will continue to focus on a passing.	

Assessment: Check for the proper way to complete a chest pass and a bounce pass and compare scores with recorded scores from Week 1, Day 2.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Ball Passing

<i>student name</i>	<i>Bounce Pass score</i>	<i>Chest Pass score</i>

Unit 6 Basketball – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
PE.1.PA.1	Moves in personal self-space and general space in response to teacher directed physical activities.
PE.2.PA.1	Moves in personal self-space and general space in response to teacher directed physical activities.
PE.4.PA.9	Detects, analyzes, and corrects errors in personal motor skills.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Movement Band Circuit	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i> for 6 students	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
	6	cones	for 6 stations
	1	music and player	
3-Catch Basketball	1 per	ball	1 per 6 students
	1 per	pinnie	1 per 2 students
	1 per	spot marker	1 per students

Unit 6 Basketball – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (<i>ASAP</i> tab, p. 7)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • 3-Catch Basketball (<i>Basketball</i> tab, pp. 23-24)	
2-3	Closure: Review – Skills of passing. Relate – Share why it makes a difference to use the proper skills in passing. Praise – Affirm appropriate behavior. Preview – Next class will focus on practicing shooting drills.	

Assessment: Provide an opportunity for students to self-assess their passing skills through identifying the number of times out of 10 that their “passing” demonstrates these characteristics:

- Spread fingers and keep elbows out
- Push the ball from chest level
- Step into the pass and extend elbows

Unit 6 Basketball – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Movement Band Circuit	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i> for 6 students	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
	6	cones	for 6 stations
	1	music and player	
Shooting Drills	1 per pair	ball	1 per pair
	1 per pair	hoop	1 per pair
S-P-A-R-K	1 per pair	ball	1 per pair
	misc.		note: depending on the number of baskets available, pairs may need a hoop, bucket, or other target

Unit 6 Basketball – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Shooting Drills (<i>Basketball</i> tab, pp. 13-14) • S-P-A-R-K (<i>Basketball</i> tab, pp. 25-26)	
2-3	Closure: Review – Proper shooting techniques Relate – Players shoot the basketball with their dominant hand. Name activities at home that are done using a dominant hand. Praise – Affirm appropriate behavior. Preview – Next class will focus on practicing shooting drills.	

Assessment: Working in pairs, students will demonstrate and identify the 3 proper shooting techniques.

Unit 6 Basketball – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Movement Band Circuit	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards</i> – Individual Tricks for 6 students	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
	6	cones	for 6 stations
	1	music and player	
Shooting Drills	1 per pair	ball	1 per pair
	1 per pair	hoop	1 per pair
Add ‘Em Up Shooting Drills	2 per	balls	2 per group of 4

Unit 6 Basketball – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Shooting Drills (<i>Basketball</i> tab, pp. 13-14) • Add 'Em Up Shooting Drills (<i>Basketball</i> tab, pp. 27-28)	
2-3	Closure: Review – The critical skills of a basketball shot. Relate – Discuss how it feels to miss a shot. Praise – Affirm appropriate behavior. Preview – Next class will focus on more shooting practice.	

Assessment: Check for proper shooting techniques when practicing Shooting Drills.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Shooting Techniques

<i>student name</i>	<i>score</i>

Unit 6 Basketball – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.VH.4	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
PE.2.VH.4	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
PE.3.VH.4	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
PE.4.VH.4	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Shooting Drills	1 per pair	ball	1 per pair
	1 per pair	hoop	1 per pair
Around the Court	1 per	ball	1 per student
	misc.	spot markers, hoops, baskets, trash cans, etc.	anything that can be used as a target

Unit 6 Basketball – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
15	Focus on Fitness: Movement Bands • Assessment (<i>SPARKfolio Fitness Bands</i> tab)	
15	Spotlight on Skills: Basketball • Shooting Drills (<i>Basketball</i> tab, pp. 13-14) • Around the Court (<i>Basketball</i> tab, pp. 29-30)	
2-3	Closure: Review – The critical skills of a basketball shot. Relate – Shooting a ball requires proper form. Name another sport where proper form is critical. Praise – Affirm appropriate behavior. Preview – Next class will focus on a mini-basketball game.	

Assessment: After students have practiced shooting drills according to the task cards, Basketball tab (*SPARKfolio*), assess them based on the task from one card of their choosing.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Shooting Drills

<i>student name</i>	<i>score</i>

Unit 6 Basketball – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.1	Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
PE.4.PA.2	Applies the concept of closing spaces in small-sided practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Lucky Guess	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
Passing Drills	1 per	ball	1 per 2 students
Mini-Basketball	1 per pair	pinnie	1 per pair
	1 per 8	basketball	1 per 8 students
	2 per 8	hoops	2 per 8 students
	misc.	cones or spot markers	to mark play areas

Unit 6 Basketball – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Movement Bands • Lucky Guess (<i>Movement Bands</i> tab, pp. 11-12)	
15	Spotlight on Skills: Basketball • Passing Drills (<i>Basketball</i> tab, pp. 11-12) • Mini-Basketball (<i>Basketball</i> tab, pp. 31-32)	
2-3	Closure: Review – The 3 basic basketball passes. Relate – Completing a pass requires a partner. Name another activity where a partner is required. Praise – Affirm appropriate behavior. Preview – Next class will focus on a Personal Best Day.	

Assessment: As the teacher demonstrates each of the 3 basic passes, the students will call out the name of the pass. The teacher may choose to have them respond individually, or collaborate in small groups.

Unit 6 Basketball – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.18	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
PE.4.PA.4	Combines movement concepts with skills in small-sided practice tasks and gymnastics environments.
PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.
PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Create a Routine	1 pair per 4 students	movement bands	1 per 4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
		<i>Create a Routine Task Card</i>	SPARKfamily.org
	1 per	pencil	1 per group of 4
	1	music and player	
Passing Drills	1 per	ball	1 per 2 students
PACE Activity #1, Partner Basketball Activity Challenge	4	hoops	
	1 per	ball	student
	1 per pair	<i>Partner Basketball Activity Challenge Task Card</i>	SPARKfamily.org

Unit 6 Basketball – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Movement Bands • PACE Activity, Create a Routine (<i>Movement Bands</i> tab, pp. 17-18)	
15	Spotlight on Skills: Basketball • Passing Drills (<i>Basketball</i> tab, pp. 11-12) • PACE Activity #1, Partner Basketball Activity Challenge (<i>Basketball</i> tab, pp. 33-34)	
2-3	Closure: Review – The clues that a receiver is ready for the ball. Relate – What clues are given by you at home to show that you are ready to complete a chore? (Example: a willing spirit; having the tools ready for the task) Praise – The students for their alertness while passing or receiving the ball. Preview – Next class will focus on Personal Best Day.	

Unit 6 Basketball – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Personal Best Day #3 Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.3	Identifies physical activities that contribute to fitness.
PE.3.PF.7	Demonstrates, with teacher direction, the health-related fitness components.
PE.4.PF.2	Identifies the components of health-related fitness.
PE.4.PF.3	Identifies at least one activity associated with each component of health-related fitness.
PE.1.VH.2	Identifies physical activity as a component of good health.
PE.2.VH.2	Recognizes the value of good health.
PE.3.VH.2	Discusses the relationship between physical activity and good health.
PE.4.VH.2	Examines the health benefits of participating in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Create a Routine	1 pair per 4 students	movement bands	1 per 4 students
	misc.	<i>Movement Band Skill Cards – Individual Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
		<i>Create a Routine Task Card</i>	SPARKfamily.org
	1 per	pencil	1 per group of 4
	1	music and player	
Personal Best Day #3	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	SPARKfamily.org
	3	<i>Fitness Challenge Prompt Pages</i>	SPARKfamily.org
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet square	optional, 1 per 2 students to provide a soft surface

Unit 6 Basketball – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 6, choose one activity from <i>SPARK It Up!</i>)	
15	Focus on Fitness: Movement Bands • PACE Activity, Create a Routine (<i>Movement Bands</i> tab, pp. 17-18)	
15	Spotlight on Skills: Basketball • Personal Best Day #3 (<i>Personal Best Day</i> tab, p. 5) • PACE Activity #2 Basketball Skills Stations (<i>Basketball</i> tab, pp. 35-36)	
2-3	Closure: Review – What is something you improved on? What is something that still needs extra practice? Relate – Share about a time when you did your very best on something and how you felt. Praise – Affirm students who seemed to have done their best. Preview – Next class will focus on Hockey or Racquets and Paddles.	

Unit 7 - Hockey

Grades 1-4

Unit Planning Guide

For instruction, choose either the topic of Hockey or Racquets and Paddles for Unit 7. The unused topic may be used as an alternate for Football in Unit 10.

Hockey

Hockey involves a variety of skills such as dribbling, shooting, and passing that are a variation of the strategies learned in basketball. Broom hockey is a variation often used for students in the lower elementary grades.

Spiritual Connections – Serving Others

Being a good teammate requires active participation in serving the other players on the team. Qualities of a good teammate include:

- being trustworthy
- acknowledging other's successes
- listening
- doing what is needed for the team to succeed
- being willing to give up personal ambitions
- knowing when to overlook the mistakes of others

Ephesians 4:32 (NKJV). "And be kind to one another, tenderhearted, forgiving one another, even as God in Christ forgave you."

Unit 7 Outline – Hockey

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Group Fitness

Day 1 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 2 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Day 3 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Spotlight on Skills: Hockey

Day 1 Introduction to Stick-Handling (*Hockey* tab, pp. 5-6)

Assessment: Students will be assessed on their ability to demonstrate proper stick handling.

Day 2 Dribbling Drills (*Hockey* tab, pp. 7-8)

Hockey Hoopla (*Hockey* tab, pp. 17-18)

Day 3 Dribbling Drills (*Hockey* tab, pp. 7-8)

PACE Activity #1, Hockey Tag Team Traveling Challenge (*Hockey* tab, pp. 35-36)

Assessment: Students will be assessed on their ability to use correct hockey dribbling techniques.

Week 2

Focus on Fitness: Group Fitness

Day 1 Resistance Band Workout (*Group Fitness* tab, pp. 17-18)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Hockey

Day 1 Passing Drills (*Hockey* tab, pp. 11-12)

Pass and Follow (*Hockey* tab, pp. 21-22)

Assessment: Students will be assessed on their ability to use correct form in passing.

Day 2 Passing Drills (*Hockey* tab, pp. 11-12)

Corner to Corner Pass and Go (*Hockey* tab, pp. 23-24)

Day 3 Passing Drills (*Hockey* tab, pp. 11-12)

Round-Up (*Hockey* tab, pp. 19-20)

Assessment: Students will be assessed on their ability to use correct form in passing and compare to an earlier assessment.

Week 3

Focus on Fitness: Group Fitness

Day 1 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Hockey

Day 1 Shooting Drills (*Hockey* tab, pp. 15-16)

5-Player Shoot and Dribble (*Hockey* tab, pp. 25-26)

Day 2 Shooting Drills (*Hockey* tab, pp. 15-16)

Defense (*Hockey* tab, pp. 27-28)

Keep Away (3 on 1) (*Hockey* tab, pp. 29-30)

Assessment: Students will be assessed on their ability to shoot goals during a 5-minute

timing.

Day 3 Face-Off (*Hockey* tab, pp. 13-14)

Assessment: Hockey Self-Check (*SPARKfolio Hockey* tab, white card).

Week 4

Focus on Fitness: Group Fitness

Day 1 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Hockey

Day 1 Face-off (*Hockey* tab, pp. 13-14)

3-Trap Hockey (*Hockey* tab, pp. 31-32)

Assessment: Students will be assessed on their ability to demonstrate a face-off.

Day 2 Face-off (*Hockey* tab, pp. 13-14)

Mini-Hockey (*Hockey* tab, pp. 33-34)

Day 3 Passing Drills (*Hockey* tab, pp. 11-12)

Mini-Hockey (*Hockey* tab, pp. 33-34)

Assessment: Students will be assessed on their ability to use correct form in passing and compare to an earlier assessment.

Unit 7 – Hockey Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
<i>*Bench Step Skill Cards</i>			✓
bench steps or school stairs			✓
cones	✓	✓	✓
fluffballs, yarn balls, or scarves	✓	✓	✓
hockey or playground balls	✓	✓	✓
hockey sticks	✓	✓	✓
<i>*Hockey Tag Team Traveling Challenge Task Card</i>			✓
hoops		✓	
music and player		✓	✓
<i>Paper Plate Aerobics Prompt Pages</i>		✓	
paper plates		✓	
spot markers			✓

*check selected card(s) for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
cones	✓	✓	✓
hockey or playground balls	✓	✓	✓
hockey sticks	✓	✓	✓
music and player	✓		✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
<i>*Resistance Band Skill Cards</i>	✓		
resistance bands	✓		
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
bases	✓		
<i>*Bench Step Skill Cards</i>	✓		
bench steps or school stairs	✓		
cones	✓	✓	✓
cones, tall	✓	✓	
hockey or playground balls	✓	✓	✓
hockey sticks	✓	✓	✓
music and player	✓		✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
spot markers		✓	✓

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
<i>*Bench Step Skill Cards</i>	✓		
bench steps or school stairs	✓		
cones	✓	✓	✓
cones, tall		✓	✓
fluffballs, yarn balls, or scarves	✓	✓	✓
hockey or playground balls	✓	✓	✓
hockey sticks	✓	✓	✓
music and player	✓		✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
pinnies	✓	✓	✓
spot markers	✓	✓	✓

*check selected card(s) for equipment needs

Unit 7 Hockey – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.2.PF.6	Participates in health-related fitness activities.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Introduction to Stick Handling	4	cones	for boundaries
	1 per	hockey stick	1 per each student
	1 per	hockey ball	1per each student

*medicine ball is a large weighted ball

Unit 7 Hockey – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Hockey • Introduction to Stick-Handling (<i>Hockey</i> tab, pp. 5-6)	
2-3	Closure: Review – Proper techniques of holding and using the hockey stick Relate – Share some other things you might do with a stick. Praise – Affirm students who practiced the techniques properly. Preview – In our next class we will practice dribbling with the sticks.	

Assessment: After the students have had experience with proper handling of the hockey stick, check for correct technique.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Stick Handling

<i>student name</i>	<i>correct hand positions</i>	<i>controlled swinging</i>	<i>keep blade no higher than waist</i>

Unit 7 Hockey – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.5	Actively engages in the activities of physical education class, both teacher-directed and independent.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Dribbling Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Hockey Hoopla	4	hoops	4 boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student

Unit 7 Hockey – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Hockey • Dribbling Drills (<i>Hockey</i> tab, pp. 7-8) • Hockey Hoopla (<i>Hockey</i> tab, pp. 17-18)	
2-3	Closure: Review – Proper dribbling skills Relate – Share other ways of dribbling in various games. Praise – Affirm students who followed directions properly. Preview – In our next class we will again practice dribbling and do some independent activities as well.	

Unit 7 Hockey – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.2	Applies the concept of closing spaces in small-sided practice tasks.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Bench Step Basics	1 per	bench step	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Dribbling Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Hockey Tag Team Traveling Challenge	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
	1 per 2	spot marker	1 per 2 students for home base
	1 per 2	<i>Hockey Tag Team Traveling Challenge Task Card</i>	SPARKfamily.org , Read the “Ready” section to see what equipment is needed

Unit 7 Hockey – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Hockey • Dribbling Drills (<i>Hockey</i> tab, pp. 7-8) • PACE Activity #1, Hockey Tag Team Traveling Challenge (<i>Hockey</i> tab, pp. 35-36)	
2-3	Closure: Review – Share something that you practiced that was a challenge; Something that was simple. Relate – Share some safety tips to remember in playing hockey. Praise – Affirm students who stayed on task. Preview – In our next class we will practice passing.	

Assessment: Check for proper techniques when engaged in Hockey Dribbling.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Hockey Dribbling

<i>student name</i>	<i>keeps ball under control</i>	<i>keeps head up</i>	<i>uses both sides of the blade</i>	<i>keeps stick below knee level</i>	<i>TOTAL score</i>

Unit 7 Hockey – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.19	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.)
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Resistance Band Workout	1 per	resistance band	1 per student
	1	music and player	upbeat music with 4/4 tempo
	<i>misc.</i>	<i>Resistance Band Skill Cards</i>	<i>SPARKfamily.org</i> , Read the “Ready” section to see what equipment is needed
Passing Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Pass and Follow	2 per 4-5	spot markers	2 per 4-5 students
	1 per	hockey stick	1 per student
	1 per 4-5	ball	1 ball per 4-5 students

Unit 7 Hockey – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Resistance Band Workout (<i>Group Fitness</i> tab, pp. 17-18)	
15	Spotlight on Skills: Hockey • Passing Drills (<i>Hockey</i> tab, pp. 11-12) • Pass and Follow (<i>Hockey</i> tab, pp. 21-22)	
2-3	Closure: Review –Proper techniques for passing in hockey Relate – Share why we should work as a team in games and in life. Praise – Affirm appropriate behavior. Preview – Our next class will focus on passing form corner to corner.	

Assessment: As students are practicing their passing skills with a partner, evaluate their technique.
Assess with this lesson, then re-assess after Week 2, Day 3 and again after Week 4, Day 3.

- 3 points – got it
- 2 points – almost, not there yet
- 1 point – needs improvement with practice

Passing Drills

<i>student name</i>	<i>score</i>

Unit 7 Hockey – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.23	Strikes an object with a long-handled device (e.g., hockey stick, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the device (grip, stance, body orientation, swing plane, follow-through).
PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Passing Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Corner to Corner Pass and Go	1 per	hockey stick	1 per student
	1 per 4	ball	1 ball per 4 students
	misc.	spot markers	for grids

*medicine ball is a large weighted ball

Unit 7 Hockey – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Hockey • Passing Drills (<i>Hockey</i> tab, pp. 11-12) • Corner to Corner Pass and Go (<i>Hockey</i> tab, pp. 23-24)	
2-3	Closure: Review – Proper skills involved in passing from corner to corner. Relate – Tell about a time when you passed to someone and included them in the game. Praise – Affirm students who cooperated together nicely. Preview – In our next class we will practice passing again and play a game called <i>Round Up</i> .	

Unit 7 Hockey – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.5	Actively engages in the activities of physical education class, both teacher-directed and independent.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Passing Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Round-Up	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
	1 per	cone or hoop	anything to serve as obstacles, 1 per student

Unit 7 Hockey – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Hockey • Passing Drills (<i>Hockey</i> tab, pp. 11-12) • Round-Up (<i>Hockey</i> tab, pp. 19-20)	
2-3	Closure: Review – Hockey shooting techniques Relate – How is shooting in hockey different from shooting in other games? Praise – Affirm students who followed directions. Preview – In our next class we will play a game of hockey keep away.	

Assessment: Re-assess the students' skill in passing. Compare with scores from Week 2, Day 1 and look for improvement.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Passing Drills

<i>student name</i>	<i>score</i>

Unit 7 Hockey – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Bench Step Basics	1 per	bench step	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	<i>SPARKfamily.org</i> /read the “Ready” section to see what equipment is needed
Shooting Drills	4	cones	for boundaries
	2 per 2	tall cones	2 per 2 students for goals
	1 per	hockey stick	1 per student
	1 per 2	hockey ball	1 per 2 students
5-Player Shoot and Dribble	4 per 5	cones	4 per group of 5 students for boundaries
	1 per	hockey stick	1 per student
	2 per 5	hockey ball	2 per group of 5 students
	2 per 5	bases	2 per group of 5 students

Unit 7 Hockey – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Hockey • Shooting Drills (<i>Hockey</i> tab, pp. 15-16) • 5-Player Shoot and Dribble (<i>Hockey</i> tab, pp. 25-26)	
2-3	Closure: Review – Hockey shooting techniques Relate – Name another activity where defending the goal is important. Praise – Affirm students who followed directions. Preview – In our next class we will play a game of hockey keep away.	

Unit 7 Hockey – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.4	Combines movement concepts with skills in small-sided practice tasks and gymnastics environments.
-----------	---

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	1 per 2 students
Shooting Drills	4	cones	for boundaries
	2 per 2	tall cones	2 per 2 students for goals
	1 per	hockey stick	1 per student
	1 per 2	hockey ball	1 per 2 students
Defense!	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Keep Away (3 on 1)	1 per	hockey stick	1 per student
	1 per 4	hockey ball	1 ball per 4 students
	misc.	spot markers	for grids

Unit 7 Hockey – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Hockey • Shooting Drills (<i>Hockey</i> tab, pp. 15-16) • Defense! (<i>Hockey</i> tab, pp. 27-28) • Keep Away (3 on 1) (<i>Hockey</i> tab, pp. 29-30)	
2-3	Closure: Review – Proper techniques of defense Relate – Share about other times when you played <i>Keep Away</i> . Praise – Affirm appropriate behavior. Preview – In our next class we will play a hockey game and take an assessment.	

Assessment: Observe the class during the Shooting Drills activity. To assess, conduct a 5-minute timing as partners take turns shooting at their goal. Students will count their goals and report their number to the teacher.

Shooting Drills

<i>student name</i>	<i>score</i>

Unit 7 Hockey – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Face-Off	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per 2	hockey ball	1 per 2 students
	1 per 2	spot marker	1 per 2 students for home base

Unit 7 Hockey – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Hockey • Face-Off (<i>Hockey</i> tab, pp. 13-14) • Assessment – Hockey Self-Check. Use the student self-assessment tool (<i>SPARKfolio Hockey</i> tab, white card)	
2-3	Closure: Review – Sequence of face-off procedure. Relate – Share your hardest thing about playing hockey? Easiest? Praise – Affirm students who followed directions. Preview – In our next class we will continue practicing hockey and play a new game.	

Assessment: see Spotlight on Skills

Unit 7 Hockey – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.
-----------	---

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify “Its”
Bench Step Basics	1 per	bench step	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Face-Off	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per 2	hockey ball	1 per 2 students
	1 per 2	spot marker	1 per 2 students for home base
3-Trap Hockey	1 per	hockey stick	1 per student
	1 per 6	hockey ball	1 ball per 6 students
	misc.	spot markers	for grids
	1 per 2	pinnie	1 per 2 students

Unit 7 Hockey – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Hockey • Face-Off (<i>Hockey</i> tab, pp. 13-14) • 3-Trap Hockey (<i>Hockey</i> tab, pp. 31-32)	
2-3	Closure: Review – Skills learned in hockey Relate – Share about a way that you are a good player in your family team. Praise – Affirm proper hockey skills. Preview – In our next class we will play a game of mini-hockey.	

Assessment: Individually evaluate each student on their ability to successfully perform a face-off.
Scoring: 1-3 with 3 the highest score.

Face-Off Performance

<i>student name</i>	<i>score</i>

Unit 7 Hockey – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.VH.8	Discusses personal reasons (e.g., the “why”) for enjoying physical activities.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify “Its”
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Face-Off	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per 2	hockey ball	1 per 2 students
	1 per 2	spot marker	1 per 2 students for home base
Mini-Hockey	4 per 8	spot markers	4 per group of 8 students
	4 per 8	tall cones	4 per group of 8 students for goals
	1 per	hockey stick	1 per student
	1 per 8	hockey ball	1 per group of 8 students
	1 per 2	pinnie	1 per 2 students

*medicine ball is a large weighted ball

Unit 7 Hockey – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Hockey • Face-Off (<i>Hockey</i> tab, pp. 13-14) • Mini-Hockey (<i>Hockey</i> tab, pp. 33-34)	
2-3	Closure: Review – Proper hockey techniques Relate – How are you a member of your church team? Praise – Affirm appropriate behavior. Preview – In our next class we will practice our passes and play mini-hockey again.	

Unit 7 Hockey – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify “Its”
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Passing Drills	4	cones	for boundaries
	1 per	hockey stick	1 per student
	1 per	hockey ball	1 per student
Mini-Hockey	4 per 8	spot markers	4 per group of 8 students
	4 per 8	tall cones	4 per group of 8 students for goals
	1 per	hockey stick	1 per student
	1 per 8	hockey ball	1 per group of 8 students
	1 per 2	pinnie	1 per 2 students

Unit 7 Hockey – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Hockey • Passing Drills (<i>Hockey</i> tab, pp. 11-12) • Mini-Hockey (<i>Hockey</i> tab, pp. 33-34)	
2-3	Closure: Review – Rules of playing hockey Relate – Share how you are part of God’s team. Praise – Affirm students who cooperated and practiced hockey skills. Preview – In our next class we will begin a unit on Soccer.	

Assessment: Re-assess the students’ skill in passing. Compare with scores from Week 2, Day 1; Week 2, Day 3 and look for improvement.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Passing Drills

<i>student name</i>	<i>score</i>

Unit 7 - Racquets and Paddles

Grades 1-4

Unit Planning Guide

For instruction, choose either the topic of Racquets and Paddles or Hockey for Unit 7. The unused topic may be used as an alternate for another unit such as Football, Unit 10.

Racquets and Paddles

This unit devotes the first two weeks on a variety of activities designed to give the students experiences in using racquets and paddles. Week 3 will transition into Badminton instruction which reinforces skills such as: eye-hand coordination, tossing and hitting, aiming at a target, and opponent interaction.

Spiritual Connections – Commitment

Goals are the specific things a person aims for and intends to achieve. Commitment is the dedication a person has to reach those goals. A serious commitment is much more than words. It is best proven by a person's actions on a regular basis. People will initially listen to a person's words, but will ultimately measure commitment and one's character by deeds.

Colossians 3:23-24 (NLT). "Work willingly at whatever you do, as though you were working for the Lord rather than for people. Remember that the Lord will give you an inheritance as your reward, and that the Master you are serving is Christ."

Unit 7 Outline - Racquets and Paddles

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Group Fitness

Day 1 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 2 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Day 3 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Spotlight on Skills: Racquets and Paddles

Day 1 Batter Splatter (*Racquets and Paddles* tab, pp. 5-6, on-line unit)

Paddle/Racquet Hoopla (*Racquets and Paddles* tab, pp. 9-10, on-line unit)

Assessment: Students will be introduced to racquets and tested on their ability to hold the paddles correctly.

Day 2 Stroke Shadow (*Racquets and Paddles* tab, pp. 7-8, on-line unit)

Assessment: Students will be tested on their ability to hold and follow a swing with the paddle.

Stroke and Catch (*Racquets and Paddles* tab, pp. 11-12, on-line unit)

Day 3 Batter Splatter (*Racquets and Paddles* tab, pp. 5-6, on-line unit)

Paddle Call Ball (*Racquets and Paddles* tab, pp. 13-14, on-line unit)

Assessment: Students will be assessed on their participation and proper form.

Week 2

Focus on Fitness: Group Fitness

Day 1 Resistance Band Workout (*Group Fitness* tab, pp. 17-18)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Racquets and Paddles

Day 1 Stroke Shadow (*Racquets and Paddles* tab, pp. 7-8, on-line unit)

Paddle 2-Square (*Racquets and Paddles* tab, pp. 15-16, on-line unit)

Assessment: Students will be assessed on their ability to strike a ball with the paddle.

Day 2 Batter Splatter (*Racquets and Paddles* tab, pp. 5-6, on-line unit)

Paddle Call Ball (*Racquets and Paddles* tab, pp. 13-14, on-line unit)

Assessment: Students will be assessed on skills learned thus far in this unit.

Day 3 Stroke Shadow (*Racquets and Paddles* tab, pp. 7-8, on-line unit)

Introduction to Badminton (*Racquets and Paddles* tab, pp. 19-20, on-line unit)

Week 3

Focus on Fitness: Group Fitness

Day 1 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Racquets and Paddles

Day 1 Batter Splatter (*Racquets and Paddles* tab, pp. 5-6, on-line unit)

Introduction to Badminton (*Racquets and Paddles* tab, pp. 19-20, on-line unit) Go over techniques of scoring and serving in Badminton. For further reference go to

www.teachpe.com/badminton

Assessment: Students will be assessed on proper serving technique.

Day 2 Stroke Shadow (*Racquets and Paddles* tab, pp. 7-8, on-line unit)

Badminton (*Racquets and Paddles* tab, pp. 19-20, on-line unit) Practice playing with singles and doubles.

Assessment: Students will be assessed on forehad and/or backhand strokes.

Day 3 Self-Check Assessment from (*SPARKfolio Racquets and Paddles* tab)

Assessment: Students will be assessed on skills learned thus far in this unit.

Week 4

Focus on Fitness: Group Fitness

Day 1 Bench Step Basics (*Group Fitness* tab, pp. 15-16)

Day 2 Fitness in the Middle (*Group Fitness* tab, pp. 7-8)

Day 3 Paper Plate Aerobics (*Group Fitness* tab, pp. 9-10)

Spotlight on Skills: Racquets and Paddles

Day 1 Badminton (*Racquets and Paddles* tab, pp. 19-20, on-line unit)

Assessment: Students will be assessed on proper stroke techniques.

Day 2 Badminton (*Racquets and Paddles* tab, pp. 19-20, on-line unit)

Day 3 Badminton Game with doubles

Assessment: While engaged in a game of badminton, students will be assessed on proper form and understanding of the basic rules of the game.

Unit 7 – Racquets and Paddles Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
beanbags	✓		✓
<i>*Bench Step Skill Cards</i>			✓
bench steps or school stairs			✓
cones	✓	✓	✓
fluffballs, yarn balls, or scarves	✓	✓	✓
hoops	✓	✓	
music and player		✓	✓
paddles or racquets	✓	✓	✓
<i>Paper Plate Aerobics Prompt Pages</i>		✓	
paper plates		✓	
playground balls	✓		
spot markers	✓	✓	✓
tennis, whiffle, or foam balls	✓	✓	✓

*check selected card(s) for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
beanbags		✓	
chalk, jump ropes, or tape	✓		
cones	✓	✓	✓
hockey sticks		✓	
low net or line on the ground			✓
music and player	✓		✓
paddle or racquets	✓	✓	✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
playground balls		✓	
<i>Resistance Band Skill Cards</i>	✓		
resistance bands	✓		
shuttlecocks or whiffle balls			✓
spot markers	✓	✓	✓
tennis or whiffle balls	✓	✓	

Week 3			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
beanbags	✓		
<i>*Bench Step Skill Cards</i>	✓		
bench steps or school stairs	✓		
cones	✓	✓	✓
low net or line on the ground	✓	✓	
music and player	✓		✓
paddles or racquets	✓	✓	✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
playground balls		✓	
shuttlecocks or whiffle balls	✓	✓	✓
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
<i>*Bench Step Skill Cards</i>	✓		
bench steps or school stairs	✓		
cones	✓	✓	✓
fluffballs, yarn balls, or scarves	✓	✓	✓
low net or line on the ground	✓	✓	✓
music and player	✓		
paddles or racquets	✓	✓	✓
playground balls		✓	✓
shuttlecocks or whiffle balls	✓	✓	✓
spot markers	✓	✓	✓

*check selected card(s) for equipment needs

Unit 7 Racquets and Paddles – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.2.PF.6	Participates in health-related fitness activities.

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Batter Splatter	1 per	beanbag	1 per student
	1 per	paddle/racquet	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	4	cones	for boundaries
Paddle/Racquet Hoopla	4	hoops	
	1 per	paddle/racquet	1 per student
	1 per	tennis, whiffle, or foam ball	1 per students

*medicine ball is a large weighted ball

Unit 7 Racquets and Paddles – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Batter Splatter (<i>Racquets and Paddles</i> tab, pp. 5-6, on-line unit) • Paddle/Racquet Hoopla (<i>Racquets and Paddles</i> tab, pp. 9-10, on-line unit)	If you don't have a net you may use a rope at a 3' level or a line/rope on the floor.
2-3	Closure: Review – Proper technique of holding a paddle. Relate – Share why it makes a difference to do things correctly. Praise – Affirm students who followed directions. Preview – In our next class we will practice our forehand and backhand strokes.	

Assessment: Check for understanding, self-check proper grip of holding a paddle.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Paddle Grip

<i>student name</i>	<i>score</i>

Unit 7 Racquets and Paddles – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.13	Strikes a ball with a short-handled implement, sending it upward.
------------	---

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Stroke Shadow	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	paddle/racquet	1 per student
Stroke and Catch	1 per	paddle/racquet	1 per student
	4 per 2	whiffle, yarn, or small foam balls	4 per 2 students
	2 to 3 per 2	hoops	2 to 3 per 2 students

Unit 7 Racquets and Paddles – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Racquets and Paddles • Stroke Shadow (<i>Racquets and Paddles</i> tab, pp. 7-8, on-line unit) • Stroke and Catch (<i>Racquets and Paddles</i> tab, pp. 11-12, on-line unit)	
2-3	Closure: Review – Proper forehand and backhand strokes Relate – How you stroke will make a difference on your partner's catch. Share how your influence in other things can affect a friend. Praise – Affirm students who practiced the skill correctly. Preview – In our next class we will learn techniques of using a paddle and a ball.	

Assessment: Check for ability to hold and follow a swing with the paddle as students complete the Stroke Shadow activity.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Paddle Grip and Swing

<i>student name</i>	<i>score grip/swing</i>
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/

Unit 7 Racquets and Paddles – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.17	Strikes an object upward with a short-handled implement, using consecutive hits.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Elbow Tag	4	cones	for boundaries
	1 per 5	fluffball, yarn ball or scarves	1 per 5 students; to designate “its”
Bench Step Basics	1 per	bench step	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Batter Splatter	1 per	beanbag	1 per student
	1 per	paddle/racquet	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	4	cones	for boundaries
Paddle Call Ball	1 per	paddle	1 per student
	1 per 3-5	tennis or whiffle balls	1 per 3-5 students

Unit 7 Racquets and Paddles – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Elbow Tag (<i>Chasing and Fleeing</i> tab, pp. 9-10)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Racquets and Paddles • Batter Splatter (<i>Racquets and Paddles</i> tab, pp. 5-6, on-line unit) • Paddle Call Ball (<i>Racquets and Paddles</i> tab, pp. 13-14, on-line unit)	Use a beach ball or balloon for beginners.
2-3	Closure: Review – Procedures for Paddle Ball Relate – In our game you had to listen for your name to be called. Tell how knowing someone's name can make a difference. Praise – Affirm appropriate behavior and attitude. Preview – In our next class we will practice stokes and hitting the ball to a partner with control.	

Assessment: Check for proper form as students complete the Paddle Call Ball activity.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Paddle Form

<i>student name</i>	<i>score</i>

Unit 7 Racquets and Paddles – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.17	Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
------------	---

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Resistance Band Workout	1 per	resistance band	1 per student
		<i>Resistance Band Skill Cards</i>	<i>SPARKfamily.org</i>
	1	music and player	upbeat with 4/4 tempo
Stroke Shadow	1 per	spot marker	1 per student used to organize students in a specific formation, to keep space between students
	1 per	paddle/racquet	1 per student
Paddle 2-Square	1 per	paddle	1 per student
	1 per 2	tennis or whiffle ball	1 per 2 students
	4 per 2	spot markers	4 per 2 students, to create courts
	misc.	chalk, jump ropes or tape	to mark midline

Unit 7 Racquets and Paddles – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Resistance Band Workout (<i>Group Fitness</i> tab, pp. 17-18)	
15	Spotlight on Skills: Racquets and Paddles • Stroke Shadow (<i>Racquets and Paddles</i> tab, pp. 7-8, on-line unit) • Paddle 2-Square (<i>Racquets and Paddles</i> tab, pp. 15-16, on-line unit)	
2-3	Closure: Review – Correct stroke techniques Relate – List some other uses of paddles. Praise – Affirm appropriate behavior and cooperation. Preview – In our next class we will play our Paddle Call Ball again.	

Assessment: Check for ability to strike an oncoming ball for 20 seconds.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Strike a Ball with a Paddle

<i>student name</i>	<i>score</i>

Unit 7 Racquets and Paddles – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	see SPARK.org
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Batter Splatter	1 per	beanbag	1 per student
	1 per	paddle/racquet	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	4	cones	for boundaries
Paddle Call Ball	1 per	paddle	1 per student
	1 per 3-5	tennis or whiffle balls	1 per 3-5 students
	1 per	hockey stick	1 per student
	1 ball per 4/5	ball	1 per 4-5 students

*medicine ball is a large weighted ball

Unit 7 Racquets and Paddles – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Batter Splatter (<i>Racquets and Paddles</i> tab, pp. 5-6, on-line unit) • Paddle Call Ball (<i>Racquets and Paddles</i> tab, pp. 13-14, on-line unit)	
2-3	Closure: Review – Paddle Call Ball rules Relate – What are other games you might play using a paddle? Praise – Affirm appropriate behavior. Preview – In our next class we will start learning the game of Badminton.	

Assessment: Racquets and Paddles Self-Check. Use the student self-assessment tool (*SPARKfolio Racquets and Paddles* tab, white card).

Unit 7 Racquets and Paddles – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Stroke Shadow	1 per	spot markers	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	paddle/racquet	1 per student
Introduction to Badminton	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students
	4 per 4	spot markers	4 per 4 students, to create courts

Unit 7 Racquets and Paddles: Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Racquets and Paddles • Stroke Shadow (<i>Racquets and Paddles</i> tab, pp. 7-8, on-line unit) • Introduction to Badminton (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit)	
2-3	Closure: Review – Techniques and rules of playing badminton Relate – Can you play Badminton without moving? Neither can we be a Christian without moving. We have to constantly be moving closer to Jesus. Praise – Affirm appropriate skills practiced. Preview – In our next class we will continue to practice and learn new skills in Badminton.	

Unit 7 Racquets and Paddles – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.VH.8	Discusses personal reasons (e.g., the “why”) for enjoying physical activities.
-----------	--

Equipment:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Bench Step Basics	1 per	bench step	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	<i>SPARKfamily.org</i> /read the “Ready” section to see what equipment is needed
Batter Splatter	1 per	beanbag	1 per student
	1 per	paddle/racquet	1 per student
	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	4	cones	for boundaries
Introduction to Badminton	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students
	4 per 4	spot markers	4 per 4 students, to create courts

Unit 7 Racquets and Paddles – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Racquets and Paddles • Batter Splatter (<i>Racquets and Paddles</i> tab, pp. 5-6, on-line unit) • Introduction to Badminton (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit) Go over techniques of scoring and serving in Badminton. For further reference go to www.teachpe.com/badminton	Make several courts using rope instead of net if necessary so all can play at the same time.
2-3	Closure: Review – Review serving techniques Relate – Share other things that you could serve besides balls. Praise – Affirm appropriate behavior. Preview – In our next class we will practice more skills in Badminton.	

Assessment: Check for proper serving technique.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Serving Technique

<i>student name</i>	<i>score</i>

Unit 7 Racquets and Paddles – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Stroke Shadow	1 per	spot marker	1 per student, used to organize students in a specific formation, to keep space between students
	1 per	paddle/racquet	1 per student
Badminton	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students
	4 per 4	spot markers	4 per 4 students, to create courts

*medicine ball is a large weighted ball

Unit 7 Racquets and Paddles – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Stroke Shadow (<i>Racquets and Paddles</i> tab, pp. 7-8, on-line unit) • Badminton (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit) Practice playing with singles and doubles.	
2-3	Closure: Review – Rules and techniques of playing Badminton with singles and doubles Relate – Share if you think it's easier to play with singles or doubles. Praise – Students who did their best. Preview – In our next class we will have a self- assessment of what we have been learning.	

Assessment: Check for ability to demonstrate forehand and/or backhand strokes. Use the Performance Rubrics (*SPARKfolio Racquets and Paddles* tab, white card).

Unit 7 Racquets and Paddles – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.18	Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.
PE.4.MS.22	Strikes an object with a short-handled implement while demonstrating a mature pattern and alternating hits with a partner over a low net or against a wall.
PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>Corners Task Cards</i>	<i>SPARKfamily.org</i>
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	4 boundaries
		<i>Paper Plate Aerobics Prompt Pages</i>	<i>SPARKfamily.org</i>
	1	music and player	
Self-Check Assessment	1 per	racquet or paddle	1 per student
	1 per	shuttlecock or whiffle ball	1 per student

Unit 7 Racquets and Paddles – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Racquets and Paddles • Self-Check Assessment from (<i>SPARKfolio Racquets and Paddles</i> tab)	
2-3	Closure: Review – How they feel they did on their self-check assessment Relate – Share some other kinds of tests you must pass in life. Praise – Affirm appropriate attitudes and cooperation. Preview – The next class will focus on more Badminton practice.	

Assessment: Racquets and Paddles Self-Check. Use the student self-assessment tool (*SPARKfolio Racquets and Paddles* tab, white card). Discuss with the students the improvements made since the Self-Check was administered last week.

Unit 7 Racquets and Paddles – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify “Its”
Bench Step Basics	1 per	bench step (or school stairs)	1 per student
	1	music and player	any beat 4/4 tempo
	misc.	<i>Bench Step Skill Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Badminton	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students
	4 per 4	spot markers	4 per 4 students, to create courts

Unit 7 Racquets and Paddles – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Bench Step Basics (<i>Group Fitness</i> tab, pp. 15-16)	Use stairs anywhere in your school.
15	Spotlight on Skills: Racquets and Paddles • Badminton (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit) Continue to practice various strokes and serves.	Make several courts using rope instead of net if necessary so all can play at the same time.
2-3	Closure: Review – Skills of serving and stroking. Relate – Practicing helps to make things permanent. How can you practice sharing Jesus with others? Praise – Affirm appropriate behavior. Preview – In our next class we will continue playing Badminton.	

Assessment: Check for proper technique in executing strokes.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Stroke Technique

<i>student name</i>	<i>score</i>

Unit 7 Racquets and Paddles – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.6	Applies the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify "Its"
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	1 per 2 students
Badminton	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students

*medicine ball is a large weighted ball

Unit 7 Racquets and Paddles – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Badminton (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit) Practice various strokes and serves as well as doubles and singles. Refer to: www.teachpe.com/badminton	
.2-3	Closure: Review – Rules of the game, various strokes and serves Relate – Share how it helps to have a friend on your side. Praise – Affirm appropriate skill practice and cooperation. Preview – Next class will finish up our unit on Badminton.	

Unit 7 Racquets and Paddles – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.
-----------	---

Equipment Chart:

Activity	#	Item	Additional Information
Side-by-Side Tag	10	cones	for boundaries and re-entry/exit zones
	1 per 5	fluffball/scarf or yarn balls	1 per 5 students to identify “Its”
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or playground)	1 per 2 students
Badminton Game	4 per 4	spot markers	4 per 4 students, to create courts
	1 per	racquet or paddle	1 per student
	1 per 4	shuttlecock or whiffle ball	1 per 4 students
	1 per 4	low net or a line on ground	1 per 4 students

*medicine ball is a large weighted ball

Unit 7 Racquets and Paddles – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Side-by-Side Tag (<i>Chasing and Fleeing</i> tab, pp. 13-14)	
10	Focus on Fitness: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Badminton Game (<i>Racquets and Paddles</i> tab, pp. 19-20, on-line unit) Practice various strokes and serves as well as doubles and singles. Refer to: www.teachpe.com/badminton	
.2-3	Closure: Review – Rules of playing Badminton. Relate – Every game has rules. Share what life might be like without rules. Praise – Affirm students who played the game kindly. Preview – In our next class we will begin a unit on soccer.	

Assessment: Check for proper form and understanding of the rules while engaged in a short game or activity.

- 3 points – got it
- 2 points – almost, not there yet
- 1 point – needs improvement

Proper Form and Understanding of the Rules

<i>student name</i>	<i>score form/rules</i>
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/

Unit 8 – Soccer

Grades 1-4

Unit Planning Guide

Soccer

Activities from this unit will provide the students with opportunities to practice and further develop skills in ball-handling, dribbling, passing and receiving, shooting and defending. The diversity of skills incorporated into this sport makes it a well-liked unit for all grade levels.

Spiritual Connections – Endurance

Soccer is a sport that requires both speed and endurance, and in order to achieve success on the field an athlete must be willing to push beyond what they think they are capable of. The same applies to spiritual lives – pushing beyond what a person thinks they are capable of. But remember, all is possible through the power of Christ.

Philippians 4:13 (NCV). “I can do all things through Christ, because he gives me strength.”

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time. Notice that testing Personal Best Days is part of the lesson plan for this unit, week 4, and day 3.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Unit 8 Outline – Soccer

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Aerobic Games

Day 1 Builders and Bulldozers (*Aerobic Games* tab, pp. 7-8)

Day 2 Builders and Bulldozers (*Aerobic Games* tab, pp. 7-8)

Day 3 Builders and Bulldozers (*Aerobic Games* tab, pp. 7-8)

Spotlight on Skills: Soccer

Day 1 Ball-Control Drills (*Soccer* tab, pp. 5-6)

Dribbling Drills (*Soccer* tab, pp. 7-8)

Day 2 Dribbling Drills (*Soccer* tab, pp. 7-8)

Soccer Hoopla (*Soccer* tab, pp. 15-16)

Assessment: Students will be assessed in their ability to control a soccer ball while dribbling.

Day 3 Dribbling Drills (*Soccer* tab, pp. 7-8)

Rainforest (*Soccer* tab, pp. 17-18)

Assessment: Students will be assessed in their ability to demonstrate proper form in trapping a soccer ball.

Week 2

Focus on Fitness: Aerobic Games

Day 1 Aerobic Bowling (*Aerobic Games* tab, pp. 9-10)

Day 2 Aerobic Bowling (*Aerobic Games* tab, pp. 9-10)

Day 3 Aerobic Golf (*Aerobic Games* tab, pp. 11-12)

Spotlight on Skills: Soccer

Day 1 Passing Drills (*Soccer* tab, pp. 9-10)

Trap, Pass, and Follow (*Soccer* tab, pp. 21-22)

Day 2 Passing Drills (*Soccer* tab, pp. 9-10)

Corner to Corner Give and Go (*Soccer* tab, pp. 23-24)

Assessment: Students will be assessed in their ability to make accurate passes and controlled traps.

Day 3 Throw-ins and Punts (*Soccer* tab, pp. 13-14)

PACE Activity #1 Soccer Grab Bag (*Soccer* tab, pp. 35-36)

Assessment: Students will be assessed in their ability to demonstrate the elements of a throw-in.

Week 3

Focus on Fitness: Aerobic Games

Day 1 Aerobic Golf (*Aerobic Games* tab, pp. 11-12)

Day 2 Hearty Hoopla (*Aerobic Games* tab, pp. 13-14)

Day 3 Hearty Hoopla (*Aerobic Games* tab, pp. 13-14)

Spotlight on Skills: Soccer

Day 1 Shooting Drills (*Soccer* tab, pp. 11-12)

5-Player Kick and Dribble (*Soccer* tab, pp. 25-26)

Assessment: Students will be assessed in their ability to shoot a soccer ball using proper form and control.

Day 2 Dribbling Drills (*Soccer* tab, pp. 7-8)

Dribbling Partner Tag (*Soccer* tab, pp. 27-28)

Keep Away (3 on 1) (*Soccer* tab, pp. 29-30)

Day 3 Throw-ins and Punts (*Soccer* tab, pp. 13-14)

Assessment: Students will be assessed in their ability to demonstrate the elements of a punt.

Week 4

Focus on Fitness: Aerobic Games

Day 1 Aerobic Bowling (*Aerobic Games* tab, pp. 9-10)

Day 2 Aerobic Golf (*Aerobic Games* tab, pp. 11-12)

Day 3 Hearty Hoopla (*Aerobic Games* tab, pp. 13-14)

Spotlight on Skills: Soccer

Day 1 Dribbling Drills (*Soccer* tab, pp. 7-8)

Get Your Ball (*Soccer* tab, pp. 31-32)

Day 2 Shooting Drills (*Soccer* tab, pp. 11-12)

Mini-Soccer (*Soccer* tab, pp. 33-34)

Assessment: Soccer Skills Performance Rubric (*SPARKfolio Soccer* tab, white card)

Day 3 Assessment: Personal Best Day #4 (*Personal Best Day* tab, p. 5)

Unit 8 – Soccer Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
cones	✓	✓	✓
music and player	✓	✓	✓
spot markers	✓	✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
beanbags			✓
bowling pins or lightweight cones	✓	✓	
cones	✓	✓	✓
hoops			✓
music and player	✓	✓	✓
soccer ball			✓
<i>*Soccer Grab Bag Cards</i>			✓
spot markers	✓	✓	✓
tall cones			✓

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
beanbags	✓	✓	✓
cones	✓	✓	✓
hoops	✓	✓	✓
large cones		✓	
pinnies		✓	
soccer balls	✓		
spot markers	✓	✓	✓
wooden dowels or hockey sticks	✓		

Week 4			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
beanbags		✓	✓
bowling pins or lightweight cones	✓		
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
hoops		✓	✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencil			✓
pinnies		✓	
small cones		✓	
soccer ball			✓
<i>*Soccer Group Challenge Task Card</i>			✓
spot markers	✓		✓
stopwatch			✓
tall cones		✓	
wooden dowels or hockey sticks		✓	

*check selected card(s) for equipment needs

Unit 8 Soccer – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.10	Taps or dribbles a ball using the inside of the foot while walking in general space.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Builders and Bulldozers	1	cone	per student
	4	spot markers	for boundaries
Ball – Control Drills	4	cones	for boundaries
	1 per	soccer ball	1 per student
Dribbling Drills	4	cones	for boundaries
	1 per	soccer ball	1 per student

Unit 8 Soccer – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Flip Flop (ASAP tab, p. 17)	
10	Focus on Fitness: Aerobic Games Builders and Bulldozers (<i>Aerobic Games</i> tab, pp. 7-8)	
15	Spotlight on Skills: Soccer Ball – Control Drills (<i>Soccer</i> tab, pp. 5-6) Dribbling Drills (<i>Soccer</i> tab, pp. 7-8)	Use junior sized balls for younger children.
2-3	Closure: Review – Proper dribbling techniques. Relate – Today you practiced having control with your dribbling. Share other games or times when you need to practice control. Praise – Affirm students who dribbled correctly. Preview – In our next class we will again practice dribbling.	

Unit 8 Soccer – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.14	Dribbles with the feet in general space with control of ball and body.
PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Builders and Bulldozers	1	cone	per student
	4	spot markers	for boundaries
Dribbling Drills	4	cones	for boundaries
	1 per	ball	1 per student
Soccer Hoopla	4	cones	for boundaries
	1 per	ball	1 per student

Unit 8 Soccer – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Flip Flop (ASAP tab, p. 17)	
10	Focus on Fitness: Aerobic Games Builders and Bulldozers (<i>Aerobic Games</i> tab, pp. 7-8)	
15	Spotlight on Skills: Soccer Dribbling Drills (<i>Soccer</i> tab, pp. 7-8) Soccer Hoopla (<i>Soccer</i> tab, pp. 15-16)	
2-3	Closure: Review – The skill involved in dribbling and trapping a soccer ball. Relate – This game takes teamwork. Share a time when you were a good team player. Praise – Affirm students who practiced skills correctly. Preview – In our next class we will keep practicing dribbling and play a game called <i>Rainforest</i> .	

Assessment: Check the students' ability to control a soccer ball while dribbling.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Soccer Ball Dribble

<i>student name</i>	<i>keeps ball under control</i>	<i>maintains ball when changing directions</i>	<i>maintains ball when changing speeds</i>

Unit 8 Soccer – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.12	Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
PE.4.MS.15	Uses a continuous running approach and kicks a stationary ball for accuracy.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Builders and Bulldozers	1	cone	per student
	4	spot markers	for boundaries
Dribbling Drills	4	cones	for boundaries
	1 per	ball	1 per student
Rainforest	1 per	ball	1 per student

Unit 8 Soccer – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Flip Flop (ASAP tab, p. 17)	
10	Focus on Fitness: Aerobic Games Builders and Bulldozers (Aerobic Games tab, pp. 7-8)	
15	Spotlight on Skills: Soccer Dribbling Drills (Soccer tab, pp. 7-8) Rainforest (Soccer tab, pp. 17-18)	
2-3	Closure: Review –Soccer rules and techniques. Relate –Share about another team you are a member of. Praise – Affirm appropriate behavior. Preview – In our next class we will practice passing.	

Assessment: Check students proper form in trapping a soccer ball.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Soccer Ball Trapping

<i>student name</i>	<i>settles ball quickly</i>	<i>finishes with bottom of foot on ball</i>	<i>keeps weight on grounded foot</i>

Unit 8 Soccer – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.11	Approaches a stationary ball and kicks it forward, displaying 2 of the 5 critical elements of a mature kick.
PE.2.MS.15	Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
PE.3.MS.13	Passes and receives ball with insides of feet to a stationary partner, giving on reception before returning pass.
PE.4.MS.16	Passes and receives ball with the insides of the feet to a moving partner in a static environment/closed skills.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Aerobic Bowling	2 per 4	spot markers	2 per group of 4 students
	2 per 4	bowling pins or 2 lightweight cones	2 per group of 4 students
	1 per 4	playground ball	1 per group of 4 students
Passing Drills	1 per	spot marker	1 per student
	1 per 2	ball	1 per 2 students
Trap, Pass, and Follow	1 per 4-5	ball	1 per 4-5 students
	2 per 4-5	spot markers	2 per 4-5 students

Unit 8 Soccer – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <i>Flip-Flop</i> (ASAP tab p. 17)	
10	Focus on Fitness: Aerobic Games Aerobic Bowling (<i>Aerobic Games</i> tab, pp. 9-10)	
15	Spotlight on Skills: Soccer Passing Drills (<i>Soccer</i> tab, pp. 9-10) Trap, Pass, and Follow (<i>Soccer</i> tab, pp. 21-22)	
2-3	Closure: Review – Proper techniques of passing and trapping. Relate – When you pass to a team member you are working together. What else could you pass to a friend? Praise – Affirm students who pass and trap with proper technique. Preview – In our next class we will practice passing again.	

Assessment: Check students' ability to make accurate passes and controlled traps.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Passing and Trapping

<i>student name</i>	<i>accurate pass (ball travels along the ground)</i>	<i>controlled pass (no bouncing)</i>

Unit 8 Soccer – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.17	Receives and passes a ball with the outsides and insides of the feet to a stationary partner, giving on reception.
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Aerobic Bowling	2 per 4	spot markers	2 per group of 4 students
	2 per 4	bowling pins or 2 lightweight cones	2 per group of 4 students
	1 per 4	playground ball	1 per group of 4 students
Passing Drills	1 per	spot marker	1 per student
	1 per 2	ball	1 per 2 students
Corner to Corner Give and Go	1 per	spot marker	1 per student for grids
	1 per 4	ball	1 per 4 students

Unit 8 Soccer – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Flip-Flop (ASAP tab, p. 18, choose one activity from SPARK It Up!)	
10	Focus on Fitness: Aerobic Games Aerobic Bowling (Aerobic Games tab, pp. 9-10)	
15	Spotlight on Skills: Soccer Passing Drills (Soccer tab, pp. 9-10) Corner to Corner Give and Go (Soccer tab, pp. 23-24)	
2-3	Closure: Review – Proper skills of passing. Relate – In order to pass correctly you must have control. Why is self-control important in life? How can we get self-control? Praise – Affirm students who cooperated in class. Preview – In our next class we will learn some new soccer skills.	

Unit 8 Soccer – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.10	Recognizes the types of kicks needed for different games and sports situations
PE.1.VH.1	Recognizes that God’s ideal for quality living includes a healthy lifestyle.
PE.2.VH.1	Recognizes that God’s ideal for quality living includes a healthy lifestyle.
PE.3.VH.1	Identifies that God’s ideal for quality living includes a healthy lifestyle.
PE.4.VH.1	Identifies that God’s ideal for quality living includes a healthy lifestyle.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Aerobic Golf	1 per 3 to 4	hoop	1 per 3 to 4 students
	1 per	beanbag or other fun tossable	1 per student
Throw-ins and Punts	4	cones	for boundaries
	1 per 2	ball	1 per 2 students
Soccer Grab Bag	1 per	soccer ball	1 per student
	8	tall cones	to create 4 goals
	1 per 2	spot marker	1 per 2 students
	1	hoop or bag	to make grab bag
	misc.	<i>Soccer Grab Bag Cards</i>	<i>SPARKfamily.org/read</i> the “Ready” section to see what equipment is needed

Unit 8 Soccer – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Flip-Flop (ASAP tab, p. 18, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Aerobic Games Aerobic Golf (<i>Aerobic Games</i> tab, pp. 11-12)	
15	Spotlight on Skills: Soccer Throw-ins and Punts (<i>Soccer</i> tab, pp. 13-14) PACE Activity #1 Soccer Grab Bag (<i>Soccer</i> tab, pp. 35-36)	
2-3	Closure: Review – Proper skills of throw-ins and punts Relate – When you punt a ball you kick it away to keep the opposite team from having an advantage. Share some things we can do to keep our enemy- Satan- from having an advantage in our lives. Praise – Affirm students who practiced the punt kicks correctly. Preview – In our next class we will practice shooting.	

Assessment: While students are participating in the Throw-ins and Punts activity, check students' ability to control a soccer ball during throw-in. Place a check in the column if the element is observed.

Throw-in Elements

<i>student name</i>	<i>hold ball over head</i>	<i>arms move forward</i>	<i>ball released in direction of target</i>	<i>feet stay on the ground</i>	<i>drags back foot</i>

Unit 8 Soccer – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.14	Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
PE.4.MS.19	Kicks along the ground and in the air, and punts using mature patterns.

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	marker	1 per 5 students
Aerobic Golf	1 per 3 to 4	hoop	1 per 3 to 4 students
	1 per	beanbag or other fun tossable	1 per student
Shooting Drills	3 per 12	cones	3 per 12 students
	1 per	ball	1 per student
	3	wooden dowels or hockey sticks	optional
5-Player Kick and Dribble	4	cones	for boundaries
	2 per 5	bases, cones, spot markers, etc.	2 per group of 5 students
	2 per 5	soccer balls	2 per group of 5 students

Unit 8 Soccer – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Addition Tag (<i>Chasing and Fleeing</i> tab, pp.15-16)	
10	Focus on Fitness: Aerobic Games Aerobic Golf (<i>Aerobic Games</i> tab, pp. 11-12)	
15	Spotlight on Skills: Soccer Shooting Drills (<i>Soccer</i> tab, pp. 11-12) 5-Player Kick and Dribble (<i>Soccer</i> tab, pp. 25-26)	
2-3	Closure: Review – Proper techniques of shooting a soccer ball Relate – When you shoot a ball in soccer you are trying to get the ball into the goal. Share some goals you have in life? What is the best goal to have? Praise – Affirm students who practiced proper shooting skills. Preview – In our next class we will play a keep away game with soccer skills.	

Assessment: Check students' ability to shoot a soccer ball using proper form and control.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

0 points – cannot perform task

Soccer Ball Shooting

<i>student name</i>	<i>strikes ball with instep</i>	<i>kicking foot pointed down</i>	<i>follow through</i>

Unit 8 Soccer – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.18	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
------------	--

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	pinnie	1 per 5 students
Hearty Hoopla	4	hoops	
	1 per	beanbag or other collectable	1 per student
Dribbling Drills	4	cones	for boundaries
	1 per	ball	1 per student
Dribbling Partner Tag	4	large cones	for boundaries
	1 per 2	ball	1 per 2 students
Keep Away (3 on 1)	1 per 4	ball	1per 4 students
	misc.	spot markers	for grids

Unit 8 Soccer – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Addition Tag (<i>Chasing and Fleeing</i> tab, pp.15-16)	
10	Focus on Fitness: Aerobic Games: Hearty Hoopla (<i>Aerobic Games</i> tab, pp. 13-14)	
15	Spotlight on Skills: Soccer Dribbling Drills (<i>Soccer</i> tab, pp. 7-8) Dribbling Partner Tag (<i>Soccer</i> tab, pp. 27-28) Keep Away (3 on 1) (<i>Soccer</i> tab, pp. 29-30)	
2-3	Closure: Review – Accurate dribbling skills. Relate – Share how this <i>Keep Away</i> game is different from other <i>Keep Away</i> games you’ve played. Praise – Affirm students who followed directions. Preview – In our next class we will practice our punts and throw-ins again and take a little assessment.	

Unit 8 Soccer – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.1	Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
PE.4.PA.2	Applies the concept of closing spaces in small-sided practice tasks.
PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.

Equipment Chart:

Activity	#	Item	Additional Information
Addition Tag	4	cones	for boundaries
	1 per 5	marker	1 per 5 students
Hearty Hoopla	4	hoops	
	1 per	beanbag or other collectable	1 per student
Throw-ins and Punts	4	cones	for boundaries
	1 per 2	ball	1 per 2 students

Unit 8 Soccer – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Addition Tag (<i>Chasing and Fleeing</i> tab, pp.15-16)	
10	Focus on Fitness: Aerobic Games Hearty Hoopla (<i>Aerobic Games</i> tab, pp. 13-14)	
15	Spotlight on Skills: Soccer Throw-ins and Punts (<i>Soccer</i> tab, pp. 13-14)	
2-3	Closure: Review – Proper techniques of throw-ins and punts Relate – How well do you think you did on the assessment? Whose assessment really matters in life? Praise – Affirm students who appeared to do their best. Preview – In our next class we will continue to practice soccer skills.	

Assessment: Check students' ability to demonstrate a punt. Place a check in the column if the element is observed.

Punt Elements

<i>student name</i>	<i>hold ball waist high</i>	<i>feet together</i>	<i>drop ball from hands</i>	<i>step with non-kicking foot</i>	<i>kick before it hits the ground</i>

Unit 8 Soccer – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.PA.3	Detects, analyzes, and corrects errors in personal motor skills.
PE.4.PF.1	Analyzes opportunities for participating in physical activity outside physical education class.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Aerobic Bowling	2 per 4	spot markers	2 per group of 4 students
	2 per 4	bowling pins or 2 lightweight cones	2 per group of 4 students
	1 per 4	playground ball	1 per group of 4 students
Dribbling Drills	4	cones	for boundaries
	1 per	ball	1 per student
Get Your Ball	1 per 2	ball	1 per 2 students
	6	cones	

Unit 8 Soccer – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Offense/Defense (<i>ASAP</i> tab, p. 13)	
10	Focus on Fitness: Aerobic Games Aerobic Bowling (<i>Aerobic Games</i> tab, pp. 9-10)	
15	Spotlight on Skills: Soccer Dribbling Drills (<i>Soccer</i> tab, pp. 7-8) Get Your Ball (<i>Soccer</i> tab, pp. 31-32)	
2-3	Closure: Review – Proper dribbling skills. Relate – Have you ever heard the saying, “Get on the ball”. Share what you think it means. Praise – Affirm students who practiced dribbling with the skills learned. Preview – In our next class we will play a game of mini-soccer while we practice the skills we have learned.	

Unit 8 Soccer – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.15	Uses a continuous running approach and kicks a stationary ball for accuracy.
PE.4.MS.1	Uses various locomotor skills in a variety of small-sided practice tasks and educational gymnastics experiences.
PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
PE.4.PA.4	Combines movement concepts with skills in small-sided practice tasks and gymnastics environments.
PE.2.RB.8	Recognizes the role of rules and etiquette in teacher-designed physical activities.
PE.3.RB.8	Recognizes the role of rules and etiquette in physical activity with peers.
PE.4.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Aerobic Golf	1 per 3 to 4	hoop	1 per 3 to 4 students
	1 per	beanbag or other fun tossable	1 per student
Shooting Drills	3 per 12	cones	3 per 12 students
	1 per	ball	1 per student
	3	wooden dowels or hockey sticks	optional
Mini-Soccer	4 per 8	small cones	4 per group of 8 students/for boundaries
	4 per 8	tall cones	4 per group of 8 students/for goals
	1 per 2	pinnie	1 per 2 students for teams

Unit 8 Soccer – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Offense/Defense (<i>ASAP</i> tab, p. 13)	
10	Focus on Fitness: Aerobic Games Aerobic Golf (<i>Aerobic Games</i> tab, pp. 11-12)	
15	Spotlight on Skills: Soccer Shooting Drills (<i>Soccer</i> tab, pp. 11-12) Mini-Soccer (<i>Soccer</i> tab, pp. 33-34) Assessment: Soccer Skills Performance Rubric (<i>SPARKfolio Soccer</i> tab, white card). Choose to evaluate all soccer skills or only part of the content from the card.	
2-3	Closure: Review – Proper techniques of shooting; rules of playing soccer. Relate – Working together with your team is what soccer is all about. Share how we can be a part of working together on God’s team. Praise – Affirm students who played with a positive attitude. Preview – In our next class we will spend time focusing on our physical fitness and our personal best.	

Assessment: see Spotlight on Skills

Unit 8 Soccer – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Personal Best Day #4 Objectives:

PE.1.PF.5	Participates in health-related fitness activities.
PE.2.PF.6	Participates in health-related fitness activities.
PE.3.PF.2	Identifies physical activity as a way to become healthier.
PE.4.PF.7	Designs a fitness plan to address ways to use physical activity to enhance fitness.
PE.1.VH.3	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.2.VH.3	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.3.VH.3	Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.4.VH.3	Recognizes the value of adequate sleep for optimal health to assist in the building of healthy bodies.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Hearty Hoopla	4	hoops	
	1 per	beanbag or other collectable	1 per student
Throw-Ins and Punts	4	cones	for boundaries
	1 per 2	ball	1 per 2 students
Soccer Group Challenge	1 per 2	soccer ball	1 per 2 students
	1 per 4	spot marker	for home base
	4	cones	for boundaries
	1 per 2	<i>Soccer Group Challenge Task Card</i>	<i>SPARKfamily.org</i> 1/1 per 2 students, read the “Ready” section to see what equipment is needed
Personal Best Day #4	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	<i>SPARKfamily.org</i>
	3	<i>Fitness Challenge Prompt Pages</i>	<i>SPARKfamily.org</i>
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet square	1 per 2 students optional

Unit 8 Soccer – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Offense/Defense (ASAP tab, p. 13)	
10	Focus on Fitness: Aerobic Games Hearty Hoopla (Aerobic Games tab, pp. 13-14)	
15	Spotlight on Skills: Soccer Personal Best Day #4 (Personal Best Day tab, p. 5)	
2-3	Closure: Review – What is something you improved on? What is something that still needs extra practice? Relate – Share about a time when you did your very best on something and how you felt. Praise – Affirm students who seemed to have done their best. Preview – In our next class we will begin a unit on softball and track and field.	

Assessment: Personal Best Day #4.

Unit 9 – Softball and Track and Field Grades 1-4

Unit Planning Guide

During this unit it is suggested that Softball instruction be provided for the first two weeks, followed by two weeks of Track and Field.

Softball

Many of the skills learned in earlier units will be incorporated into these softball lessons. Students will continue to practice and develop their abilities in throwing, catching, base running, and batting.

Track and Field

Two weeks in the spring provides opportunities for students to focus on basic track and field events such as: running short and long distances, throwing, shot put, standing jump, running long jump, and baton relays. Schools may find these activities helpful in preparing students for a Track and Field event.

[Fantastic Field Day Flings](#) is a step-by-step manual on how to organize a successful field day event. Download from the NAD physical education website.

Spiritual Connections – “Keep Your Eye on the Ball”

Many would agree that in softball it is important to “keep your eye on the ball.” Doing so reduces the likelihood of being hit in the head, missing the opportunity to catch the ball, striking out, etc. The Bible instructs us to place our focus elsewhere.

Hebrews 12:2 (CEV). “We must keep our eyes on Jesus, who leads us and makes our faith complete.”

Unit 9 Outline – Softball and Track and Field Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Walk/Jog/Run

- Day 1 The Snake (*Walk/Jog/Run* tab, pp. 7-8)
- Day 2 Pass the Hat (*Walk/Jog/Run* tab, pp. 9-10)
- Day 3 Figure-8 Walk/Jog (*Walk/Jog/Run* tab, pp. 11-12)

Spotlight on Skills: Softball

- Day 1 Partner Throw and Catch (*Softball* tab, pp. 7-8)
Out at Home! (*Softball* tab, pp. 15-16)
- Day 2 Partner Throw and Catch (*Softball* tab, pp. 7-8)
Corner to Corner Give and Go (*Softball* tab, pp. 17-18)
Assessment: Students will be assessed on the elements of throwing.
- Day 3 Ground Ball Mania (*Softball* tab, pp. 9-10)
Triangle Fielding (*Softball* tab, pp. 19-20)
Assessment: Softball Self-check, throwing portion (*SPARKfolio Softball* tab, white card).

Week 2

Focus on Fitness: Walk/Jog/Run

- Day 1 Inside-Outside Walk/Jog (*Walk/Jog/Run* tab, pp. 13-14)
- Day 2 The Snake (*Walk/Jog/Run* tab, pp. 7-8)
- Day 3 PACE Activity #1 Walk/Jog/Run Grab Bag (*Walk/Jog/Run* tab, pp. 31-32)

Spotlight on Skills: Softball

- Day 1 Pitch and Catch (*Softball* tab, pp. 11-12)
Beat the Ball (*Softball* tab, pp. 23-24)
Assessment: Students will be assessed on the elements of catching.
- Day 2 Batting Practice (*Softball* tab, pp. 13-14)
All-Run Softball (*Softball* tab, pp. 29-30)
- Day 3 PACE Activity #1 Softball Grab Bag (*Softball* tab, pp. 33-34)
Assessment: Students will be assessed in throwing, batting, and fielding.

Week 3

Focus on Fitness: Walk/Jog/Run

- Day 1 Pass the Hat (*Walk/Jog/Run* tab, pp. 9-10)
- Day 2 Figure-8 Walk/Jog (*Walk/Jog/Run* tab, pp. 11-12)
- Day 3 PACE Activity #2 Outdoor Scavenger Hunt (*Walk/Jog/Run* tab, pp. 33-34)

Spotlight on Skills: Track and Field

- Day 1 Sprints- 100, 220 meter dashes
Assessment: Students will be assessed on their ability to demonstrate the proper starting position when beginning a race.
- Day 2 Distance Running- 800, 1600 meters
Assessment: Students will run 220 meter dashes and timing will be recorded for comparison at the end of this unit.
- Day 3 Throwing
Assessment: Students will be assessed on their ability to demonstrate the elements of throwing a football.

Week 4

Focus on Fitness: Walk/Jog/Run

Day 1 Assessment: Walk/Jog/Run Think About . . . (*SPARKfolio Walk/Jog/Run* tab, white card).

Day 2 Inside-Outside Walk/Jog (*Walk/Jog/Run* tab, pp. 13-14)

Day 3 Pass the Hat (*Walk/Jog/Run* tab, pp. 9-10)

Spotlight on Skills: Track and Field

Day 1 Slot Put

Day 2 Standing Jump and Running Long Jump

Assessment: Students will be assessed on their ability to perform the critical element of a standing long jump.

Day 3 Baton Relays

Assessment: Students will be re-assessed on their 220 meter dash speed.

Unit 9 – Softball and Track and Field Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
hoops	✓		
music and player	✓	✓	✓
spot markers		✓	
tossables - rag balls, beanbags, tennis balls	✓	✓	✓

Week 3			
Equipment	Day 1	Day 2	Day 3
<i>1600m-Run Task Card</i>		✓	
<i>800m-Run Task Card</i>		✓	
clipboards		✓	
cones	✓	✓	✓
cones - small		✓	
cones - tall		✓	
footballs			✓
hoops			✓
jump ropes - short			✓
music and player	✓	✓	✓
<i>Peer Coaching: Sprinting Task Card</i>	✓		
pencils		✓	
<i>*Scavenger Hunt Task Card</i>			✓
softballs			✓
spot markers	✓		
stopwatch	✓	✓	
tossables	✓		

*check selected activity for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
bases or spot markers	✓	✓	✓
bat		✓	✓
batting tee or tall cone		✓	
cones	✓	✓	
cones – 12"	✓		
home plate		✓	
hoops or bags		✓	✓
hoops or ropes		✓	✓
music and player	✓	✓	
<i>*Softball Grab Bag Cards</i>			✓
tossables – tennis balls, rag balls, yarn balls, Koosh balls, beanbags	✓	✓	✓
<i>*Walk/Jog/Run Grab Bag Cards</i>			✓
whiffle balls		✓	

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
beanbags	✓	✓	
cones	✓	✓	✓
music and player	✓	✓	
relay batons			✓
<i>Shot Put Skill Card</i>	✓		
softballs	✓		
spot markers	✓		
tossables			✓

Unit 9 Softball – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.10	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
PE.3.MS.9	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in a static environment for distance/force.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
The Snake	4	cones	for boundaries
	1	music and player	optional
Partner Throw and Catch	1 per 2	ball (rag ball)	1 per 2 students
Out at Home!	1 per	beanbag	1 per student
	4	cones	for boundaries
	1 per 2	hoop	1 per 2 students

Unit 9 Softball – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Walk/Jog/Run • The Snake (<i>Walk/Jog/Run</i> tab, pp. 7-8)	
15	Spotlight on Skills: Softball • Partner Throw and Catch (<i>Softball</i> tab, pp. 7-8) • Out at Home! (<i>Softball</i> tab, pp. 15-16)	Use tennis balls or softer balls for younger students.
2-3	Closure: Review – Proper techniques of throwing and catching Relate – What are some other things you could practice throwing? Praise – Affirm appropriate throwing and catching skills. Preview – In our next class we will continue practicing on our catching and throwing.	

Unit 9 Softball – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.8	Catches various sizes of balls self-tossed or tossed by a skilled thrower.
PE.4.MS.9	Throws overhand using a mature pattern in static environments (closed skills).
PE.4.MS.11	Throws to a moving partner with reasonable accuracy in a static environment (closed skills).

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Pass the Hat	4	cones	for boundaries
	1 per 4/5	tossable	1 per 4 to 5 students
Partner Throw and Catch	1 per 2	ball (rag ball)	1 per 2 students
Corner to Corner Give and Go	1 per	spot marker	1 per student for grids
	1 per 4	ball (tennis or rag ball)	1 per 4 students

Unit 9 Softball – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Walk/Jog/Run • Pass the Hat (<i>Walk/Jog/Run</i> tab, pp. 9-10)	
15	Spotlight on Skills: Softball • Partner Throw and Catch (<i>Softball</i> tab, pp. 7-8) • Corner to Corner Give and Go (<i>Softball</i> tab, pp. 17-18)	Use a tennis ball or a softer baseball.
2-3	Closure: Review – Proper techniques of throwing and catching Relate – What did your partner do that made it easier for you to catch the ball? Praise – Affirm appropriate throwing and catching skills. Preview – In our next class we will practice catching ground balls and fielding.	

Assessment: Check students' ability to properly complete the critical elements of throwing. Place a check in the column if the element is met.

Suggested expectations: Grade 1 = at least 2 critical elements; Grade 2 = at least 3 critical elements
Grade 3 = at least 4 critical elements; Grade 4 = at least 5 critical elements

Throwing Elements

<i>student name</i>	<i>lead with elbow of throwing arm</i>	<i>downward arc of throwing arm</i>	<i>hip/shoulder rotate approx. 90°</i>	<i>step with opposition</i>	<i>release at eye level</i>	<i>diagonal follow-through across body</i>

Unit 9 Softball – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.8	Throws underhand to a partner or target with reasonable accuracy.
PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Figure-8 Walk/Jog	8	cones	for walk/jog tracks
	1	music and player	optional
Ground Ball Mania	1 per 2	ball (tennis or rag ball)	1 per 2 students
Triangle Fielding	1 per 3	ball (tennis or rag ball)	1 per 3 students

Unit 9 Softball – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Walk/Jog/Run • Figure-8 Walk/Jog (<i>Walk/Jog/Run</i> tab, pp. 11-12)	
15	Spotlight on Skills: Softball • Ground Ball Mania (<i>Softball</i> tab, pp. 9-10) • Triangle Fielding (<i>Softball</i> tab, pp. 19-20)	Use tennis balls or softer balls for younger students.
2-3	Closure: Review – Skills in catching a ground ball and in fielding. Relate – Sometimes we're afraid of the ball and that makes it harder to catch. What can help us overcome our fears in softball or other areas of our lives? Praise – Affirm students who followed directions and demonstrated skills. Preview – Our next class will focus on underhand pitching and will also practice catching.	

Assessment: Softball Self-Check, throwing portion (*SPARKfolio Softball* tab, white card)

Unit 9 Softball – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.10	Throws overhand to a partner or at a target with accuracy from a reasonable distance.
PE.1.VH.9	Throws overhand to a partner or at a target with accuracy from a reasonable distance.
PE.2.VH.8	Identifies the positive social interactions that come when engaged with others in physical activity.
PE.3.VH.9	Recognizes that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
PE.4.VH.8	Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities or as a spectator.

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
Inside – Outside Walk/Jog	8	cones	for walk/jog tracks
	1	music and player	optional
Pitch and Catch	1 per 2	ball (tennis or rag ball)	1 per 2 students
	1 per 2	12" cone	1 per 2 students
Beat the Ball	1 per 5	very soft ball (ragball, yarn ball, or Koosh ball)	1 per group of 5 students
	4 per 5	bases/spot markers	4 per group of 5 students

Unit 9 Softball – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Walk/Jog/Run • Inside-Outside Walk/Jog (<i>Walk/Jog/Run</i> tab, pp. 13-14)	
15	Spotlight on Skills: Softball • Pitch and Catch (<i>Softball</i> tab, pp. 11-12) • Beat the Ball (<i>Softball</i> tab, pp. 23-24)	
2-3	Closure: Review – Proper catching and pitching techniques Relate – Today you were racing the ball around the bases. What are some other races that you run? Praise – Affirm appropriate pitching and catching skills. Preview – In our next class we will practice batting.	

Assessment: Check students' ability to properly complete the critical elements of catching. Place a check in the column if the element is met.

Suggested expectations: Grade 1 = at least 2 critical elements; Grade 2 = at least 3 critical elements

Grade 3 = at least 4 critical elements; Grade 4 = at least 5 critical elements

Catching Elements

<i>student name</i>	<i>elbows flexed</i>	<i>reach for the ball</i>	<i>ball is caught with hands only</i>	<i>elbows bend to absorb the force</i>	<i>thumbs apart if ball is caught below the waist</i>

Unit 9 Softball – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.18	Strikes a ball off a tee or cone with a bat using correct grip and side orientation/proper body orientation.
PE.3.MS.19	Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. (Use batting tee or ball tossed by teacher for batting.)

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
The Snake	4	cones	for boundaries
	1	music and player	optional
Batting Practice	1 per 5	home plate	1 per group of 5 students
	2 to 3 per 5	whiffle balls	2-3 per group of 5 students
	1 per 5	batting tee or tall cone	1 per group of 5 students
	4	cones	for boundaries of grid
All-Run Softball	1 per 8 to 10	bat	1 per group of 8 to 10 students
	1 to 2 per 8 to 10	balls (whiffle, tennis, rag, yarn balls, etc.)	1 to 2 balls per 8 to 10 students
	5 per 8 to 10	bases	5 per group of 8 to 10 students
	5 per 8 to 10	cones	5 per group of 8 to 10 students
	1 per 3 to 4	spot marker	1 per group of 3 to 4 students
	1 per 3 to 4	hoop/rope	To hold on to, 1 per group of 3 to 4 students
	10 of each	hoops/jump ropes/and beanbags	
	1	hoop or bag	to make grab bag
	1	paper bag, hoop, etc.	to make a grab bag

Unit 9 Softball – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Walk/Jog/Run • The Snake (<i>Walk/Jog/Run</i> tab, pp. 7-8)	
15	Spotlight on Skills: Softball • Batting Practice (<i>Softball</i> tab, pp. 13-14) • All-Run Softball (<i>Softball</i> tab, pp. 29-30)	Students in grade 1 may need to use a plastic bat and ball.
2-3	Closure: Review – Proper batting techniques Relate – Today when you practiced batting you had to keep your eye on the ball. How can keeping our eyes on Jesus help us in life? Praise – Affirm appropriate batting skills. Preview – In our next class we will take an assessment to see how we're doing in softball.	

Unit 9 Softball – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.23	Strikes an object with a long-handled device (e.g., hockey stick, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the device (grip, stance, body orientation, swing plane, follow-through).
PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
PE.4.PA.4	Combines movement concepts with skills in small-sided practice tasks and gymnastics environments.
PE.4.PA.8	Detects, analyzes, and corrects errors in personal motor skills.

Equipment Chart:

Activity	#	Item	Additional Information
Hospital Tag	4	cones	for boundaries
Walk/Jog/Run Grab Bag	misc.	<i>Walk/Jog/Run Grab Bag Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
	1 per 3 to 4	spot marker	1 per group of 3 to 4 students
	1 per 3 to 4	hoop/rope	to hold on to, 1 per group of 3 to 4 students
	10 of each	hoops/jump ropes/and beanbags	
	1	hoop or bag	to make grab bag
Soft Ball Grab Bag	1	balls (tennis, whiffle, ragball)	1 per pair
	1	bat	1 per 8 students
	misc.	<i>Softball Grab Bag Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
	1	spot marker	1 per pair
	1	hoop or bag	to make grab bag

Unit 9 Softball – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Hospital Tag (<i>Chasing and Fleeing</i> tab, pp. 17-18)	
10	Focus on Fitness: Walk/Jog/Run • PACE Activity #1 Walk/Jog/Run Grab Bag (<i>Walk/Jog/Run</i> tab, pp. 31-32)	
15	Spotlight on Skills: Softball • PACE Activity #1 Softball Grab Bag (<i>Softball</i> tab, pp. 33-34)	1 st and 2 nd grade students may need extra coaching and help in working with their cards and partners.
2-3	Closure: Review – Proper techniques in batting, throwing, catching, fielding Relate – Today you were practicing your softball skills with a friend. What are some other things that you have to practice to do well at? Praise – Affirm students who cooperated with a good attitude. Preview – In our next class we will begin a unit on Track and Field.	

Assessment: Softball Skills Performance Rubric (*SPARKfolio Softball* tab, white card) which will assess on throwing, batting, and fielding.

Unit 9 Track and Field – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PA.6	Differentiates between fast and slow speeds.
-----------	--

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional/suggestion: <i>Let's Get Ready to Rumble</i> by Michael Buffer on <i>Jock Jams Vol. 1</i>
Pass the Hat	4	cones	for boundaries
	1 per 4/5	tossable	1 per 4 to 5 students
Sprints 100, 220 meter	4	cones	for start and finish lines
	20	spot markers	for start and finish lines
	1	stopwatch	for timing
	1 per 2	<i>Peer Coaching: Sprinting Task Card</i>	optional, 1 per 2 students

Unit 9 Track and Field – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (ASAP tab, p. 19)	
H 10	Focus on Fitness: Walk/Jog/Run • Pass the Hat (Walk/Jog/Run tab, pp. 9-10)	
15	Spotlight on Skills: Track and Field – Sprints 100, 220 meter dashes • Technique: 1. Ready Position (On Your Mark) – Head forward; Arms bent at 90* angle, swing front to back; Hands positioned behind starting line; Legs- push/kick off with non-dominant foot. Other foot positioned with a starting block. 2. (Get Set)- Lift hips, shift weight forward, lift head. 3. (Go)- Push off block, keep low, lean forward. • Practice: Do 4-5 sprints off of the line; 8-10 sprint starts (8-10 seconds); 4-5 5-yard dashes.	
2-3	Closure: Review – Skills and technique for proper sprinting Relate – Tell about a time when you had to run a short distance really fast. Praise – Affirm students who followed instructions. Preview – Next class will focus on longer sprinting and running.	

Assessment: Check for proper starting positions as students are practicing sprints. Place a check in the column if the position is observed.

Proper Starting Position

<i>student name</i>	<i>fingers even with line on ground</i>	<i>butt sticking up with head down</i>	<i>weight is forward standing on toes with one foot in front of the other</i>

Unit 9 Track and Field – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.2	Travels showing differentiation between jogging and sprinting.
PE.3.MS.2	Travels showing differentiation between sprinting and running.
PE.4.MS.2	Runs for distance using a mature pattern.
PE.4.PA.5	Applies the movement concepts of speed, endurance and pacing for running.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional/suggestion: <i>Let's Get Ready to Rumble</i> by Michael Buffer on <i>Jock Jams Vol. 1</i>
Figure-8 Walk/Jog	8	cones	for walk/jog tracks
	1	music and player	optional
Distance 800-Meter Run	misc.	small cones	enough to create a 400m track
	2	tall cones	for start and 200m mark
	1 per 2	stopwatch	1 per 2 students for start and 200m mark
	1 per 2	<i>800m-Run Task Card</i>	1 per 2 students
	1 per 2	clipboard and pencil	1 per 2 students
Distance 1600-Meter Run	misc.	small cones	enough to create a 400m track
	2	tall cones	for start and 200m mark
	1 per 2	stopwatch	1 per 2 students for start and 200m mark
	1 per 2	<i>1600m-Run Task Card</i>	1 per 2 students
	1 per 2	clipboard and pencil	1 per 2 students

Unit 9 Track and Field – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
10	Focus on Fitness: Walk/Jog/Run • Figure – 8 Walk/Jog (<i>Walk/Jog/Run</i> tab, pp. 11-12)	
15	Spotlight on Skills: Track and Field- Distance 800, 1600 meter dashes • Technique: Ready Position- Relax hands, swing forward back; Land on ball of front foot, extend back leg to drive forward; Try to keep even pace, save energy for last lap; Stay in running lanes, pass on straight stretches. • Practice a progression of running 200, 400, 800 and 1600 meter runs.	Students in 1 st grade may not be able to run the entire time.
2-3	Closure: Review – Proper body positions for running Relate – Share an experience in which you had to run a mile or more. Praise – Affirm students who had a positive attitude and used the skills taught. Preview – In our next class we will practice throwing.	

Assessment: Record individual student speeds on 220 meter dashes and re-assess Week 4, Day 3.

220 Meter Dash

<i>student name</i>	<i>speed</i>

Unit 9 Track and Field – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.10	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
PE.3.MS.9	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in a static environment for distance/force.
PE.4.MS.9	Throws overhand using a mature pattern in static environments (closed skills).

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones	for boundaries
	1	music and player	optional/suggestion: <i>Let's Get Ready to Rumble</i> by Michael Buffer on <i>Jock Jams Vol. 1</i>
Outdoor Scavenger Hunt	1 per 3-5	<i>Scavenger Hunt Task Card</i>	Sparkfamily.org /1 per group of 3-5 students
	1 per 3-5	hoop	1 per group of 3-5 students
	1 per 3-5	short jump rope	1 per group of 3-5 students
Throwing	1 per	football	1 per 1-2 students
	1 per	softball	1 per 1-2 student
	misc.	cones	for targets and markers

Unit 9 Track and Field – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
10	Focus on Fitness: Walk/Jog/Run • PACE Activity #2 Outdoor Scavenger Hunt (<i>Walk/Jog/Run</i> tab, pp. 33-34)	
15	Spotlight on Skills: Track and Field – Throwing • Technique for throwing football: Arm in Football throwing position; Grip the laces; Arm in 90° position; Full extension of the arm as you release; Step forward to throwing line to get momentum; Weight on front foot. • Technique for throwing a softball: Grip ball with same technique arm being fully extended on release; Step forward to throwing line. • Practice multiple throws 2-3 weeks before the Track/Field Day. Practice for distance and accuracy.	Students will need footballs that are small enough for their hands – either foam or junior size.
2-3	Closure: Review – Skills in throwing for distance and accuracy Relate – What games do you need to have good throwing skills? Praise – Affirm appropriate throwing technique. Preview – In our next class we will practice throwing to a target.	

Assessment: Observe students as they practice throwing a football and evaluate on their ability to demonstrate the critical elements of throwing. Place a check in the column if the element is observed.

Throwing a Football

<i>student name</i>	<i>grip laces</i>	<i>arm in 90° position</i>	<i>full extension of arm on release</i>	<i>step forward for momentum</i>	<i>weight on front foot</i>

Unit 9 Track and Field – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.5	Actively engages in the activities of physical education class, both teacher-directed and independent.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones – spread cones farther apart	for boundaries
	1	music and player	optional/suggestion: <i>Let's Get Ready to Rumble</i> by Michael Buffer on <i>Jock Jams Vol. 1</i>
Walk/Jog/Run	8	cones	for walk/jog tracks
	1	music and player	optional
Shot Put	1 per	spot marker	1 per student for circles
	1 per 2	softball	1 per 2 students
	1 per 2	beanbag	1 per 2 students
	1	<i>Shot Put Skill Card</i>	SPARKfamily.org

Unit 9 Track and Field – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 12, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Walk/Jog/Run • Assessment: Discuss the questions from Walk/Jog/Run Think About . . . (<i>SPARKfolio Walk/Jog/Run</i> tab, white card).	
15	Spotlight on Skills: Track and Field - Shot Put • Technique: Ball on base of fingers just below ear; Crouch low with non “putting” side to target; Extend arm with ball up and forward to target; Extend arm with ball up and forward to target; Do 2-3 side-slides to gain momentum; Release before reaching starting line. • Practice multiple times for target accuracy.	Use a weighted ball. Younger students can use a softball.
2-3	Closure: Review – The proper technique of throwing to a target Relate – Who in the Bible practiced throwing or slinging to a target? Praise – Affirm students who practiced the skill correctly. Preview – In our next class we will learn and practice long jumps.	

Unit 9 Track and Field – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.MS.2	Jumps and lands in a horizontal plane demonstrating 2 of the 5 critical elements.
PE.2.MS.3	Jumps and lands in a horizontal plane using 1- and 2- foot take-offs and landings demonstrating 4 of the 5 critical elements.
PE.3.MS.3	Jumps and lands in both the horizontal and vertical planes using a mature pattern.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones – spread cones farther apart	for boundaries
Inside-Outside Walk/Jog/Run	8	cones	for walk/jog tracks
	1	music and player	optional
Standing Jump and Running Long Jump	4	cones	to create activity area
	16	cones	to mark start line and “jump” line
	1 per	beanbag	1 per student to mark distance

Unit 9 Track and Field – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (ASAP tab, p. 12, choose one activity from SPARK It Up!)	
10	Focus on Fitness: Walk/Jog/Run • Inside – Outside Walk/Jog (Walk/Jog/Run tab, pp. 13-14)	
15	Spotlight on Skills: Track and Field – Standing Jump and Running Long Jump • Technique: Ready position- Both knees bent at starting line; Swing arms back and forth to get momentum; Swing arms forward as you jump forward; Mark jump from back of heels, not front; Initiate forward momentum to fall forward. • Practice: Allow students to practice on gymnastic mats or soft surface such as a grassy area or sand.	
2-3	Closure: Review – Proper jumping techniques Relate – Where could you practice long jumping besides at school? Praise – Affirm appropriate long jumping techniques. Preview – Our next class will focus on relays.	

Assessment: Observe students and evaluate their ability to correctly perform the elements of a standing long jump. Place a check in the column if the position is observed.

Standing Long Jump

<i>student name</i>	<i>both knees bent at starting line</i>	<i>swing arms back and forth to get momentum</i>	<i>swing arms forward while jumping forward</i>	<i>land in sand pit with heels first and fall forward</i>

Unit 9 Track and Field – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.5	Participates in health-related fitness activities.
PE.3.PF.4	Recognizes the importance of warm-up and cool-down relative to vigorous physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	6	cones – spread cones farther apart	for boundaries
Pass the Hat	4	cones	for boundaries
	1 per 4/5	tossable	1 per 4 to 5 students
Baton Relays	3	cones	to create triangle
	1 per 4	relay baton	1 per 4 students

Unit 9 Track and Field – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 12, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Walk/Jog/Run • Pass the Hat (<i>Walk/Jog/Run</i> tab, pp. 9-10)	
15	Spotlight on Skills: Track and Field – Baton Relays • Technique: Hold baton in right hand; Pass baton from right hand to left with arms fully extended and palms up; Passer yells, “Hand”; Receiver starts to run and extends arm and hand out; Receiver never looks at passer; Use a 10-12 yard passing zone; Switch from carrying the baton in left hand to right. • Practice exchanging batons in zone for 5-6 minutes. Practice running with baton for short laps leading up to full race.	
2-3	Closure: Review – The proper skills in running a relay Relate – In the Bible Paul talks about how our life is like a race. Tell how the “race” towards heaven is different than the other races people run here on earth. Praise – Affirm correct passing and running techniques. Preview – In our next class we will begin a unit on football.	

Assessment: Record individual student speeds on 220 meter dashes and compare to speeds from Week 3, Day 2.

220 Meter Dash

<i>student name</i>	<i>speed</i>

Unit 10 - Football

Grades 1-4

Unit Planning Guide

The content listed for the Spotlight on skills, Unit 10 is Football. Another option is to select the alternate topic that was not used in Unit 7 (Hockey or Racquets and Paddles).

Football

This unit provides activities for students to learn, practice, and develop the basic skills needed for successful game play. As was stated earlier, choose activities based on the skill level of most of your students. During the lessons, assess their comfort, interest, and ability to perform the activity and adjust as needed. If an activity is too difficult, decrease the variables, simplify, and slow down. Utilize the activities in *SPARK It Up!* if more rigor is needed.

Spiritual Connections – Physically Fit

It is important that each person commits themselves to be in the best shape possible to excel on the field and endure challenges that may occur. In the spiritual realm, God deeply desires to use these same athletes in accomplishing His Kingdom purposes on earth. All should focus on training themselves both physically and spiritually to be prepared to be used by God.

I Corinthians 9:25-26 (NLT). “All athletes are disciplined in their training. They do it to win a prize that will fade away, but we do it for an eternal prize. So I run with purpose in every step.”

Personal Best Days

The Personal Best Days are designed for students to repeat the same three fitness tests five times over the course of the year. The goal is that students will improve in their personal fitness as they participate in fitness activities and skill development in physical education. The three fitness tests are: Push-up Challenge, Curl-up Challenge, and 9-Minute Run Challenge. It is important to make sure that the fitness tests are consistently assessed each time. Notice that testing Personal Best Days is part of the lesson plan for this unit, week 4, and day 3.

The *SPARK 3-6 Manual* (notebook) provides a description of the equipment needed and a lesson plan on how to organize and administer the Personal Best Day. The *SPARKfolio* box contains the challenge cards that provide a description of the fitness test and an illustration of correct form. The *SPARKfolio* box also provides two different fitness test assessment sheets. First is the *Personal Best Day Class Data Sheet* which the teacher can use to record all of the student individual data. The second sheet is the *Personal Best Day Progress and Goal Card* that is to be used by each individual student to chart their progress and goals. Make copies of these forms as there is only one original copy of each provided in the box.

Unit 10 Outline – Football

Grades 1-4

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Fitness Challenges III

(SPARKfolio Fitness Circuits tab, orange cards)

- Day 1 Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip
Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunges
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip
Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunges
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip
Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunges
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Football

- Day 1 Passing and Receiving Drills (*Football* tab, pp. 7-8)
Assessment: Students will be assessed on their ability to demonstrate correct football grip.
- Day 2 Passing and Receiving Drills (*Football* tab, pp. 7-8)
Air it Out (*Football* tab, pp. 17-18)
Assessment: Students will be assessed on their ability to demonstrate the elements of an overhand football throw.
- Day 3 Pitching Drills (*Football* tab, 13-14)
Air it Out (*Football* tab, pp. 17-18)

Week 2

Focus on Fitness: Fitness Challenges III

(SPARKfolio Fitness Circuits tab, orange cards)

- Day 1 Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges
Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch
- Day 2 Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges
Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch
- Day 3 Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber
Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges
Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Football

- Day 1 Punting Drills (*Football* tab, pp. 15-16)
Air Assault (*Football* tab, pp. 19-20)
- Day 2 Pitching Drills (*Football* tab, 13-14)
Football Golf (*Football* tab, 21-22)
Assessment: Students will be assessed on their ability to demonstrate the elements of pitching a football.
- Day 3 Flag Pulling Drills (*Football* tab, 11-12)
Center-Pede (*Football* tab, 23-24)

Assessment: Students will be assessed on their ability to demonstrate successful, legal flag pulling.

Week 3

Focus on Fitness: Fitness Challenges III

(*SPARKfolio Fitness Circuits* tab, orange cards)

Day 1 Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine

Strength & Endurance – Push-Ups or Plank, V-Sit, Squats

Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch

Day 2 Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine

Strength & Endurance – Push-Ups or Plank, V-Sit, Squats

Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch

Day 3 Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine

Strength & Endurance – Push-Ups or Plank, V-Sit, Squats

Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Football

Day 1 Flag Pulling Drills (*Football* tab, 11-12)

2-Minute Drill (*Football* tab, 25-26)

Day 2 Passing and Receiving Drills (*Football* tab, pp. 7-8)

2-Minute Drill (*Football* tab, 25-26)

Assessment: Students will be assessed on their ability to score passing touchdowns.

Day 3 Ball Carrying Drills, (*Football* tab, 9-10)

Assessment: Students will be assessed on their ability to demonstrate proper football carrying.

Week 4

Focus on Fitness: Fitness Challenges III

(*SPARKfolio Fitness Circuits* tab, orange cards)

Day 1 Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks

Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps

Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch

Day 2 Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks

Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps

Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch

Day 3 Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks

Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps

Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch

Spotlight on Skills: Football

Day 1 Pitching Drills (*Football* tab, 13-14)

2-Minute Drill (*Football* tab, 25-26)

Assessment: Football Self-Check (*SPARKfolio Football* tab, white card).

Day 2 Passing and Receiving Drills (*Football* tab, pp. 7-8)

Center-Pede (*Football* tab, 23-24)

Day 3 Assessment: Personal Best Day #5 (*Personal Best Day* tab, p. 5)

Unit 10 – Football Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
footballs	✓	✓	✓
stopwatch		✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
flag belts or scarves			✓
footballs	✓	✓	✓
hoops	✓	✓	
pinnies	✓		

Week 3			
Equipment	Day 1	Day 2	Day 3
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
flag belts or scarves	✓	✓	
footballs	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
stopwatch	✓	✓	✓

Week 4			
Equipment	Day 1	Day 2	Day 3
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
footballs	✓	✓	
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
stopwatch	✓		✓

Unit 10 Football – Week 1, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.2.MS.10	Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
PE.3.MS.9	Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in a static environment for distance/force.
PE.4.MS.9	Throws overhand using a mature pattern in static environments (closed skills).

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Passing and Receiving Drills	4	cones	for boundaries
	1 per 2	football	1 per 2 students

Unit 10 Football – Week 1, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) <ul style="list-style-type: none"> • Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip • Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunges • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch 	
15	Spotlight on Skills: Football <ul style="list-style-type: none"> • Passing and Receiving Drills (<i>Football</i> tab, pp. 7-8) 	Use foam footballs with 1 st and 2 nd . Use junior size footballs for 3 rd and 4 th .
2-3	Closure: Review – Proper passing and receiving techniques Relate – Share something that you might pass. Praise – Affirm students who followed instructions. Preview – In our next class we will practice passing and receiving again.	

Assessment: Observe students during the Passing and Receiving Drills activity and assess on proper football grip.

Scoring –

3 = got it

2 = almost, not there yet

1 = needs improvement

Football Grip

<i>student name</i>	<i>fingers spread apart</i>	<i>pointer finger off the laces near tip of ball</i>	<i>middle and third fingers across laces – fingertips on the ball</i>	<i>little finger on the laces</i>

Unit 10 Football – Week 1, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.10	Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 critical elements of a mature catch.
------------	---

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Passing and Receiving Drills	4	cones	for boundaries
	1 per 2	football	1 per 2 students
Air it Out	1 per 2	football	1 per 2 students
	16	cones	for boundaries
	1	stopwatch	for timing play

Unit 10 Football – Week 1, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip • Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunges • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Football Passing and Receiving Drills (<i>Football</i> tab, pp. 7-8) • Air it Out (<i>Football</i> tab, pp. 17-18)	Use foam footballs with 1 st and 2 nd . Use junior size footballs for 3 rd and 4 th .
2-3	Closure: Review – Skills learned with passing and receiving Relate – Share something you might receive. Praise – Affirm students who cooperated with their partner. Preview – In our next class we will practice pitching and throwing the ball.	

Assessment: The elements of throwing have been addressed in various units with different types of balls. During the Passing and Receiving Drills activity, observe students as they demonstrate the position and follow through when throwing a football.

Scoring –

3 = got it

2 = almost, not there yet

1 = needs improvement

Overhand Football Throw

<i>student name</i>	<i>side to target</i>	<i>ball back behind ear</i>	<i>lead with throwing elbow</i>	<i>step toward target</i>	<i>snap wrist, roll off fingertips, and follow through</i>

Unit 10 Football – Week 1, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.5	Actively engages in the activities of physical education class, both teacher-directed and independent.

Equipment Chart:

Activity	#	Item	Additional Information
Partner Tag	4	cones	for boundaries
Pitching Drills	1 per 2	football	1 per 2 students
	4	cones	for boundaries
Air it Out	1 per 2	football	1 per 2 students
	16	cones	for boundaries
	1	stopwatch	for timing play

Unit 10 Football – Week 1, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Partner Tag (<i>Chasing and Fleeing</i> tab, pp. 19-20)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Jumping Jacks, Burpee, High Knee Skip • Strength & Endurance – Push-Ups, Curl-Ups, Walking Lunge • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Football • Pitching Drills (<i>Football</i> tab, 13-14) • Air it Out (<i>Football</i> tab, pp. 17-18)	Use foam footballs with 1 st and 2 nd . Use junior size footballs for 3 rd and 4 th .
2-3	Closure: Review – Proper techniques of pitching a football Relate – Share how pitching a football is different than pitching a baseball. Praise – Affirm students who practice skills with a good attitude. Preview – In our next class we will focus on punting the football.	

Unit 10 Football – Week 2, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.19	Kicks along the ground and in the air, and punts using mature patterns.
PE.4.PA.10	Recognizes the types of kicks needed for different games and sports situations.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Punting Drills	1 per 2	football	1 per 2 students
	4	cones	for boundaries
Football Golf	1 per	football	1 per student
	9	hoops	
	9	cones	

Unit 10 Football – Week 2, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab p. 21)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Football • Punting Drills (<i>Football</i> tab, pp. 15-16) • Air Assault (<i>Football</i> tab, pp. 19-20)	
2-3	Closure: Review – Proper techniques of punting Relate – Share how punting a football is different than a soccer ball. Praise – Affirm appropriate behavior. Preview – In our next class we will practice pitching again and play a game of football golf.	

Unit 10 Football – Week 2, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.24	Combines traveling with the manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice-task environments.
PE.1.PF.3	Actively engages in physical education class.
PE.2.PF.4	Actively engages in physical education class in response to instruction and practice.
PE.3.PF.5	Engages in the activities of physical education class without teacher prompting.
PE.4.PF.5	Actively engages in the activities of physical education class, both teacher-directed and independent.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Punting Drills	1 per 2	football	1 per 2 students
	4	cones	for boundaries
Air Assault	1 per	hoop	1 per student
	1 per	pinnie	1 per student preferably 2 different colors
	1 per 3	football	1 per 3 students

Unit 10 Football – Week 2, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab p. 21)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Football • Pitching Drills (<i>Football</i> tab, 13-14) • Football Golf (<i>Football</i> tab, 21-22)	
2-3	Closure: Review – Review pitching techniques Relate – Tell what other things you could pitch. Praise – Affirm students who played with a good attitude. Preview – In our next class we will practice pulling flags.	

Assessment: Observe students during the Pitching Drills activity and assess on correct pitching of a football.

Scoring –

3 = got it

2 = almost, not there yet

1 = needs improvement

Football Pitching Elements

<i>student name</i>	<i>stand sideways to target holding ball with both hands</i>	<i>pull the ball across body opposite the direction of the pitch</i>	<i>swing the ball in the direction of the pitch</i>	<i>release when pointing towards partner</i>

Unit 10 Football – Week 2, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.PA.7	Applies simple strategies and tactics in chasing activities.
PE.3.PA.8	Applies simple strategies in fleeing activities.
PE.4.PA.9	Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Flag Pulling Drills	1 per 2	football	1 per 2 students
	1 per 2	flag belt or scarf	1 per 2 students
	4	cones	for boundaries
Center-Pede	1 per 4	football	1 per 4 student
	misc.	cones	For boundaries

Unit 10 Football – Week 2, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab p. 21)	
10	Focus on Fitness: Fitness Challenges III (SPARKfolio Fitness Circuits tab, orange cards) • Aerobic Fitness – Run, Burpee, High Knee Skip, Mountain Climber • Strength & Endurance – Crab Dips, Curl-Ups with a Twist, Reverse Lunges • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Football • Flag Pulling Drills (Football tab, 11-12) • Center-Pede (Football tab, 23-24)	
2-3	Closure: Review – Skills of flag pulling Relate – Your flag color shows what team you are on. How can you show that you are on God’s team? Praise – Affirm students who followed directions correctly. Preview – In our next class we will practice flag pulling again.	

Assessment: As students have experience with proper flag pulling, evaluate their performance based on the criteria on the chart below. Place a check in the column if the criteria is observed.

Flag Pulling

<i>student name</i>	<i>legally able to pull a flag from a player</i>	<i>adequate change of speed</i>	<i>exhibits simple strategies for fleeing</i>

Unit 10 Football – Week 3, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.
PE.3.PA.7	Applies simple strategies and tactics in chasing activities.
PE.3.PA.8	Applies simple strategies in fleeing activities.
PE.4.PA.9	Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Flag Pulling Drills	1 per 2	football	1 per 2 students
	1 per 2	flag belt or scarf	1 per 2 students
	4	cones	for boundaries
2-Minute Drill	1 per 3	football	1 per 3 students
	4 per 3	cones	for boundaries
	1	stopwatch	for timing play

Unit 10 Football – Week 3, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab p. 22, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine • Strength & Endurance – Push-Ups or Plank, V-Sit, Squats • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Football • Flag Pulling Drills (<i>Football</i> tab, 11-12) • 2-Minute Drill (<i>Football</i> tab, 25-26)	
2-3	Closure: Review – Rules and skills learned so far in football Relate – Share why a game should have rules. Praise – Thank students who played kindly. Preview – In our next class we will practice passing and receiving.	

Unit 10 Football – Week 3, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.10	Throws overhand to a partner or at a target with accuracy from a reasonable distance.
PE.4.MS.11	Throws to a moving partner with reasonable accuracy in a static environment (closed skills).
PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Flag Pulling Drills	1 per 2	football	1 per 2 students
	1 per 2	flag belt or scarf	1 per 2 students
	4	cones	for boundaries
2-Minute Drill	1 per 3	football	1 per 3 students
	4 per 3	cones	for boundaries
	1	stopwatch	for timing play

Unit 10 Football – Week 3, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (<i>ASAP</i> tab p. 22, choose one activity from SPARK It Up!)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine • Strength & Endurance – Push-Ups or Plank, V-Sit, Squats • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Football • Flag Pulling Drills (<i>Football</i> tab, 11-12) • 2-Minute Drill (<i>Football</i> tab, 25-26)	
2-3	Closure: Review – Techniques for passing and receiving Relate – Share something you could pass to someone that would give joy. Praise – Thank students for cooperating with their partners. Preview – In our next class we will practice carrying the ball.	

Assessment: After the students have practiced the 2-Minute Drill activity, run the drills again with students counting the number of touchdowns completed. Discuss factors leading to successful touchdowns. Optional: record the number of touchdowns.

Unit 10 Football – Week 3, Day 3

Grades 1-4

Lesson Planning Guide

Objectives:

PE.4.MS.1	Uses various locomotor skills in a variety of small-sided practice tasks and educational gymnastics experiences.
PE.4.MS.12	Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a static environment.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
Ball Carrying Drills	1 per 3	football	1 per 3 students
	4	cones	to create lines
Personal Best Day	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	<i>SPARKfamily.org</i>
	3	<i>Fitness Challenge Prompt Pages</i>	<i>SPARKfamily.org</i>
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet square	1 per 2 students optional

Unit 10 Football – Week 3, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab p. 22, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, High Knee Skip, Mountain Climber, Grapevine • Strength & Endurance – Push-Ups or Plank, V-Sit, Squats • Flexibility – Hip-Flexor Stretch, Quadriceps Stretch, Neck Stretch	
15	Spotlight on Skills: Football • Ball Carrying Drills, (<i>Football</i> tab, 9-10) • Assessment – Football Self-Check (<i>SPARKfolio football</i> tab, white card)	
2-3	Closure: Review – Proper ball carrying techniques Relate – What are some other things you might practice carrying? Praise – Affirm students who seemed to do their best in the self-assessment. Preview – In our next class we will focus on pitching drills.	

Assessment: Check for proper ball carrying skills while students are practicing the Ball Carrying Drills.

Football Carrying

<i>student name</i>	<i>keep forearm under ball</i>	<i>cover tip of ball with hand</i>	<i>put other tip of ball in bend of forearm and elbow</i>	<i>keep arm close to body</i>

Unit 10 Football – Week 4, Day 1

Grades 1-4

Lesson Planning Guide

Objectives:

PE.1.VH.9	Identifies the positive social interactions that come when engaged with others in physical activity.
PE.2.VH.8	Identifies the positive social interactions that come when engaged with others in physical activity.
PE.3.VH.8	Describes the positive social interactions that come when engaged with others in physical activity or as a spectator.
PE.4.VH.8	Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities or as a spectator.

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Pitching Drills	1 per 2	football	1 per 2 students
	4	cones	for boundaries
2-Minute Drill	1 per 3	football	1 per 3 students
	4 per 3	cones	for boundaries
	1	stopwatch	for timing play

Unit 10 Football – Week 4, Day 1

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks • Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps • Flexibility – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skills: Football • Pitching Drills (<i>Football</i> tab, 13-14) • 2-Minute Drill (<i>Football</i> tab, 25-26)	
2-3	Closure: Review – Proper techniques of pitching a football Relate – Share something difficult about the 2 minute drill. Something easy. Praise – Affirm students who practiced pitching skills properly. Preview – In our next class we will play the game <i>Center-Pede</i> .	

Assessment: Football Self-Check (*SPARKfolio Football* tab, white card).

Unit 10 Football – Week 4, Day 2

Grades 1-4

Lesson Planning Guide

Objectives:

PE.3.MS.10	Catches a gently tossed hand-size ball from a partner, displaying 4 of the 5 critical elements of a mature catch.
PE.1.RB.5	Works independently with others in a variety of class environments (e.g., small and large groups)
PE.2.RB.5	Works independently with others in partner environments.
PE.4.RB.1	Exhibits responsible behavior in independent group situations.

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Passing and Receiving Drills	4	cones	for boundaries
	1 per 2	football	1 per 2 students
Center-Pede	1 per 4	football	1 per 4 student
	misc.	cones	for boundaries

Unit 10 Football – Week 4, Day 2

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks • Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Football • Passing and Receiving Drills (<i>Football</i> tab, pp. 7-8) • Center-Pede (<i>Football</i> tab, 23-24)	
2-3	Closure: Review – Proper passing and receiving skills Relate – Share something that you could practice receiving besides a football. Praise – Thank students who seemed to do their best. Preview – In our next class we will have another <i>Personal Best Day</i> .	

Unit 10 Football – Week 4, Day 3

Grades 1-4

Lesson Planning Guide

Personal Best Day #5 Objectives:

PE.1.PF.1	Discusses the benefits of being active and exercising and/or playing.
PE.2.PF.1	Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park). (S3.E1.2)
PE.3.PF.3	Describes the concept of fitness and provides examples of physical activity to enhance fitness.
PE.4.PF.4	Demonstrates warm-up and cool-down relative to the cardiorespiratory fitness assessment.
PE.1.VH.2	Identifies physical activity as a component of good health.
PE.2.VH.2	Recognizes the value of good health.
PE.3.VH.2	Discusses the relationship between physical activity and good health.
PE.4.VH.2	Examines the health benefits of participating in physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
Toe Tag	4	cones	for boundaries
Personal Best Day #5	misc.	any activity from the ASAP Unit	for warm-up
		<i>My Personal Best Progress and Goals Card</i>	<i>SPARKfamily.org</i>
	3	<i>Fitness Challenge Prompt Pages</i>	<i>SPARKfamily.org</i>
	4	cones	marked 1-4 to create running track
	1	stopwatch	
	1 per 2	pencil	1 per 2 students if using <i>My Personal Best Progress Card and Goals</i>
	1 per 2	carpet square	1 per 2 students optional

Unit 10 Football – Week 4, Day 3

Grades 1-4

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Toe Tag (<i>Chasing and Fleeing</i> tab, pp. 21-22)	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) • Aerobic Fitness – Run, Mountain Climber, Grapevine, Jump Tucks • Strength & Endurance – Medicine Ball Toss, Sit-Up Ball Exchange, High Bench Steps • Flexibility – Shin Stretch, Calf Stretch, Upper Back Stretch	
15	Spotlight on Skills: Football • Personal Best Day #5 (<i>Personal Best Day</i> tab, p. 5)	
2-3	Closure: Review – Something students did well in their exercises. Something they should work on. Relate – Share reasons to do our best in something. Praise – Affirm students who cooperated and followed directions.	

Assessment: Personal Best Day #5.

APPENDIX

Yearly Plan _____

4-week Period	Focus on Fitness	Spotlight on Skills	Personal Best Day
Procedures Lessons, 3 days: Lesson #1, Lesson #2, Lesson #3			
Dates: _____			
Weeks 1-4 Dates: _____	Fitness Circuits	Unit 1	
Weeks 5-8 Dates: _____	Fitness Challenges I	Unit 2	X
Weeks 9-12 Dates: _____	Fitness Challenges II	Unit 3	
Weeks 13-16 Dates: _____	Map Challenges	Unit 4	X
Weeks 17-20 Dates: _____	Daily Dozen (Stunts Unit)	Unit 5	
Weeks 21-24 Dates: _____	Movement Bands	Unit 6	X
Weeks 25-28 Dates: _____	Group Fitness	Unit 7	
Weeks 29-32 Dates: _____	Aerobic Games	Unit 8	X
Weeks 33-36 Dates: _____	Walk/Jog/Run	Unit 9	
Weeks 37-40 Dates: _____	Fitness Challenges III	Unit 10	X

Template for Lesson Plan

Lesson Planning Guide

Objectives:

Equipment Chart:

Activity	#	Item	Additional Information

Template for Lesson Plan

Time minutes	Content	Modifications
2-3	Introductory Activity: <ul style="list-style-type: none">•	
10	Focus on Fitness: <ul style="list-style-type: none">•	
15	Spotlight on Skills: <ul style="list-style-type: none">•	
2-3	Closure: Review – Relate – Praise – Preview –	

Running and Walking with Varying Speed and Directions

READY

- 4 cones (for boundaries)
- Music and player (optional)

SET

- Create large (30X30 paces) activity area

GO!

- **Introduction to Running and Walking with Varying Speeds and Directions**
 - Today we are going to practice running and walking with correct form (critical elements) and learn the different speeds and directions we can move.
 - The critical elements of walking are:
 1. Transfer of weight from one foot to the other
 2. Foot contact is from heel to toe
 3. One foot is always in contact with the floor
 - The critical elements of running are:
 1. Flight between steps
 2. Nonsupport leg flexed approximately 90 degrees
 3. Arms and legs in opposition
 4. Foot lands heel to toe
 - The three different speeds in which we can move are:
 1. Slow
 2. Medium
 3. Fast
 - The four different directions in which we can move are:
 1. Forward
 2. Backward
 3. Sideways
 4. Diagonal
- **Walking with Varying Speeds**
 - Starting on the sideline, walk to other side line using the correct form. Repeat using different speeds.
 - Walk in the general area using the correct form without running into anyone else. Repeat using different speeds.
- **Running with Varying Speeds**
 - Starting on the sideline, run to other side line using the correct form. Repeat using different speeds.
 - Run in the general area using the correct form without running into anyone else. Repeat using different speeds.
- **Walking with Directions**
 - Starting on the sideline, walk in the forward direction using the correct form.
 - Starting on the sideline, walk in the backward direction using the correct form.

- Starting on the sideline, walk in the sideways direction using the correct form.
- Starting in the general area, walk in the diagonal direction using the correct form.
- Challenge: While walking in the general area, walk in the direction I call out. Note call out different directions in a random order.
- **Running with Directions**
 - Starting on the sideline, run to other side line using the correct form.
 - Starting on the sideline, run in the backward direction using the correct form.
 - Starting on the sideline, run in the sideways direction using the correct form.
 - Starting in the general area, run in the diagonal direction using the correct form.
 - Challenge: While running in the general area, run in the direction I call out. Note call out different directions in a random order.
- **Running and Walking with Varying Speeds and Directions**
 - Starting in the general area, run or walk in the varying speed I call out using the correct form.
 - Starting in the general area, run or walk in the direction I call out using the correct form.
 - Challenge: Starting in the general area, do the locomotor movement using the correct form. Note call out running and walking in a random order.
 - Challenge: Starting in the general area, do the locomotor movement I call out using the correct form, with the speed I say. Note call out running and walking with varying speeds in random order. (Examples, run at a slow speed, walk at a medium speed)
 - Challenge: Starting in the general area, do the locomotor movement I call out using the correct form, with the direction I say. Note call out running and walking with different directions in random order. (Examples, run in the sideways direction, walk in the backward direction)
 - Challenge: Starting in the general area, do the locomotor movement I call out using the correct form, with the speed and direction I say. Note call out running and walking with different speeds and directions in random order. (Examples, run at a slow speed in the sideways direction, walk at a medium speed in the backward direction)

Jumping and Hopping with Levels

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Music and player (optional)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area

GO!

- **Introduction to Jumping and Hopping with Levels**
- Today we are going to practice jumping and hopping with correct form (critical elements) and learn the three different levels in which we can move.
 - The critical elements of jumping are:
 1. Crouch your body as knees bend
 2. Use an upward arm lift
 3. Explode upward or forward
 4. Land softly (bend hips, knees, and ankles to absorb shock)
 - The critical elements of hopping are:
 1. Arms swing forward on take-off
 2. Land on toes/balls of foot of the support foot
 3. Non-support leg swings like a pendulum
 4. Able to hop on each foot
 - The three different levels in which we can move are:
 1. High
 2. Medium
 3. Low

Levels

- Standing on your spot marker, do the level I say: low, high, medium. Continue calling out different levels for up to 30 seconds.
- Moving around the activity area, act like an animal in the level I say: medium, low, high. Continue calling out different levels for up to 30 seconds.
- Moving around the activity area, walk (run) in the level I say: high, low, medium. Continue calling out different levels for up to 30 seconds.
- **Hopping**
- Standing on your spot marker, hop using correct form. Switch to the other foot.
- Moving around the activity area, hop using correct form. Switch to the other foot.
- Standing on your spot marker, hop as high as you can using correct form. Switch to the other foot.
- Moving around the activity area, hop as far as you can using correct form. Switch to the other foot. Make sure you don't hop into anyone else!
- Challenge: Standing on your spot marker, see if you can hop and twist 180 degrees before landing. Repeat on the other foot.
- **Jumping**

- Standing on your spot marker, jump using correct form.
- Moving around the activity area, jump using correct form.
- Standing on your spot marker, jump as high as you can using correct form.
- Moving around the activity area, jump as far as you can using correct form. Make sure you don't jump into anyone else!
- Challenge: Standing on your spot marker, see if you can jump and twist 180 degrees before landing. Can you jump and twist 360 degrees before landing?
- **Hopping and Jumping with Levels**
 - Standing on your spot marker, hop using correct form at the low level. Switch to the other foot and repeat. Follow the same instruction with the medium and high levels.
 - Moving around the activity area, hop using correct form at the low level. Switch to the other foot. Follow the same instruction with the medium and high levels.
 - Standing on your spot marker, jump using correct form at the low level. Follow the same instruction with the medium and high levels.
 - Moving around the activity area, jump using correct form at the low level. Follow the same instruction with the medium and high levels.
 - Challenge: Moving around the activity area, do the locomotor (hop or jump) action I state at the level (low, medium, or high) I say. Mix the combinations and change every 10-15 seconds. Examples: hop at the low level, jump at the medium level, jump at the high level, hop at the high level.

Skipping and Leaping with Transfer of Body Weight

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Music and player (optional)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area

GO!

- **Introduction to Skipping and Leaping with Transfer of Body Weight**
 - Today we are going to practice skipping and leaping with correct form (critical elements) and learn how to transfer body weight from one body part to another.
 - The critical elements of skipping are:
 1. Continuous step-hop on alternate feet with a knee lift
 2. Non-support foot carried near the surface
 3. Arm-leg opposition
 - The critical elements of leaping are:
 1. Take-off on one foot and land on the opposite foot
 2. A period of flight between steps longer than running
 3. Reach forward in opposition with arms from feet
 4. Able to leap with each foot
 - Transfer of body weight from body part to another:
 1. Feet
 2. Hands
 3. Knees
- **Transfer of Body Weight**
 - Standing on your spot marker, transfer your body weight from:
 - Two feet to one foot and two hands
 - One foot and two hands to one foot and one hand
 - One foot and one hand to one foot
 - One foot to one foot and one knee
 - One foot and one knee to two knees
 - Two knees to one knee and two hands
 - One knee and two hands to one knee and one hand
 - One knee and one hand to two feet
- **Skipping**
 - Moving around the activity area, skip using correct form.
 - Moving around the activity area, skip as high as you can using correct form.
 - Moving around the activity area, skip as far as you can between each stride using correct form.
 - Challenge: Moving around the activity area, skip as high and as far as you can between each stride using correct form.

- **Leaping**
 - Standing on your spot marker, leap using correct form. Switch to leap leading with the other foot. Be careful not to leap into anyone else.
 - Moving around the activity area, leap using correct form. Switch to leap leading with the other foot. Be careful not to leap into anyone else.
 - Standing on your spot marker, leap as high as you can using correct form. Switch to leap leading with the other foot. Be careful not to leap into anyone else.
 - Moving around the activity area, leap as far as you can using correct form. Switch to leap leading with the other foot. Be careful not to leap into anyone else.
- **Skipping and Leaping with Transfer of Body Weight**
 - Standing on your spot marker, leap using correct form – make sure you take-off on one foot and land on the opposite foot. Switch to take-off on the other foot and repeat.
 - Moving around the activity area, skip using correct form – make sure you have a continuous step-hop on alternate feet with a knee lift.
 - Challenge: Standing on your spot marker, practice transfer of body weight actions. Can you be on only two body parts? On three body parts? On four body parts? What about on one body part? Can you be on only one body part that is not a foot?
 - Challenge: Moving around the activity area, do the locomotor (skipping or leaping) action I say. Randomly change locomotor action every 10-15 seconds.

Pushing and Pulling with Force

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Playground balls
- Beach balls
- Jump ropes
- Scooters or large towels to slide on the gym floor
- Gymnastic mats (optional)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place playground balls, beach balls, jump ropes, and scooters along the perimeter and outside of the activity area

GO!

- **Introduction to Pushing and Pulling with Force**
 - Today we are going to practice pushing and pulling with correct form (critical elements) and learn the two types of force we can use in physical activities.
 - The critical elements of pushing are:
 1. Movement is away from the body
 2. Press against an object to make it move
 3. Start with a bend and move to a stretch as you are pushing
 - The critical elements of pulling are:
 1. Movement is toward the body
 2. Dragging the object to make it move
 3. Start with a stretch and move to a bend as you are pulling
 - The three types of force we can use in physical activities:
 1. Strong/Hard
 2. Medium
 3. Light/Soft
- **Force**
 - Standing on your spot marker, stomp the force I say: light, medium, strong. Continue calling out different types of force for up to 30 seconds.
 - Standing on your spot marker, jump the force I say: light, medium, strong. Continue calling out different types of force for up to 30 seconds.
 - Standing on your spot marker, hop the force I say: light, medium, strong. Continue calling out different types of force for up to 30 seconds.
 - Challenge: Moving around the activity area, do the locomotor (hop or jump) action I state with the type of force (strong, medium, or light) I say. Mix the combinations and change every 10-15 seconds. Examples: hop with strong force, jump with medium force, jump with light force, or hop with light force.
- **Pushing**
 - Standing on your spot marker, put the palms of your hands together and push. Push with light, medium and strong force.

- Starting on the sideline, push the playground ball/beach ball (select ball based on student size or ability – the beach ball is easier to use) to the opposite sideline and back.
- Starting on the sideline, push the scooter (empty – no one on the scooter) to the opposite sideline and back.
- Starting from the sideline, push yourself on the scooter to the opposite sideline and back.
- Partner: Starting from the sideline, push your partner on the scooter to the opposite sideline and back. Switch and repeat.
- **Pulling**
 - Standing on your spot marker, grab your forearm with one hand and pull. Pull with light, medium and strong force. Switch to the other hand and forearm and repeat.
 - Starting on the sideline, use a jump rope to pull the playground ball/beach ball (select ball based on student size or ability – the beach ball is easier to use) to the opposite sideline and back.
 - Starting on the sideline, use a jump rope to pull the scooter (empty – no one on the scooter) to the opposite sideline and back.
 - Starting on the sideline, pull yourself on the scooter to the opposite sideline and back. Which is easier for you – to push yourself or pull yourself on the scooter?
 - Partner: Starting on the sideline, pull your partner on the scooter to the opposite sideline and back. Switch and repeat.
- **Pushing and Pulling with Force**
 - Challenge: Create a maze with the playground balls, beach balls, and jump ropes. Students push and pull themselves (individually) through the maze on the scooters. Repeat with partner, switch and repeat.
 - Challenge: In groups of three. Have students push a gymnastic mat a predetermined distance. Challenge them to then attempt the same task with pulling the mat back to its original location. Which one was easier for the group? Why?

Sliding and Galloping with Flight

READY

- 4 cones (for boundaries)
- Music and player (optional)

SET

- Create large (30X30 paces) activity area

GO!

- **Introduction to Sliding and Galloping with Flight**
 - Today we are going to practice sliding and galloping with correct form (critical elements) and learn how flight time impacts the ways in which we can move.
 - The critical elements of sliding are:
 1. One foot always leads (Side step followed by a non-crossover step)
 2. Always move in a smooth sideways motion
 3. Flight between steps
 4. Able to slide right and left
 - The critical elements of galloping are:
 1. Lead foot – step, with back foot coming up to heel of lead foot
 2. Flight between steps
 3. Arms bent at waist level
 4. Able to lead with each foot
 - The two flight patterns in which we can move are:
 1. Rapid/Fast or Short
 2. Slow or Long
- **Sliding**
 - Starting from the sideline, slide using correct form to the opposite sideline and back. Repeat leading with the other foot.
 - Moving around the activity area, slide using the correct form. Every 15-30 seconds have students switch to leading with the other foot. Continue for 1-2 minutes.
 - In the activity area, slide in a circular pattern using the correct form. Every 15-30 seconds have students switch to leading with the other foot. Give other geometric shape options – triangle, square, diamond, etc. Continue for 2-3 minutes.
- **Galloping**
 - Starting from the sideline, gallop using correct form to the opposite sideline and back. Repeat leading with the other foot.
 - Moving around the activity area, slide using the correct form. Every 15-30 seconds have students switch to leading with the other foot. Continue for 1-2 minutes.
 - In the activity area, gallop in a circular pattern using the correct form. Every 15-30 seconds have students switch to leading with the other foot. Give other geometric shape options – triangle, square, diamond, etc. Continue for 2-3 minutes.
- **Sliding and Galloping with Flight**
 - Starting from the sideline, slide using correct form to the opposite sideline and back with a rapid flight pattern. Repeat leading with the other foot.

- Starting from the sideline, slide using correct form to the opposite sideline and back with a slow and long flight pattern. Repeat leading with the other foot.
- Starting from the sideline, gallop using correct form to the opposite sideline and back with a rapid flight pattern. Repeat leading with the other foot.
- Starting from the sideline, gallop using correct form to the opposite sideline and back with a slow and long flight pattern. Repeat leading with the other foot.
- Challenge: Moving around the activity area, do the locomotor (slide or gallop) action I state with the flight pattern (rapid/short or slow/long) I say. Mix the combinations and change every 10-15 seconds. Examples: slide with a short flight pattern – switch lead foot, gallop with a short flight pattern, or gallop with a long flight pattern – switch lead foot.

Twisting and Turning; Bending and Stretching with Body Shapes

- **READY**
- 4 cones (for boundaries)
- Spot Markers (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area

GO!

- **Introduction to Twisting and Turning**
 - Today we are going to practice twisting and turning with correct form (critical elements) for doing activities in physical education.
 - The critical elements of twisting are:
 1. Rotate a part of the body at the joint
 2. There is a limit to how far you can twist
 - The critical elements of turning are:
 1. Movement changes the direction of the body or body part
 2. You end up facing a new direction
 3. Involves shifting body weight
 4. Both ends of the body or body part are free to move
- **Twisting**
 - Standing on your spot marker, twist your body to the right, then twist your body to the left.
 - Standing on your spot marker, twist your foot to the right, then twist your foot to the left.
 - Standing on your spot marker, twist your arm/hand to the right, then twist your arm/hand to the left.
 - Challenge: Moving around the activity area, do the locomotor (hop, jump, skip, run, etc.) action I state, then when I call out a body twist, stop and twist your body. Mix the combinations and change every 15-20 seconds. Examples: hop, stop, leg twist left; jump, stop, arm twist right; skip, stop body twist left, etc.
- **Turning**
 - Standing on your spot marker, turn your body to the right, then turn your body to the left.
 - Standing on your spot marker, turn your feet to the right, then turn your feet to the left.
 - Challenge: Moving around the activity area, do the locomotor (hop, jump, skip, run, etc.) action I state, then when I call out a turn, stop and turn in the new direction with the new locomotor move. Mix the combinations and change every 15-20 seconds. Examples: hop, stop, turn left and jump; jump, stop, turn right and skip; skip, stop turn all the way around and run, etc.
- **Introduction to Bending and Stretching with Body Shapes**
 - Today we are going to practice Bending and stretching with correct form (critical elements) and different shapes the body can make.
 - The critical elements of bending are:
 1. Body part becomes shorter or smaller
 2. Two body parts come closer together
 3. Occurs at the joints of the body
 - The critical elements of stretching are:
 1. Move body part(s) away from the center of the body
 2. Body part becomes longer or straighter

- 3. Body part extends as joints straighten out
 - 4. Reach and hold or rotate joint slowly
- Shapes the body can make include:
 - 1. Animal (Development Level I: K-2)
 - 2. Letters and numbers (Development Level I & II: K-2 and 3-4) Geometric (Development Level II & III: 3-4 and 5-8)
- **Shapes**
 - Standing on your spot marker, make an animal shape I say. Continue calling out different animal shapes 30 seconds. Select different shapes the body can make based on the developmental level.
 - Moving around the activity area, make an animal shape I say (make the animal sound too!). Continue calling out different animal shapes 1-2 minutes. Select different shapes the body can make based on the developmental level.
 - Challenge: In groups of three or four (teacher determines). Spell the words I say by making letter shapes with your body. Have a list of words that are three or four letters long. (Examples: see, fun, time, take, etc.)
- **Bending**
 - Standing on your spot marker, bend your body to the right, then bend your body to the left.
 - Standing on your spot marker, bend one leg tight to your body, then the other leg. Bend both legs tight to the body.
 - Standing on your spot marker, bend one arm tight to your body, then the other arm. Bend both arms tight to the body.
 - Challenge: Moving around the activity area, do the locomotor (hop, jump, skip, run, etc.) action I state, then when I call out a bent position, stop and bend your body in that position. Mix the combinations and change every 15-20 seconds. Examples: hop, stop, bend body to the left; jump, stop, bend right arm; skip, stop bend left leg, etc.
- **Stretching**
 - Standing on your spot marker, stretch your body to the right, then stretch your body to the left, then stretch up high.
 - Sitting on your spot marker, stretch your hands toward your feet. When you stretch like this, do you bend part of your body?
 - Sitting on your spot marker, stretch your right hand toward your left foot, then stretch your left hand to your right foot.
 - Challenge: Moving around the activity area, do the locomotor (hop, jump, skip, run, etc.) action I state, then when I call out a bent position, stop and bend your body in that position. Mix the combinations and change every 15-20 seconds. Examples: hop, stop, bend body to the left; jump, stop, bend right arm; skip, stop bend left leg, etc.
- **Bending and Stretching with Body Shapes**
 - Challenge: What shape do you make with your body if you bend your arms and legs tight to your body? (Circle/Ball) What shape do you make with your body if you stretch your arms and legs far apart from each other? (an "X" shape) What shape do you make with your body if you stretch your hands together high over your head and your together farthest from your head? (Line) Continue making similar questions.

Catching – Basic

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Scarves (one per person)
- Bean bags (one per person)
- Yarn balls (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place scarves, bean bags and yarn balls along one side of activity area, outside playing area

GO!

- **Introduction to Catching – Basic**
 - Today we are going to practice catching with correct form (critical elements).
 - The critical elements of catching are:
 1. Extend arms outward to reach for ball
 2. Elbows bend to absorb the force; catch with hands only, no cradling against the body
 3. Pull the ball into the body as the catch is made
 4. Curl the body slightly around the ball
 5. Thumbs together if ball is caught above the waist; Thumbs apart if ball is caught below the waist
- **Catching Scarves**
 - Standing on your spot marker, toss the scarf up in the air and catch it with both hands using correct form. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the scarf up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the scarf up in the air, clap your hands as many times as you can and catch the scarf with both hands using correct form before it touches the ground. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for about a minute.
 - Moving around the activity area, toss the scarf up in the air and catch it with both hands using correct form. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the activity area, toss the scarf up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the activity area, toss the scarf up in the air, clap your hands as many times as you can and catch the scarf with both hands using correct form before it touches the ground. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the scarf up in the air, turn around as many times as you can and catch the scarf with both hands using correct form before it touches the ground. Repeat catching the scarf with only one hand. Repeat with the other hand. Continue for 1-2 minutes.

- **Catching Bean Bags**
 - Standing on your spot marker, toss the bean bag up in the air and catch it with both hands using correct form. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the bean bag up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the bean bag up in the air, clap your hands as many times as you can and catch the bean bag with both hands using correct form before it touches the ground. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for about a minute.
 - Moving around the activity area, toss the bean bag up in the air and catch it with both hands using correct form. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the activity area, toss the bean bag up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the activity area, toss the bean bag up in the air, clap your hands as many times as you can and catch the bean bag with both hands using correct form before it touches the ground. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the bean bag up in the air, turn around as many times as you can and catch the bean bag with both hands using correct form before it touches the ground. Repeat catching the bean bag with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
- **Catching Yarn Balls**
 - Standing on your spot marker, toss the yarn ball up in the air and catch it with both hands using correct form. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the yarn ball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the yarn ball up in the air, clap your hands as many times as you can and catch the yarn ball with both hands using correct form before it touches the ground. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Moving around the activity area, toss the yarn ball up in the air and catch it with both hands using correct form. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the activity area, toss the yarn ball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
- Moving around the activity area, toss the yarn ball up in the air, clap your hands as many times as you can and catch the yarn ball with both hands using correct form before it touches the ground.

Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.

- Challenge: Standing on your spot marker, toss the yarn ball up in the air, turn around as many times as you can and catch the yarn ball with both hands using correct form before it touches the ground. Repeat catching the yarn ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.

Catching – Intermediate Level

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Beach balls (one per person)
- Playground balls (one per person)
- Basketballs (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the beach balls, playground balls and basketballs along one side of the activity area, outside the playing area

GO!

- **Introduction to Catching – Intermediate Level**
 - Today we are going to practice catching with correct form (critical elements).
 - The critical elements of catching are:
 1. Extend arms outward to reach for ball
 2. Elbows bend to absorb the force; catch with hands only, no cradling against the body
 3. Pull the ball into the body as the catch is made
 4. Curl the body slightly around the ball
 5. Thumbs together if ball is caught above the waist; Thumbs apart if ball is caught below the waist
- **Catching Beach Balls**
 - Standing on your spot marker, toss the beach ball up in the air and catch it with both hands using correct form. Continue for about a minute.
 - Standing on your spot marker, toss the beach ball up in the air behind yourself, turn and catch it with both hands using correct form. Continue for about a minute.
 - Standing on your spot marker, toss the beach ball up in the air, clap your hands as many times as you can and catch the beach ball with both hands using correct form before it touches the ground. Continue for about a minute.
 - Standing on your spot marker, bounce the beach ball three times in a row and catch the beach ball with both hands using correct form after the third bounce. Repeat. Continue for about a minute.
 - Moving around the area, toss the beach ball up in the air and catch it with both hands using correct form. Continue for 1-2 minutes.
 - Moving around the area, toss the beach ball up in the air behind yourself, turn and catch it with both hands using correct form. Continue for 1-2 minutes.
 - Moving around the area, toss the beach ball up in the air, clap your hands as many times as you can and catch the beach ball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the beach ball up in the air, turn around as many times as you can and catch the beach ball with both hands using correct form before it touches the ground. Turn the other way. Continue for 1-2 minutes.

- Challenge: Standing on your spot marker, bounce the beach ball three times in a row, turn around once and catch the beach ball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
- Challenge: Partners with one beach ball. Standing about 8-10 feet apart, bounce the beach ball back and forth to your partner and catch the beach ball with both hands using correct form. Continue for 2-3 minutes.
- **Catching Playground Balls**
 - Standing on your spot marker, toss the playground ball up in the air and catch it with both hands using correct form. Continue for about a minute.
 - Standing on your spot marker, toss the playground ball up in the air behind yourself, turn and catch it with both hands using correct form. Continue for about a minute.
 - Standing on your spot marker, toss the playground ball up in the air, clap your hands as many times as you can and catch the playground ball with both hands using correct form before it touches the ground. Continue for about a minute.
 - Standing on your spot marker, bounce the playground ball three times in a row and catch the playground ball with both hands using correct form after the third bounce. Repeat. Continue for about a minute.
 - Moving around the area, toss the playground ball up in the air and catch it with both hands using correct form. Continue for 1-2 minutes.
 - Moving around the area, toss the playground ball up in the air behind yourself, turn and catch it with both hands using correct form. Continue for 1-2 minutes.
 - Moving around the area, toss the playground ball up in the air, clap your hands as many times as you can and catch the playground ball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the playground ball up in the air, turn around as many times as you can and catch the playground ball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, bounce the playground ball three times in a row, turn around once and catch the playground ball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
 - Challenge: Partners with one playground ball. Standing about 8-10 feet apart, bounce the playground ball back and forth to your partner and catch the playground ball with both hands using correct form. Continue for 2-3 minutes.
- **Catching Basketballs**
 - Standing on your spot marker, toss the basketball up in the air and catch it with both hands using correct form. Continue for about a minute.
 - Standing on your spot marker, toss the basketball up in the air, clap your hands as many times as you can and catch the basketball with both hands using correct form before it touches the ground. Continue for about a minute.
 - Standing on your spot marker, bounce the basketball three times in a row and catch the basketball with both hands using correct form after the third bounce. Repeat. Continue for about a minute.
 - Moving around the area, toss the basketball up in the air and catch it with both hands using correct form. Continue for 1-2 minutes.
 - Moving around the area, toss the basketball up in the air, clap your hands as many times as you can and catch the basketball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.

- Challenge: Standing on your spot marker, bounce the basketball three times in a row, turn around once and catch the basketball with both hands using correct form before it touches the ground. Continue for 1-2 minutes.
- Challenge: Partners with one basketball. Standing about 8-10 feet apart, bounce the basketball back and forth to your partner and catch the basketball with both hands using correct form. Continue for 2-3 minutes.

Catching – Advanced Level

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Softballs (one per person)
- Tennis balls (one per person)
- Footballs (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the softballs, tennis balls and footballs along one side of the activity area, outside the playing area

GO!

- **Introduction to Catching – Advanced Level**
 - Today we are going to practice catching with correct form (critical elements).
 - The critical elements of catching are:
 1. Extend arms outward to reach for ball
 2. Elbows bend to absorb the force; catch with hands only, no cradling against the body
 3. Pull the ball into the body as the catch is made
 4. Curl the body slightly around the ball
 5. Thumbs together if ball is caught above the waist; Thumbs apart if ball is caught below the waist
- **Catching Softballs**
 - Standing on your spot marker, toss the softball up in the air and catch it with both hands using correct form. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the softball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the softball up in the air, clap your hands as many times as you can and catch the softball with both hands using correct form before it touches the ground. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Moving around the area, toss the softball up in the air and catch it with both hands using correct form. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the area, toss the softball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the area, toss the softball up in the air, clap your hands as many times as you can and catch the softball with both hands using correct form before it touches the ground. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the softball up in the air, turn around as many times as you can and catch the softball with both hands using correct form before it touches the ground.

Repeat catching the softball with only one hand. Repeat with the other hand. Turn the other way. Continue for 1-2 minutes.

- Challenge: Partners with one softball. Standing about 8-10 feet apart, toss the softball back and forth to your partner and catch the softball with both hands using correct form. Repeat catching the softball with only one hand. Repeat with the other hand. Continue for 2-3 minutes.
- **Catching Tennis Balls**
 - Standing on your spot marker, toss the tennis ball up in the air and catch it with both hands using correct form. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the tennis ball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, toss the tennis ball up in the air, clap your hands as many times as you can and catch the tennis ball with both hands using correct form before it touches the ground. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, bounce the tennis ball three times in a row and catch the tennis ball with both hands using correct form after the third bounce. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the area, toss the tennis ball up in the air and catch it with both hands using correct form. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the area, toss the tennis ball up in the air behind yourself, turn and catch it with both hands using correct form. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Moving around the area, toss the tennis ball up in the air, clap your hands as many times as you can and catch the tennis ball with both hands using correct form before it touches the ground. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, toss the tennis ball up in the air, turn around as many times as you can and catch the tennis ball with both hands using correct form before it touches the ground. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Turn the other way. Continue for 1-2 minutes.
 - Challenge: Standing on your spot marker, bounce the tennis ball three times in a row, turn around once and catch the tennis ball with both hands using correct form before it touches the ground. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Standing about 8-10 feet from a wall, bounce the tennis ball to the wall and catch the tennis ball with both hands using correct form. Repeat. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
 - Challenge: Partners with one tennis ball. Standing about 8-10 feet apart, toss the tennis ball back and forth to your partner and catch the tennis ball with both hands using correct form. Repeat catching the tennis ball with only one hand. Repeat with the other hand. Continue for 2-3 minutes.
- **Catching Footballs**
 - Standing on your spot marker, toss the football up in the air and catch it with both hands using correct form. Repeat catching the football with only one hand. Repeat with the other hand. Continue for about a minute.

- Standing on your spot marker, toss the football up in the air, clap your hands as many times as you can and catch the football with both hands using correct form before it touches the ground. Repeat catching the football with only one hand. Repeat with the other hand. Continue for about a minute.
- Moving around the area, toss the football up in the air and catch it with both hands using correct form. Repeat catching the football with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
- Moving around the area, toss the football up in the air, clap your hands as many times as you can and catch the football with both hands using correct form before it touches the ground. Repeat catching the football with only one hand. Repeat with the other hand. Continue for 1-2 minutes.
- Challenge: Standing on your spot marker, toss the football up in the air, turn around as many times as you can and catch the football with both hands using correct form before it touches the ground. Repeat catching the football with only one hand. Repeat with the other hand. Turn the other way and repeat. Continue for 1-2 minutes.
- Challenge: Partners with one football. Standing about 8-10 feet apart, toss the football back and forth to your partner and catch the football with both hands using correct form. Repeat catching the football with only one hand. Repeat with the other hand. Continue for 2-3 minutes.

Throwing – Basic

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Scarves (one per person)
- Bean bags (one per person)
- Yarn balls (one per person)

SET

- Create large (60X60 paces) activity area
- Place the spot markers around the activity area
- Place the scarves, bean bags and yarn balls along one side of the activity area, outside the playing area

GO!

- **Introduction to Throwing – Basic**
 - Today we are going to practice throwing overhand with correct form (critical elements).
 - The critical elements of throwing overhand are:
 1. Slide to target in preparation for throwing action
 2. Step with opposite foot as throwing arm moves forward
 3. Lead with elbow of throwing arm at shoulder height
 4. Hip and spine rotate as throwing action is executed
 5. Release at eye level with diagonal follow-through across body
- **Throwing Scarves**
 - Standing on your spot marker, overhand throw the scarf using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, overhand throw the scarf high in the air using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, overhand throw the scarf low to the ground using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, overhand throw the scarf straight in front of you using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, overhand throw the scarf as hard (strong force) as you can using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, overhand throw the scarf as soft (light force) as you can using correct form. Repeat with the other hand. Continue for about a minute.
- **Throwing Bean Bags**
 - Standing 8-10 feet from the wall, overhand throw the bean bag against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the bean bag high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the bean bag low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the bean bag straight against the wall at eye level using correct form. Repeat with the other hand. Continue for about a minute.

- Standing 8-10 feet from the wall, overhand throw the bean bag as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, overhand throw the bean bag as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- **Throwing Yarn Balls**
 - Standing 8-10 feet from the wall, overhand throw the yarn ball against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the yarn ball high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the yarn ball low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the yarn ball straight against the wall at eye level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the yarn ball as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the yarn ball as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.

Throwing – Intermediate

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Softballs (one per person)
- Tennis balls (one per person)

SET

- Create large (60X60 paces) activity area
- Place the spot markers around the activity area
- Place the softballs and tennis balls along one side of the activity area, outside the playing area

GO!

- **Introduction to Throwing – Intermediate**
 - Today we are going to practice throwing overhand and underhand with correct form (critical elements).
 - The critical elements of throwing overhand are:
 1. Slide to target in preparation for throwing action
 2. Step with opposite foot as throwing arm moves forward
 3. Lead with elbow of throwing arm at shoulder height
 4. Hip and spine rotate as throwing action is executed
 5. Release at eye level with diagonal follow-through across body
 - The critical elements of throwing underhand are:
 1. Step with opposite foot; face target in preparation for throwing action
 2. Swing throwing arm backward; arm back in preparation for action
 3. Point to a target on release using proper force and follow through.
 4. Release ball between knee and waist level
 5. Follow through to target
- **Throwing Softballs – Overhand**
 - Standing 8-10 feet from the wall, overhand throw the softball against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the softball high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the softball low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the softball straight against the wall at eye level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the softball as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the softball as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Challenge: Partners with one softball. Standing about 8-10 feet apart, overhand throw the softball back and forth to your partner using correct form. Repeat with the other hand. Continue for 2-3 minutes.
- **Throwing Softballs – Underhand**

- Standing 8-10 feet from the wall, underhand throw the softball against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, underhand throw the softball high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, underhand throw the softball low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, underhand throw the softball straight against the wall at waist level using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, underhand throw the softball as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Standing 8-10 feet from the wall, underhand throw the softball as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
- Challenge: Partners with one softball. Standing about 8-10 feet apart, underhand throw the softball back and forth to your partner using correct form. Repeat with the other hand. Continue for 2-3 minutes.
- **Throwing Tennis Balls – Overhand**
 - Standing 8-10 feet from the wall, overhand throw the tennis ball against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the tennis ball high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the tennis ball low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the tennis ball straight against the wall at eye level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the tennis ball as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the tennis ball as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Challenge: Partners with one tennis ball. Standing about 8-10 feet apart, overhand throw the tennis ball back and forth to your partner using correct form. Repeat with the other hand. Continue for 2-3 minutes.
- **Throwing Tennis Balls – Underhand**
 - Standing 8-10 feet from the wall, underhand throw the tennis ball against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, underhand throw the tennis ball high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, underhand throw the tennis ball low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, underhand throw the tennis ball straight against the wall at waist level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, underhand throw the tennis ball as hard (strong force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, underhand throw the tennis ball as soft (light force) as you can against the wall using correct form. Repeat with the other hand. Continue for about a minute.

- Challenge: Partners with one tennis ball. Standing about 8-10 feet apart, underhand throw the tennis ball back and forth to your partner using correct form. Repeat with the other hand. Continue for 2-3 minutes.

Throwing – Advanced

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Footballs (one per person)
- Basketballs (one per person)
- Playground balls (optional – one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the basketballs and footballs along one side of the activity area, outside the playing area

GO!

- **Introduction to Throwing – Advanced**
 - Today we are going to practice football throwing and basketball passing with correct form (critical elements).
 - The critical elements of throwing overhand are:
 1. Slide to target in preparation for throwing action
 2. Step with opposite foot as throwing arm moves forward
 3. Lead with elbow of throwing arm at shoulder height
 4. Hip and spine rotate as throwing action is executed
 5. Release at eye level with diagonal follow-through across body
 - The critical elements of basketball passing are:
 1. Balanced stance
 2. Hands on the sides of the ball with the thumbs directly behind the ball
 3. Step in direction of pass
 4. Extend knees, back, and arms
 5. Force wrist and fingers “through” the ball
 6. Follow through with palms down
 7. Index fingers point to target
- **Throwing Footballs – Overhand**

Note: Grip the football on the side of the ball with the fingers on the thread of the ball and the thumb underneath. The index finger is not on the threads of the ball but is more toward one end of the ball. The size of the ball is important, the ball must be small enough for the students’ hands to grip the ball properly.

 - Standing 8-10 feet from the wall, overhand throw the football against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the football high against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the football low against the wall using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing 8-10 feet from the wall, overhand throw the football straight against the wall at eye level using correct form. Repeat with the other hand. Continue for about a minute.

- Challenge: Partners with one football. Standing about 8-10 feet apart, overhand throw the football back and forth to your partner using correct form. Repeat with the other hand. Continue for 2-3 minutes.
- Challenge: Partners with one football. Standing about 8-10 feet apart, overhand throw the football to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other hand. Switch roles and repeat. Continue for 3-5 minutes.
- **Basketball Passing – Chest Pass**
Note: You can use playground balls first and then use basketballs to make it easier to pass and catch since playground balls are lighter.
Additional Critical Element: Ball should be passed so that it is received at chest level.
 - Standing 3-5 feet from the wall, pass the basketball against the wall using correct form. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, pass the basketball against the wall using correct form. Continue for about a minute.
 - Standing 8-10 feet from the wall, pass the basketball against the wall using correct form. Continue for about a minute.
 - Challenge: Partners with one basketball. Standing about 3-5 feet apart, pass the basketball back and forth to your partner using correct form. Continue for 2-3 minutes.
 - Challenge: Partners with one basketball. Standing about 3-5 feet apart, pass the basketball back and forth to your partner using correct form. Each time both partners catch the ball using correct form one partner can take a step back and pass again. Repeat until the ball is not successfully caught, at which time they start at the beginning point again. Switch partners and repeat. Continue for 2-3 minutes.
- **Basketball Passing – Bounce Pass**
Note: You can use playground balls first and then use basketballs to make it easier to pass and catch since playground balls are lighter.
Additional Critical Element: Ball should be bounced on the ground about two-thirds of the way to the receiver and passed so that it is received at waist level.
 - Standing 3-5 feet from the wall, bounce pass the basketball against the wall using correct form. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, bounce pass the basketball against the wall using correct form. Continue for about a minute.
 - Standing 8-10 feet from the wall, bounce pass the basketball against the wall using correct form. Continue for about a minute.
 - Challenge: Partners with one basketball. Standing about 3-5 feet apart, bounce pass the basketball back and forth to your partner using correct form. Continue for 2-3 minutes.
 - Challenge: Partners with one basketball. Standing about 3-5 feet apart, bounce pass the basketball back and forth to your partner using correct form. Each time both partners catch the ball using correct form one partner can take a step back and pass again. Repeat until the ball is not successfully caught, at which time they start at the beginning point again. Switch partners and repeat. Continue for 2-3 minutes.

Kicking, Trapping, and Punting – Basic

READY

- 4 cones (for boundaries)
- Beach balls (one per person)
- Playground balls (one per person)
- Cones for challenge activity (2 per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the beach balls and playground balls along one side of the activity area, outside the playing area

GO!

- **Introduction to Kicking, Trapping, and Punting – Basic**
 - Today we are going to practice kicking, trapping, and punting with correct form (critical elements).
 - The critical elements of kicking are:
 1. Arms extend forward in preparation for kicking action
 2. Body trunk leans back slightly in preparation for and during kicking action
 3. Contact ball with top of foot (shoelaces) for kicking action
 4. Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground)
 5. Follow-through toward target; kicking leg extending forward and upward Lead with elbow of throwing arm at shoulder height
 - The critical elements of trapping are:
 1. Contact ball with feet, legs or body to slow or stop the balls momentum
 2. Place foot on top of ball to hold the ball in place
 - The critical elements of punting are:
 1. Large step with planting foot
 2. Hyperextend hip and flex knee of kicking foot
 3. Ball released above foot
 4. Follow-through with kicking foot
- **Kicking Beach Balls**
 - Standing 8-10 feet from the wall, kick the beach ball against the wall using correct form. Repeat with the other foot. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the beach ball high against the wall using correct form. Repeat with the other foot. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the beach ball low against the wall using correct form. Repeat with the other foot. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the beach ball straight against the wall at knee to waist level using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Challenge: Set up “goal” cones. Standing 5-8 feet from goal cones, kick the beach ball straight through the goal using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Challenge: Partners with one playground ball. Standing about 5-8 feet apart, kick the beach ball back and forth to your partner using correct form. Repeat with the other foot. Continue for 2-3 minutes.

- Challenge: Partners with one playground ball. Standing about 5-8 feet apart, kick the beach ball to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other foot. Switch roles and repeat. Continue for 3-5 minutes.
- **Kicking and Trapping Playground Balls**
 - Standing 8-10 feet from the wall, kick the playground ball against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the playground ball high against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the playground ball low against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Continue for about a minute.
 - Standing 8-10 feet from the wall, kick the playground ball straight against the wall at knee to waist level using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Continue for 2-3 minutes.
 - Challenge: Set up “goal” cones. Standing 5-8 feet from goal cones, kick the playground ball straight through the goal using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Challenge: Partners with one playground ball. Standing about 5-8 feet apart, kick the playground ball back and forth to your partner using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you from your partner. Continue for 2-3 minutes.
 - Challenge: Partners with one playground ball. Standing about 5-8 feet apart, kick the playground ball to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other foot. Switch roles and repeat. Trap the playground ball using correct form as it comes to you from your partner. Continue for 3-5 minutes.
- **Punting**
 - Standing 10-12 feet from the wall, punt the beach ball against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Standing 10-12 feet from the wall, punt the playground ball high against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.

Kicking, Trapping, and Punting – Intermediate

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Playground balls (one per person)
- Soccer balls (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the playground balls and soccer balls along one side of the activity area, outside the playing area

GO!

- **Introduction to Kicking, Trapping, and Punting – Intermediate**
 - Today we are going to practice kicking, trapping, and punting with correct form (critical elements).
 - The critical elements of kicking are:
 1. Arms extend forward in preparation for kicking action
 2. Body trunk leans back slightly in preparation for and during kicking action
 3. Contact ball with top of foot (shoelaces) for kicking action
 4. Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground)
 5. Follow-through toward target; kicking leg extending forward and upward Lead with elbow of throwing arm at shoulder height
 - The critical elements of trapping are:
 1. Contact ball with feet, legs or body to slow or stop the balls momentum
 2. Place foot on top of ball to hold the ball in place
 - The critical elements of punting are:
 1. Large step with planting foot
 2. Hyperextend hip and flex knee of kicking foot
 3. Ball released above foot
 4. Follow-through with kicking foot
- **Kicking and Trapping Playground Balls**
 - Standing 5-8 feet from the wall, kick the playground ball against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. **Note:** The student should be able to maintain ball control at the close location before moving farther back from the wall. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, kick the playground ball high against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, kick the playground ball low against the wall using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.

- Standing 5-8 feet from the wall, kick the playground ball straight against the wall at knee to waist level using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.
- Challenge: Set up “goal” cones. Standing 8-10 feet from goal cones, kick the playground ball straight through the goal using correct form. Repeat with the other foot. Continue for 2-3 minutes.
- Challenge: Partners with one playground ball. Standing about 8-10 feet apart, kick the playground ball back and forth to your partner using correct form. Repeat with the other foot. Trap the playground ball using correct form as it comes back to you from your partner. Continue for 2-3 minutes.
- Challenge: Partners with one playground ball. Standing about 8-10 feet apart, kick the playground ball to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other foot. Switch roles and repeat. Trap the playground ball using correct form as it comes to you from your partner. Continue for 3-5 minutes.
- **Kicking and Trapping Soccer Balls**
 - Standing 5-8 feet from the wall, kick the soccer ball against the wall using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. **Note:** The student should be able to maintain ball control at the close location before moving farther back from the wall. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, kick the soccer ball high against the wall using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, kick the soccer ball low against the wall using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.
 - Standing 5-8 feet from the wall, kick the soccer ball straight against the wall at knee to waist level using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. Continue for 2-3 minutes.
 - Challenge: Set up “goal” cones. Standing 8-10 feet from goal cones, kick the soccer ball straight through the goal using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Challenge: Partners with one playground ball. Standing about 8-10 feet apart, kick the soccer ball back and forth to your partner using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you from your partner. Continue for 2-3 minutes.
 - Challenge: Partners with one playground ball. Standing about 8-10 feet apart, kick the soccer ball to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other foot. Switch roles and repeat. Trap the soccer ball using correct form as it comes to you from your partner. Continue for 3-5 minutes.
- **Punting**
 - Standing 10-12 feet from the wall, punt the playground ball high against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Standing 10-12 feet from the wall, punt the soccer ball high against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.

Kicking, Trapping, and Punting – Advanced

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Soccer balls (one per person)
- Footballs (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the soccer balls and footballs along one side of the activity area, outside the playing area

GO!

- **Introduction to Kicking, Trapping, and Punting – Advanced**
 - Today we are going to practice kicking, trapping, and punting with correct form (critical elements).
 - The critical elements of kicking are:
 1. Arms extend forward in preparation for kicking action
 2. Body trunk leans back slightly in preparation for and during kicking action
 3. Contact ball with top of foot (shoelaces) for kicking action
 4. Contact with ball is made directly below center of ball (travel in the air); contact with ball is made directly behind center of ball (travel on the ground)
 5. Follow-through toward target; kicking leg extending forward and upward lead with elbow of throwing arm at shoulder height
 - The critical elements of trapping are:
 1. Contact ball with feet, legs or body to slow or stop the balls momentum
 2. Place foot on top of ball to hold the ball in place
 - The critical elements of punting are:
 1. Large step with planting foot
 2. Hyperextend hip and flex knee of kicking foot
 3. Ball released above foot
 4. Follow-through with kick
- **Kicking and Trapping with Soccer Balls**
 - Standing 5-8 feet from the wall, kick the soccer ball against the wall using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you off the wall. Repeat activity 8-10 feet from the wall and again 10-12 feet from the wall while maintaining control of the kick and trap. **Note:** The student should be able to maintain ball control at the close location before moving farther back from the wall. Continue for 2-3 minutes.
 - Challenge: Partners with one soccer ball. Standing about 8-10 feet apart, kick the soccer ball back and forth to your partner using correct form. Repeat with the other foot. Trap the soccer ball using correct form as it comes back to you from your partner. Continue for 2-3 minutes.
 - Challenge: Set up “goal” cones. Standing 5-8 feet from goal cones, kick the soccer ball straight through the goal using correct form. Repeat with the other foot. Repeat increasing the distance 8-10 feet and 10-12 feet from the goal. Continue for 2-3 minutes.
 - Challenge: Partners with one soccer ball. Standing about 5-8 feet apart, kick the soccer ball to your partner using correct form. Trap the soccer ball using correct form as it comes back to you from your partner. Each time both partners kick and trap the soccer ball using correct form one partner

can take a step back and kick again. Repeat until ball is not successfully kicked/trapped correctly, at which time they start at the beginning point again. Continue for 3-5 minutes.

- Challenge: Partners with one soccer ball. Standing about 8-10 feet apart, kick the soccer ball to your partner using correct form as they run back and forth in a 5-10 range. Repeat with the other foot. Switch roles and repeat. Trap the soccer ball using correct form as it comes to you from your partner. Continue for 3-5 minutes.
- **Punting**
 - Standing 10-12 feet from the wall, punt the soccer ball high against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Standing 10-12 feet from the wall, punt the football high against the wall (or outside) using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Standing on one end of the outside playing field, punt the soccer ball as high and as far as you can high using correct form. Repeat with the other foot. Continue for 2-3 minutes.
 - Standing on one end of the outside playing field, punt the football as high and as far as you can high using correct form. Repeat with the other foot. Continue for 2-3 minutes.

Dribbling

READY

- 4 cones (for boundaries)
- Cones (5 per partner group)
- Spot Markers (one per person)
- Basketballs (one per person)
- Soccer balls (one per person)

SET

- Create large (30X30 paces) activity area
- Place the spot markers around the activity area
- Place the basketballs and soccer balls along one side of the activity area, outside the playing area
- When cones are needed for dribbling practice, have each partner group get five cones and set them up five steps apart from each other

GO!

- **Introduction to Dribbling**
 - Today we are going to practice dribbling with correct form (critical elements).
 - The critical elements of dribbling for basketball are:
 1. Knees slightly bent with opposite foot forward when dribbling in self space
 2. Use the finger pads not the palm of the hand
 3. Firm contact with top of ball using wrist flexion
 4. Extend arm to push the ball (not strike the ball with hand) to the floor
 5. Eyes looking “over”, not down at the ball
 - The critical elements of dribbling for soccer are:
 1. Toe of the contact foot is pointing out
 2. Contact foot is slightly off the ground with sole parallel to the ground
 3. Make contact with the inside of each foot repeatedly in a controlled manner
 4. Eyes looking around the field, not down at the ball
- **Dribbling Basketballs**
 - Standing on your spot marker, dribble the basketball using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, dribble the basketball at the low level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, dribble the basketball at the high level using correct form. Repeat with the other hand. Continue for about a minute.
 - Standing on your spot marker, dribble the basketball at the medium level using correct form. Repeat with the other hand. Continue for about a minute.
 - Starting on the sideline, dribble the basketball to the opposite sideline walking using correct form. Repeat with the other hand. Continue for 2-3 minutes.
 - Starting on the sideline, dribble the basketball to the opposite sideline jogging using correct form. Repeat with the other hand. Continue for 2-3 minutes.
 - Challenge: Standing with feet a little more than shoulder width apart on your spot marker, dribble the basketball at the low level in a figure eight pattern around your legs using correct form. Continue for about a minute.

- Challenge: Partners with one basketball and five cones set up five steps apart. Starting from the sideline one partner dribbles around the cones and back walking using correct form. Switch to next partner and repeat. Partner who is watching should make sure their partner is doing the critical elements correctly. Increase dribbling speed as long as partner is dribbling correctly with ball control. Continue for 3-5 minutes.
- **Dribbling Soccer Balls**
 - Standing on your spot marker, tap the soccer ball back and forth between your feet using correct form. Continue for about a minute.
 - Starting on the sideline, dribble the soccer ball to the opposite sideline walking using correct form. Continue for 2-3 minutes.
 - Starting on the sideline, dribble the soccer ball to the opposite sideline jogging using correct form. Continue for 2-3 minutes.
 - Challenge: Moving around the playing area, dribble the soccer ball in a zig-zag pathway using correct form without running into anyone or losing control of the soccer ball. Continue for 3-5 minutes.
 - Challenge: Partners with one soccer ball and five cones set up five steps apart. Starting from the sideline one partner dribbles around the cones and back walking using correct form. Switch to next partner and repeat. Partner who is watching should make sure their partner is doing the critical elements correctly. Increase dribbling speed as long as partner is dribbling correctly with ball control. Continue for 3-5 minutes.

Striking

READY

- 4 cones (for boundaries)
- Spot Markers (one per person)
- Bats (one per partner group)
- Bases or towels (one per partner group)
- Softballs (lots)
- Racquets or paddles (one per person)
- Tennis balls or whiffle balls (one per person)
- Bases or spot markers (one per partner group)

SET

- Create large (60X60 paces) activity area
- Place the spot markers around one end of the activity area giving individual space between markers
- Place the bats, softballs, racquets/paddles, tennis balls/whiffle balls along one side of the activity area, outside the playing area
- When bases/spot markers are needed for batting practice, have each partner group get one base/spot marker and place it 20 paces apart from each other along the sideline (all hitting the same direction) of the activity area

GO!

- **Introduction to Striking**
 - Today we are going to practice striking with correct form (critical elements). Striking is to hit an object (ball) with an implement (bat, racquet, or paddle).
 - The critical elements of striking (short implement) are:
 1. Body aligned and position under the ball
 2. Hold racquet or paddle back in preparation for striking
 3. Step on opposite foot as contact is made
 4. Swing racquet or paddle with low to high stroke
 5. Step with front foot to contact with hip/trunk rotation on swing
 6. Swing low to high following through for completion of the striking action
 - The critical elements of striking (long implement) are:
 1. Bat up and back in preparation for the striking action
 2. Non-dominate side faces tosser
 3. Step with front foot to contact with hip/trunk rotation on swing
 4. Swing the bat on a horizontal plane
 5. Wrist uncocks on follow-through for completion of the striking action
- **Striking – Short Implement**
 - **Note:** Use racquets and/or paddles with tennis balls and/or whiffle balls for these activities.
 - Warm-up & Control: Standing on your spot marker, practice lightly (softly) tapping the ball up in the air with the racquet/paddle. Practice controlling the ball. Continue for about a minute.
 - Warm-up & Control: Standing on your spot marker, practice lightly (softly) bouncing the ball to the ground with the racquet/paddle. Practice keeping control of the ball. Continue for about a minute.
 - Standing about 3-5 feet from the wall, bounce the tennis ball/whiffle ball on the floor and strike with the racquet/paddle to the wall using correct form. Repeat with the other hand. Continue for 2-3 minutes.

- Standing about 3-5 feet from the wall, bounce the tennis ball/whiffle ball on the floor and strike with the racquet/paddle to the wall using correct form and continue the rally allowing the ball to hit the ground before striking each time. Repeat with the other hand. Continue for 2-3 minutes.
- Challenge: Partners with one racquet/paddle and one tennis ball/whiffle ball. Standing about 5-8 feet apart, one partner toss the ball to their partner so that it bounces before reaching their partner. Partner strikes the tennis ball/whiffle ball with the racquet/paddle using correct form back to their partner. Repeat multiple times with both hands and then switch roles. Continue for 3-5 minutes.
- Challenge: Partners with two racquets/paddles and one tennis ball/whiffle ball. Standing about 5-8 feet apart, rally the tennis ball/whiffle ball back and forth between partners repeatedly using correct form and making sure that the ball bounces between hits. Repeat with the other hand. Continue for 3-5 minutes.
- **Striking – Long Implement**
 - **Note:** Use bats with softballs and/or whiffle balls for these activities.
 - **Note:** Beginners should have the softball/whiffle ball placed on a batting tee so that it is stationary for them to hit. Batting tee should be set at waist height.
 - **Note:** Due to the need for individual direction instruction with batting, students can continue working on other skills – striking, throwing, and catching while waiting their turn to practice batting.
 - Standing beside the batting tee strike the ball with the bat using correct form. Repeat on opposite side of the tee (opposite hand). Continue for 2-3 minutes. Rotate students.
 - Standing beside home plate/spot marker strike the pitched ball with the bat using correct form. Repeat on opposite side of home plate/spot marker (opposite hand). Continue for 2-3 minutes. Pitcher should be about 10 feet away for beginners and move farther back the more experienced the hitter. Rotate students.
 - Challenge: Partners with one bat, one base/spot marker and two-three softballs or whiffle balls. Standing 10 feet or more apart, one partner tosses the ball to the hitter who strikes the ball using correct form. Repeat multiple times with both hands and then switch roles. Continue for 3-5 minutes.

Volleying

READY

- 4 cones (for boundaries)
- Volleyballs (one per person)
- Racquets or paddles (one per person)
- Tennis balls or whiffle balls (one per person)

SET

- Create large (30X30 paces) activity area
- Place the volleyballs, racquets/paddles, and tennis balls/whiffle balls along one side of the activity area, outside the playing area

GO!

- **Introduction to Volley**
 - Today we are going to practice volleying with correct form (critical elements). Volleying is to strike the ball before it hits the ground. Volleying is done in volleyball and in racquet sports.
 - The critical elements of volleying for passing in volleyball are:
 1. Body aligned and position under the ball
 2. Knees, arms, and ankles bent in preparation of the volley
 3. Hands rounded; thumbs and index fingers make triangle (without touching) in readiness
 4. Ball contacts only the finger pads, not the palm; wrists stay steady
 5. Arms extended upward on contact; follow-through slightly toward target
 - The critical elements of volleying for setting in volleyball are:
 1. Ready position, eyes on the ball
 2. Get under the ball with hands up
 3. Hands up (triangle) at forehead, bent knees
 4. Use finger pads to contact the ball
 5. Extend arms toward target on follow through (like superman)
 - The critical elements of volleying in racquet sports are:
 1. Hold racquet or paddle back in preparation for striking
 2. Step on opposite foot as contact is made
 3. Swing racquet or paddle with low to high stroke
 4. Step with front foot to contact with hip/trunk rotation on swing
 5. Swing low to high following through for completion of the striking action
- **Volleying for Passing Volleyballs**
 - Standing about 3-5 feet from the wall, pass the volleyball to the wall using correct form. Repeat. Continue for about a minute.
 - Standing about 3-5 feet from the wall, pass the volleyball to the wall and back repeatedly using correct form. Continue for 2-3 minutes.
 - Challenge: Partners with one volleyball. Standing about 5-8 feet apart, one partner toss the ball to their partner who volley passes the volleyball back. Repeat multiple times and then switch roles. Continue for 2-3 minutes.
 - Challenge: Partners with one volleyball. Standing about 5-8 feet apart, volley pass the volleyball back and forth between partners repeatedly. Continue for 3-5 minutes.
- **Volleying for Setting Volleyballs**

- Standing about 3-5 feet from the wall, set the volleyball to the wall using correct form. Repeat. Continue for about a minute.
- Standing about 3-5 feet from the wall, set the volleyball to the wall and back repeatedly using correct form. Continue for 2-3 minutes.
- Challenge: Partners with one volleyball. Standing about 5-8 feet apart, one partner toss the ball to their partner who volleys the volleyball back. Repeat multiple times and then switch roles. Continue for 2-3 minutes.
- Challenge: Partners with one volleyball. Standing about 5-8 feet apart, volley set the volleyball back and forth between partners repeatedly. Continue for 3-5 minutes.
- **Volleying – Racquets/Paddles**
 - **Note:** Volleying is to strike the ball before it hits the ground. Use the critical elements provided with the addition of keeping the ball in the air as it is hit against the wall or between partners.
 - Standing about 3-5 feet from the wall, volley the tennis ball/whiffle ball to the wall using correct form. Switch hands and repeat. Continue for about a minute.
 - Standing about 3-5 feet from the wall, continue volleying the tennis ball/whiffle ball to the wall and back repeatedly using correct form. Switch hands and repeat. Continue for 2-3 minutes.
 - Challenge: Partners with one racquet/paddle and one tennis ball/whiffle ball. Standing about 5-8 feet apart, one partner toss the ball to their partner who volleys the tennis ball/whiffle ball back. Repeat multiple times and then switch roles. Continue for 2-3 minutes.
 - Challenge: Partners with two racquets/paddles and one tennis ball/whiffle ball. Standing about 5-8 feet apart, volley the tennis ball/whiffle ball back and forth between partners repeatedly. Continue for 3-5 minutes.