

NAD Multi-grade Physical Education, Grades 5-8:

designed for one or two teacher schools



Summer 2015

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TABLE OF CONTENTS

Introduction	5
Yearly Plan Grades 5-8	9
Procedural Lessons	13
Unit 1, Movement, Motor Skills, and Cooperatives	21
Unit 2, Manipulatives and Cooperatives	49
Unit 3, Jump Rope and Flying Disc	79
Unit 4, Volleyball	107
Unit 5, Stunts and Tumbling	137
Unit 6, Basketball	167
Unit 7, Hockey	197
Unit 7, Racquets and Paddles	227
Unit 8, Soccer	255
Unit 9, Softball and Track and Field	283
Unit 10, Football	311
Appendix	339

Introduction to *NAD Multi-grade Physical Education, Grades 5-8*: 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 5-8. 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 7-8. Using this plan, the teacher will combine grades 5-8 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)

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 5-8* 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 5-8* document includes the following:

- Yearly Plan for grades 5-8
- 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),
- have multiple assessment stations at the same time, which is good for the culminating assessment, where students record their own results (Grades 5-8)

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, pages 341-342.

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 5-8			
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>Movement concepts & Fundamental motor skills</i> (2 weeks – review) <i>Cooperative activities</i> (2 weeks)	
Weeks 5-8 Dates: _____	Fitness Challenges I	Unit 2 <i>Manipulatives</i> (2 weeks – review) <i>Cooperative activities</i> (2 weeks)	X
Weeks 9-12 Dates: _____	Fitness Challenges II	Unit 3 <i>Jump Rope</i> (2 weeks) <i>Flying Disc</i> (2 weeks)	
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</i> (2 weeks) <i>Track and Field</i> (2 weeks)	
Weeks 37-40 Dates: _____	Fitness Challenges III	Unit 10 <i>Football or Racquets and Paddles</i>	X

Unit 1 – Procedural Lessons & Movement, Motor Skills, Cooperatives Equipment

Procedural Lessons			
Equipment	#1	#2	#3
<i>*4 Corners Task Cards</i>	✓		
chart paper for T-Chart	✓		
cones	✓	✓	✓
<i>Expectation Cards</i>		✓	
fluffballs, scarves, foam balls, or beanbags	✓		✓
footballs and soccer balls			✓
hoops			✓
jump ropes and flying discs			✓
music and player		✓	✓
softballs or rag balls			✓

*check selected card(s) for equipment needs

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
<i>*Fitness Circuit Skill Cards</i>	✓	✓	✓
jump ropes		✓	
mats or carpet squares		✓	
music and player	✓	✓	✓
playground and beach balls		✓	
scooters or large towels		✓	
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
dice			✓
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	✓		
<i>Roll the Dice Task Card</i>			✓
spot markers		✓	✓
tossables		✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
<i>*Fitness Circuit Skill Cards</i>	✓	✓	✓
jump ropes			✓
mats or carpet squares			✓
music and player	✓	✓	✓
soccer balls			✓
spot markers	✓		✓
tossables			✓

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
cones	✓	✓	✓
dice			✓
<i>Dollar and Cents Task Card</i>			✓
<i>*Fitness Circuit Skill Cards</i>	✓	✓	
hoops		✓	✓
jump ropes			✓
mats or carpet squares			✓
music and player	✓	✓	✓
<i>Roll the Dice Task Card</i>			✓
small different colored items (fluffballs, beanbags, etc)			✓
spot markers			✓
tossables			✓

*check selected card(s) for equipment needs

Procedural Lesson #1

Grades 5-8

Lesson Planning Guide

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.5.RB.9	Critiques the etiquette involved in rules of various game activities.
PE.6.RB.9	Identifies the rules and etiquette for physical activities and games.
PE.7.RB.9	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games.
PE.8.RB.9	Applies rules and etiquette by acting as an official for modified physical activities and games.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: <ul style="list-style-type: none"> 4 Corners (<i>ASAP</i> tab, p. 9) 	
5	Expectations: <ul style="list-style-type: none"> 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 4 Corners. Start and stop them every 20-30 seconds and praise them for their quick response. 	The expectation and formation routine activities can be combined and taught together.
5	Formation Routines: <ul style="list-style-type: none"> 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 basic tag game or continue with 4 Corners. “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!” 	
:30 seconds	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Respect equipment Listen and follow instructions 	Task 7 has the students get into a circle. If you 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

	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 4 Corners game used for the introductory activity.	a painted circle, use spot markers arranged in a circle.
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 5-8

Lesson Planning Guide

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.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.

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	optional
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: <ul style="list-style-type: none"> Mingle, Mingle (<i>ASAP</i> tab, p. 7) 	
20-25	SPARK Introduction: Establishing basic pairing and grouping <ul style="list-style-type: none"> 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 5-8

Lesson Planning Guide

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.6.RB.10	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

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
Mixed Bag	4	cones	for boundaries
	4	jump ropes	
	8	hoops	
	2	flying discs	
	2	footballs	
	2	softballs or rag balls	
	2	soccer balls	
		music and player	
Equipment Management	4	cones	for boundaries
	1 per	scarf or beanbag	for equipment practice activity
	1 per	fluffball	for equipment practice activity
Orientation to SPARK PE	4	cones	for boundaries
	1	music and player	optional

Procedural Lesson #3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: <ul style="list-style-type: none"> Mixed Bag (ASAP tab, p. 11) 	
5-10	Equipment Management: <ul style="list-style-type: none"> Three main aspects of dealing with equipment. <ol style="list-style-type: none"> 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 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. 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. 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) 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 <ul style="list-style-type: none"> 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 followed by lining up and walking quietly back to the classroom. Review – We can do more fun activities when equipment is used correctly which means getting it, playing with as directed, and putting it back correctly. Relate – Who can tell 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. Praise – Affirm appropriate behavior. Preview – Next class will learn about general and personal space.	

Unit 1 – Movement, Motor Skills, Cooperatives Grades 5-8

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

Unit Planning Guide

Movement Concepts and Fundamental Motor Skills

These lessons are a quick review for the students in grades 5-8 to ensure that they have basic proficiency in movement concepts, locomotor, and non-locomotor skills.

Cooperative Activities

During the last two weeks of this unit the students will be involved in activities that will help them build relationships, enhance communication skills, and provide opportunities to work together to solve challenges.

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."

"One man practicing sportsmanship is far better than fifty preaching it."

Knute Rockne, football

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 321-332. These lessons are a quick review for the students in grades 5-8 to ensure that they have basic proficiency in movement concepts, locomotor, and non-locomotor skills.

Unit 1 Outline – Movement, Motor Skills, Cooperatives

Grades 5-8

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Fitness Circuits

Day 1 Aerobic Capacity Circuit (*Fitness Circuits* tab, pp. 5-6)

Day 2 Muscular Strength and Endurance Circuit (*Fitness Circuits* tab, pp. 7-8)

Day 3 Flexibility Circuit (*Fitness Circuits* tab, pp. 9-10)

Spotlight on Skills: Locomotor and Nonlocomotor

Day 1 Jumping and Hopping with Levels (Appendix pp. 345-346)

Day 2 Pushing and Pulling with Force (Appendix pp. 349-350)

Day 3 Running and Walking with Varying Speed and Directions (Appendix pp. 343-344)

Assessment: Students will be assessed in their ability to demonstrate the critical elements of Power Walking.

Week 2

Focus on Fitness: Fitness Circuits

Day 1 Body Composition Circuit (*Fitness Circuits* tab, pp. 11-12)

Day 2 Mixed Fitness Circuit (*Fitness Circuits* tab, pp. 13-14)

Day 3 Fitness Grids (*Fitness Circuits* tab, pp. 15-16)

Spotlight on Skills: Locomotor and Nonlocomotor

Day 1 Skipping and Leaping with Transfer of Body Weight (Appendix pp. 347-348)

Day 2 Sliding and Galloping with Flight (Appendix pp. 351-352)

Assessment: Students will be assessed on their ability to slide right and left.

Day 3 Twisting, Turning; Bending and Stretching with Body Shapes (Appendix pp. 353-354)

Week 3

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: Cooperatives

Day 1 Workout Buddies (*Cooperatives* tab, pp. 5-6)

Day 2 Have You Ever? (*Cooperatives* tab, pp. 9-10)

Day 3 Designated Driver (*Cooperatives* tab, pp. 15-16)

Assessment: In written form, students will identify the most difficult part of participating in the Designated Drivers activity.

Week 4

Focus on Fitness: Fitness Circuits

Day 1 Aerobic Capacity Circuit (*Fitness Circuits* tab, pp. 5-6)

Day 2 Muscular Strength and Endurance Circuit (*Fitness Circuits* tab, pp. 7-8)

Day 3 Roll the Dice (*Fitness Circuits* tab, pp. 21-22)

Spotlight on Skills: Cooperatives

Day 1 Stick with Me! (*Cooperatives* tab, pp. 23-24)

Day 2 Stepping Stones (*Cooperatives* tab, pp. 25-26)

Day 3 Dollars and Cents (*Cooperatives* tab, pp. 17-18)

Assessment: Students will assess themselves using the Cooperative All-Star Self-Check
(*SPARKfolio Cooperatives* tab)

Unit 1 Movement and Motor Skills – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.4	Combines jumping and landing patterns with locomotor and manipulative skills in gymnastics and small-sided practice tasks in game environments.
PE.6.PA.1	Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement concepts (e.g., pathways, speed, direction).
PE.7.PA.1	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).

If there is not enough time in the physical education class to complete all parts of the lesson below, 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	optional
Aerobic Capacity Circuit	8-10	cones	1 per station
	misc.	hoops, etc.	optional, as needed per <i>Fitness Circuit Skill Cards</i> chosen
	1	music and player	optional
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 Movement and Motor Skills – Week 1, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> Mingle, Mingle (<i>ASAP</i> tab, p. 7) 	
10	Focus on Fitness: Fitness Circuits <ul style="list-style-type: none"> Aerobic Capacity Circuit (<i>Fitness Circuits</i> tab, pp. 5-6) 	
15	Spotlight on Skills: Locomotor and Nonlocomotor Skills <ul style="list-style-type: none"> Instruction on Jumping and Hopping with Levels (Appendix pp. 345-346) 	
2-3	Closure: <p>Review – Review the movement concept of Levels and the critical elements of Jumping and Hopping.</p> <p>Relate – Explain how the movement concept of levels is used in daily activity. Example: We get in the low level when we tie our shoes.</p> <p>Praise – Affirm appropriate technique used by the student.</p> <p>Preview – Next class will focus on Pushing and Pulling with Force.</p>	

Unit 1 Movement and Motor Skills – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.1	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments.
PE.5.PA.2	Combines movement concepts with skills in small-sided practice tasks in game environments and gymnastics with self direction.
PE.8.PA.10	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.
PE.5.RB.3	Exhibits respect for self with appropriate behavior while engaging in physical activity.
PE.6.RB.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Muscular Strength and Endurance 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 Movement and Motor Skills – Week 1, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Mingle, Mingle (<i>ASAP</i> tab, p. 7)	
10	Focus on Fitness: Fitness Circuits • Muscular Strength and Endurance Circuit (<i>Fitness Circuits</i> tab, pp. 7-8)	
15	Spotlight on Skills: Locomotor and Nonlocomotor Skills • Instruction on Pushing and Pulling with Force (Appendix pp. 349-350)	
2-3	Closure: Review – The movement concepts of force and the critical elements of pushing and pulling. Relate – Explain how the movement concept force is used in daily activity. Example: We use force (pushing and pulling) when we push a grocery cart at the store when helping our mom or dad. Praise – Affirm appropriate behavior of students doing correct technique. Preview – Next class will focus on the fundamental motor skills of running and walking.	

Unit 1 Movement and Motor Skills – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.3	Uses appropriate pacing for a variety of running distances.
PE.5.PA.3	Applies movement concepts to strategy in game situations.
PE.6.PA.1	Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement concepts (e.g., pathways, speed, direction).
PE.7.PA.1	Reduces open space by using locomotor movements (e.g., walking, running, jumping and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal).

Equipment Chart:

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

Unit 1 Movement and Motor Skills – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Mingle, Mingle (<i>ASAP</i> tab, p. 7)	
10	Focus on Fitness: Fitness Circuits • Flexibility Circuits (<i>Fitness Circuits</i> tab, pp. 9-10)	
15	Spotlight on Skills: Locomotor and Nonlocomotor Skills • Instruction on running and walking with varying speed and direction (Appendix pp. 343-344)	
2-3	Closure: Review – The critical elements of running and walking with different speeds. Relate – Share an activity illustrating of running and walking. Praise – Affirm appropriate behavior of proper technique. Preview – Next class will focus on the fundamental motor skills of Leaping and skipping.	

Assessment: (*If students are ready to assess in pairs, otherwise the teacher will assess.*) Working in pairs, students will assess each other in demonstrating the critical elements of Power Walking. Place a check in the column if the element is observed.

Power Walking

<i>student name</i>	<i>lands on heels and rolls to toes</i>	<i>bends elbows to 90°</i>	<i>keeps arms moving in forward/back movement</i>

Unit 1 Movement and Motor Skills – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.6	Performs nonlocomotor actions with correct application, for gymnastics and small-sided practice tasks in game environments.
PE.8.PA.10	Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

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	
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 Movement and Motor Skills – Week 2, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Perimeter Move (<i>ASAP</i> 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: Locomotor and Nonlocomotor Skills • Instruction on skipping and leaping with transfer of body weight (Appendix pp. 347-348)	
2-3	Closure: Review – The critical elements of skipping and leaping. Relate – Share an activity illustrating skipping and leaping. Praise – Affirm appropriate behavior of correct technique. Preview – Next class will focus on the fundamental motor skills of sliding and galloping.	

Unit 1 Movement and Motor Skills – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.6	Performs nonlocomotor actions with correct application, for gymnastics and small-sided practice tasks in game environments.
PE.7.PA.12	Slides in all directions while on defense without crossing feet.

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	
Sliding and Galloping with Flight	4	cones	for boundaries
	1	music and player	optional

Unit 1 Movement and Motor Skills – Week 2, Day 2

Grades 5-8

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: Locomotor and Nonlocomotor Skills • Instruction on Sliding and Galloping with Flight (Appendix pp. 351-352)	
2-3	Closure: Review – The critical elements of galloping and sliding. Relate – Share an activity illustrating galloping or sliding outside of school. Praise – Affirm appropriate behavior of the proper technique. Preview – Next class will focus on the fundamental motor skills of twisting and turning.	

Assessment: Observe students demonstrating their ability to slide right and left using the critical elements.

Scoring – 1-3 with 3 being excellent and 1 being poor

Sliding

<i>student name</i>	<i>sliding right</i>	<i>sliding left</i>

Unit 1 Movement and Motor Skills – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.1	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments.
PE.5.PA.2	Combines movement concepts with skills in small-sided practice tasks in game environments and gymnastics with self direction.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Fitness Grids	15	spot markers	to create 8 grids for up to 32 students
	8	cones	
	4	jump ropes	
	4	carpet squares	or 2 mats
	2	tossables	
	3	soccer-type balls	
	1	music and player	
	8-16	<i>Fitness Circuit Skill Cards and other Skill Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
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 Movement and Motor Skills – Week 2, Day 3

Grades 5-8

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 • Fitness Grids (<i>Fitness Circuits</i> tab, pp. 15-16)	
15	Spotlight on Skills: Locomotor and Nonlocomotor Skills • Instruction on twisting and turning; bending and stretching with body shapes (Appendix pp. 353-354)	
2-3	Closure: Review – The critical elements of twisting and turning. Relate – Share an activity illustrating twisting and turning. Praise – Affirm appropriate behavior of correct technique. Preview – Next class will focus on Cooperative activities-Workout buddies.	

Unit 1 Cooperatives – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PF.4	Actively engages in all the activities of physical education.
PE.7.VH.7	Generates positive strategies (e.g., offering suggestions or assistance, leading or following others, and providing possible solutions) when faced with a group challenge.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Pick a Card Circuit	4	cones	for boundaries
	1-2	packs	of playing cards
	1	hoop/box/bag	to place cards in
	4	<i>Pick a Card Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
	12	jump ropes	
	4	mats	or 8 carpet squares
	1	music and player	
Workout Buddies	4	cones	for boundaries

Unit 1 Cooperatives – Week 3, Day 1

Grades 5-8

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>)	
10	Focus on Fitness: Fitness Circuits • Pick a Card Circuit (<i>Fitness Circuits</i> tab, pp. 17-18)	
15	Spotlight on Skills: Cooperatives • Instruction on Workout Buddies (<i>Cooperatives</i> tab, pp. 5-6)	
2-3	Closure: Review – Working with Abuddy@to do a variety of activities. Relate – How working with your Abuddy@can help you increase fitness. Praise – Affirm appropriate behavior of teams working together. Preview – Next class will focus on doing AHave you ever.”	

Unit 1 Cooperatives – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.1	Describes how being physically active leads to a healthy body.
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Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Fitness Tag Team Traveling Challenges	4	cones	for boundaries
	1 per 2	spot marker	1 per 2 students
	1 per 2	hoop	1 per 2 students
	1 per 2	tossable	1 per 2 students
	1 per 2	carpet squares or mat	1 per 2 students
	1	music and player	
Have You Ever?	1 per	spot markers	minus the 1 in the middle

Unit 1 Cooperatives – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> Perimeter Move (<i>ASAP</i> tab, p.6, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Circuits <ul style="list-style-type: none"> Fitness Tag Team Traveling Challenges (<i>Fitness Circuits</i> tab, pp. 19-20) 	
15	Spotlight on Skills: Cooperatives <ul style="list-style-type: none"> Instruction on activity AHave You Ever@? (<i>Cooperatives</i> tab, pp. 9-10) 	
2-3	Closure: <p>Review – Ways to learn more about your classmates.</p> <p>Relate – Getting to know backgrounds of you can be beneficial.</p> <p>Praise – Affirm appropriate behavior of students respecting other students' personal space.</p> <p>Preview – Next class will focus on ADesignated Drivers."</p>	

Unit 1 Cooperatives – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.6	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.
PE.8.RB.6	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, game play.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Roll the Dice	1	spot marker	per group of 4 to create home base
	1	single die	per group of 4 students
	1 per 4	<i>Roll the Dice Task Card</i>	SPARKfamily.org /per group of 4 students
	1 per 4	jump rope	1 per group of 4 students
	1 per 4	tossable	1 per group of 4 students
	2 per 4	carpet squares or mats	1 per group of 4 students
	1	music and player	
Designated Drivers	4	cones	for boundaries
	misc.	variety of “road hazards” - hoops, spot markers, cones, etc.	

Unit 1 Cooperatives – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> Perimeter Move (<i>ASAP</i> tab, p.6, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Circuits <ul style="list-style-type: none"> Roll the Dice (<i>Fitness Circuits</i> tab, pp. 21-22) 	
15	Spotlight on Skills: Cooperatives <ul style="list-style-type: none"> Instruction on activity@Designated Drivers@ (<i>Cooperatives</i> tab, pp. 15-16) 	Use a bandana instead of hands over eyes.
2-3	Closure: <p>Review – How communicating with your partner is important.</p> <p>Relate – How you need to trust in your classmates for many activities.</p> <p>Praise – Affirm appropriate behavior of students trusting their partner.</p> <p>Preview – Next class will focus on AStick with Me!”</p>	

Assessment: After students complete the Designated Drivers activity, have them write a short paragraph describing the most difficult part of the activity.

Unit 1 Cooperatives – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PF.4	Actively engages in all the activities of physical education.
PE.7.VH.7	Generates positive strategies (e.g., offering suggestions or assistance, leading or following others, and providing possible solutions) when faced with a group challenge.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /Read the “Ready” section to see what equipment is needed
Aerobic Capacity Circuit	8-10	cones	1 per station
	1	music and player	
	misc.	hoops, etc.	as needed per <i>Fitness Circuit Skill Cards</i> chosen
Stick with Me!	4	cones	for start and finish lines

Unit 1 Cooperatives – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Fitness Circuits • Aerobic Capacity Circuit (<i>Fitness Circuits</i> tab, pp. 5-6)	
15	Spotlight on Skills: Cooperatives • Instruction on AStick with Me!” (<i>Cooperatives</i> tab, pp. 23-24)	
2-3	Closure: Review – Working together in groups of 2 and 4 requires team work. Relate – When has the student needed to work closely with other students? Praise – Affirm the teams that reach the finish line successfully. Preview – Next class will focus on doing AStepping Stones.@	Use short rope to tie ankles/legs together

Unit 1 Cooperatives – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.6	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.
PE.8.RB.6	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, game play.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /Read the “Ready” section to see what equipment is needed
Muscular Strength and Endurance Circuit	8-10	cones	1 per station
	1	music and player	
	misc.	jump ropes and/or hoops	as needed per <i>Fitness Circuit Skill Cards</i> chosen
Stepping Stones	4	cones	for start and finish lines
	4 per 5	hoops	4 hoops per group of 5 students

Unit 1 Cooperatives – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Fitness Circuits • Muscular Strength and Endurance Circuit (<i>Fitness Circuits</i> tab, pp. 7-8)	
15	Spotlight on Skills: Cooperatives • Introduction to the activity “Stepping Stones@ (<i>Cooperatives</i> tab, pp. 25-26)	
2-3	Closure: Review – Having a plan to cross the ARiver.@ Relate – How working with a group in a steady process can benefit a student. Praise – Affirm appropriate teamwork as a group. Preview – Next class will focus on ADollars and Cents@ activity.	

Unit 1 Cooperatives – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.4	Describes the role of warm-ups and cool-downs before and after physical activity.
PE.7.PF.3	Designs a warm-up/cool-down routine for a self-selected physical activity.
PE.8.PF.4	Designs and implements a warm-up/cool-down routine for a self-selected physical activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /Read the “Ready” section to see what equipment is needed
Roll the Dice	1	spot marker	per group of 4 to create home base
	1	single die	per group of 4 students
	1 per 4	<i>Roll the Dice Task Card</i>	SPARKfamily.org /per group of 4 students
	1 per 4	jump rope	1 per group of 4 students
	1 per 4	tossable	1 per group of 4 students
	2 per 4	carpet squares or mats	1 per group of 4 students
	1	music and player	
Dollars and Cents	1 per	spot marker	1 per 1 student, used to organize students in a specific formation, to keep space between students
	1 per 2	hoop	1 per 2 students
	5 per 2	small different colored items e.g., fluffballs, beanbags, flying discs	5 per 2 students, each color represents a different monetary value
	4	cones	for boundaries
	1	<i>Dollar and Cents Task Card</i>	SPARKfamily.org

Unit 1 Cooperatives – Week 4, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • 4 Corners (<i>ASAP</i> tab, p. 9)	
10	Focus on Fitness: Fitness Circuits • Roll the Dice (<i>Fitness Circuits</i> tab, pp. 21-22)	
15	Spotlight on Skills: Cooperatives • Introduction of the ADollars and Cents@ activity (<i>Cooperatives</i> tab, pp. 17-18)	
2-3	Closure: Review – How this activity helps in problem solving strategies. Relate – How this activity helps in fitness as well as math. Praise – Affirm students that are able to collect all the items for their group. Preview – Next class will focus on Manipulatives.	

Assessment: Students will assess themselves using the Cooperative All-Star Self-Check (*SPARKfolio* Cooperatives tab)

Unit 2 – Manipulatives and Cooperatives

Grades 5-8

Unit Planning Guide

Manipulatives

Beginning this unit the students will be experiencing a variety of activities designed to give a review of the following basic skills: catching, throwing, kicking, dribbling, striking, and volleying. These skills will be applied to individual and group activities throughout the year.

Cooperative Activities

The lessons in these two weeks will continue with providing opportunities for the students to practice cooperation, encouragement, trust and teamwork.

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."

"Be more concerned with your character than with your reputation. Your character is what you really are while your reputation is merely what others think you are."

John Wooden, basketball

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 333-356. These lessons are a quick review for the students in grades 5-8 to ensure that they have basic proficiency in movement concepts.

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 and Cooperatives

Grades 5-8

(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 Skills – Intermediate/Advanced Levels (Appendix pp. 355-361)
Assessment: Students will be assessed on their ability to catch a playground ball with correct form.
- Day 2 Throwing Skills – Intermediate/Advanced Levels (Appendix pp. 363-368)
- Day 3 Kicking, Trapping, and Punting – Intermediate/Advanced Levels (Appendix pp. 369-372)

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 – 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: Manipulative Skills

- Day 1 Dribbling Skills (Appendix pp. 373-374)
- Day 2 Striking Skills – Short and Long (Appendix pp. 375-376)
Assessment: Students will be assessed on their ability to use correct form when using a ball and racquet or paddle.
- Day 3 Volleying Skills (Appendix pp. 377-378)

Week 3

Focus on Fitness: Fitness Challenges 1

- 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: Cooperatives

- Day 1 Twist, Turn, Bend, and Stretch (*Cooperatives* tab, pp. 11-12)
- Day 2 Group Juggling (*Cooperatives* tab, pp. 19-20)
 Assessment: Students will be assessed on their ability to successfully complete a simple juggle (toss in the air and catch) in different body positions.
- Day 3 Pass It Around (*Cooperatives* tab, pp. 31-32)

Week 4

Focus on Fitness: Fitness Challenges 1

- 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: Cooperatives

- Day 1 Parachute Play (*Cooperatives* tab, pp. 37-38)
- Day 2 Hog Call (*Cooperatives* tab, pp. 13-14)
- Day 3 Personal Best Day #1

Unit 2 – Manipulatives and Cooperatives Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
<i>4 Corners Task Cards</i>	✓	✓	✓
beach balls			✓
beanbags	✓		
cones	✓	✓	✓
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>			✓
bases or towels		✓	
basketballs	✓		
bat		✓	
cones	✓	✓	✓
music and player	✓	✓	✓
racquets or paddles		✓	✓
soccer balls	✓		
softballs		✓	
spot markers		✓	
tennis balls or whiffle balls		✓	✓
volleyballs			✓

Week 3			
Equipment	Day 1	Day 2	Day 3
balls or other small manipulatives	✓	✓	
cones	✓	✓	✓
hoops			✓
music and player	✓	✓	✓
paddles			✓
playground balls			✓

Week 4			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
hoops	✓		
mats or carpet squares			✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
<i>Parachute Play Task Card</i>	✓		
pencils			✓
playground balls	✓		
small parachute	✓		
stopwatch			✓
tossables	✓		

Unit 2 Manipulatives – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.6.MS.4	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
PE.7.MS.4	Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.

Equipment Chart:

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

Unit 2 Manipulatives – Week 1, Day 1

Grades 5-8

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: Fitness Challenge 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 • Instruction on catching skills – Intermediate/Advanced Levels (Appendix pp. 355-361)	
2-3	Closure: Review – Review the movement concepts of catching skills. Relate – Explain how a Catching skill helps in all aspects of sports. Praise – Affirm appropriate behavior of proper technique of catching. Preview – Next class will focus on throwing skills.	

Assessment: In 1-minute timings, evaluate the students on their ability to catch a playground ball with correct form.

Score - 1-3 with 3 being excellent and 1 being poor

Catching Playground Balls

student name	standing on a spot marker:		moving around the area:	
	toss ball in air and catch with both hands	toss ball in air behind yourself, turn and catch with both hands	toss ball in air and catch with both hands	toss ball in air behind yourself, turn and catch with both hands

Unit 2 Manipulatives – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.5.MS.8	Throws underhand and overhand with a mature pattern in static environments (closed skills), with different sizes and types of objects/balls.
PE.6.MS.1	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).
PE.6.MS.2	Throws, while stationary, a leading pass to a moving receiver.
PE.7.MS.1	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
PE.8.MS.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.

Equipment Chart:

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

Unit 2 Manipulatives – Week 1, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> • 4 Corners (ASAP tab p. 10, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Instruction on throwing skills – Intermediate/Advanced Levels (Appendix pp. 363-368) 	
2-3	Closure: <p>Review – Review the movement concepts of catching skills.</p> <p>Relate – Explain how a Catching skill helps in all aspects of sports.</p> <p>Praise – Affirm appropriate behavior of proper technique of catching.</p> <p>Preview – Next class will focus on throwing skills.</p>	

Unit 2 Manipulatives – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.6.MS.5	Foot-dribbles changing speed and direction in a variety of practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	<i>SPARKfamily.org</i>
Kicking, Trapping, and Punting – Intermediate/Advanced Level	4	cones	for boundaries
	1 per	beach ball and playground ball	1 each per student
	2 per	cones	2 per student for challenge activity

Unit 2 Manipulatives – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> • 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) <ul style="list-style-type: none"> • 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	Spotlights on Skill: Manipulative Skills <ul style="list-style-type: none"> • Instruction given on the basic fundamental motor skills of kicking, trapping and punting – Intermediate/Advanced Levels (Appendix pp. 369-372) 	
2-3	Closure: <p>Review – The critical elements of Kicking, Trapping, and Punting.</p> <p>Relate – Share an activity illustrating how a student would use these three skills in a game.</p> <p>Praise – Affirm proper technique of these skills.</p> <p>Preview – Next class will focus on the fundamental motor skills of dribbling.</p>	

Unit 2 Manipulatives – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.5.MS.4	Combines jumping and landing patterns with locomotor and manipulative skills in gymnastics and small-sided practice tasks in game environments.

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 2, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP <ul style="list-style-type: none"> • Flip-Flop (<i>ASAP</i> tab, p. 17) 	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Instruction on the fundamental skills of dribbling (Appendix pp. 373-374) 	
2-3	Closure: <p>Review B The critical elements of dribbling.</p> <p>Relate B Share how there are different types of dribbling used in sports.</p> <p>Praise B Affirm students that are showing the correct form of dribbling.</p> <p>Preview B Next class will focus on the fundamental motor skills of striking.</p>	

Unit 2 Manipulatives – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.1.RB.8	Exhibits the established routines for class activities.
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 activities with peers.
PE.3.RB.8	Exhibits etiquette and adherence to rules in a variety of physical activities.

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 markers	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 markers	1 per partner group
	2 per	softballs	2 per student

Unit 2 Manipulatives – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Flip-Flop (<i>ASAP</i> tab, p. 17)	
10	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 • Instruction given on the technique of striking with a short – and long – handled implement (Appendix pp. 375-376)	
2-3	Closure: Review – The critical elements of striking a ball. Relate – Share an activity illustrating when a student would strike a ball. Praise – Affirm appropriate technique of students when striking correctly. Preview – Next class will focus on the fundamental motor skills of Volleying.	

Assessment: Observe students during 2-minute timings on their performance using correct form while:

- 1) *Isolated hit*. Standing 3-5 feet from the wall, bounce the tennis ball/whiffle ball on the floor and strike with a racquet/paddle to the wall.
- 2) *Rally*. Standing 3-5 feet from the wall, bounce the tennis ball/whiffle ball on the floor and strike with a racquet/paddle to the wall and continue the rally allowing the ball to hit the ground before striking each time.

Scoring – 1-3 with 3 being excellent and 1 being poor

Short-Handled Wall Rally

<i>student name</i>	?	?

Unit 2 Manipulatives – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.4	Combines jumping and landing patterns with locomotor and manipulative skills in gymnastics and small-sided practice tasks in game environments.
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Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Volleying	4	cones	for boundaries
	1 per	volleyballs	1 per student
	1 per	tennis ball or whiffle ball	1 per student
	1 per	racquets or paddles	1 per student

Unit 2 Manipulatives – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Flip-Flop (<i>ASAP</i> tab, p. 17)	
10	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 • Instruction on the proper technique of volleying (Appendix pp. 377-378)	
2-3	Closure: Review – The critical elements of Volleying Relate – Share an activity in which there are different type of volleys used in sports Praise – Affirm appropriate technique of student=s volleys Preview – Next class will focus on Twisting and Turning	

Unit 2 Cooperatives – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.PF.1	Identifies the components of health-related fitness and explains the relationship to overall physical and mental health.
PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Cooperatives	4	cones	for boundaries
	1 per 2	ball or other small manipulative	1 per 2 students

Unit 2 Cooperatives – Week 3, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Flip-Flop (<i>ASAP</i> tab, p. 18, choose one activity from <i>SPARK It Up!</i>)	
10	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	Skill: Cooperatives • Instruction will be given on passing a ball by twisting, turning, bending and stretching (<i>Cooperatives</i> tab, pp. 11-12)	
2-3	Closure: Review – The use of both hands in giving and receiving. Relate – The skills that learned in this class will help in other team sports. Praise – Affirm appropriate technique of doing all four skills. Preview – Next class will focus on juggling.	

Unit 2 Cooperatives – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.1	Describes how being physically active leads to a healthy body.
PE.6.RB.6	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Cooperatives	1 per 5-7	ball or other small manipulative	1 per group of 5-7 students

Unit 2 Cooperatives – Week 3, Day 2

Grades 5-8

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 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: Cooperatives • Instruction given on the technique of tossing an object to another student (<i>Cooperatives</i> tab, p. 19-20)	
2-3	Closure: Review – Correct technique in tossing one or more objects in a group. Relate – How these basic juggling skills can help a person become a good juggler. Praise – Affirm appropriate behavior of juggling. Preview – Next class will focus on passing an object around a circle.	

Assessment: After students have experienced simple juggling techniques, select a manipulative for each student to juggle (toss in the air and catch). Instruct the students to begin juggling by starting in a standing position, then move to kneeling, and finally sitting. Then, back up to a standing position.

Scoring – 3 = successful; 2 = somewhat successful; 1 = oops

Elevator Juggling

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

Unit 2 Cooperatives – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PF.1	Charts and analyzes physical activity outside physical education class for fitness benefits of activities.
PE.6.PF.9	Employs correct techniques and methods of stretching.
PE.7.PF.8	Describes and demonstrates the difference between dynamic and static stretches.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	3	cones	for boundaries
	1	music and player	optional
Cooperatives	1 per 4	larger-size light pieces such as cones, playground balls, paddles	1 per group of 4 students
Houdini Hoops	2 per 5	hoops	2 per 5 students

Unit 2 Cooperatives – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Flip-Flop (<i>ASAP</i> tab, p.18, choose one activity from <i>SPARK It Up!</i>)	
10	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: Cooperatives • Instruction on the skill of passing an object around a circle without using your hands (<i>Cooperatives</i> tab, pp. 31-32) • Teach passing a hoop through a group without letting go of hands from Houdini Hoops (<i>Cooperatives</i> tab, pp. 21-22)	
2-3	Closure: Review – How a team needs to work together to be successful. Relate – How important are a student=s hands in physical activity. Praise – Affirm appropriate behavior of team work. Preview – Next class will focus on working with a parachute.	

Unit 2 Cooperatives – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.2	Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.
PE.7.PF.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.6.RB.10	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Parachute Play	4	cones	for boundaries
	1 per 6	small parachute	1 per 6 students
	1 per 6	tossables (rubber chicken, fun fruit, veggie beanbags, etc.)	1 per 6 students
	1 per 6	playground ball	1 per 6 students
	1 per 6	hoop	1 per 6 students
	1 per 6	<i>Parachute Play Task Card</i>	<i>SPARKfamily.org/1 per 6 students</i>

Unit 2 Cooperatives – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Offense/Defense (<i>ASAP</i> tab, p. 13)	
10	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: Cooperatives • Instruction given to students on how to perform a stunt using a parachute (<i>Cooperatives</i> tab, pp. 37-38)	
2-3	Closure: Review – The skills needed in tossing a parachute Relate – Students need to be able to rotate to different assignments Praise – Affirm appropriate behavior of students that work in tandem Preview – Next class will focus on locating partners	

Unit 2 Cooperatives – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.PF.2	Describes the role of exercise and nutrition in weight management.
PE.7.RB.6	Problem solves with a small group of classmates during adventure activities, small-group initiatives, or game play.
PE.8.RB.6	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, game play.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Hog Call	4	cones	for boundaries

Unit 2 Cooperatives – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Offense/Defense (<i>ASAP</i> tab, p. 13)	
10	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	Skill: Cooperatives • Instruction given on locating your partner by the use of a AHog Call@ (<i>Cooperatives</i> tab, pp. 13-14)	Blindfolds or eye coverings
2-3	Closure: Review – How to locate your partner by just calling out. Relate – The ability to do this activity can be helpful in Areal@life. Praise – Affirm appropriate behavior of students that can locate their partner. Preview – Next class will focus on Personal Best Day.	

Unit 2 Cooperatives – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.PF.9	Participates in a physical activity twice a week outside of physical education class.
PE.8.PF.11	Participates in a variety of self-selected aerobic-fitness activities outside of school (e.g., walking, jogging, biking) at least three times a week.

Personal Best Day #1 Objectives:

PE.5.PF.2	Differentiates between <i>skill-related</i> and <i>health-related fitness</i> .
PE.6.PF.3	Identifies each of the components of the overload principle (<i>FITT formula</i> : frequency, intensity, time, and type) for different types of physical activity (<i>aerobic</i> , muscular fitness, and flexibility).
PE.7.PF.4	Defines how <i>Rating of Perceived Exertion (RPE)</i> Scale is used to determine the perception of the work effort or intensity of exercise.
PE.8.PF.3	Uses the overload principle (<i>FITT formula</i>) in preparing a personal workout.
PE.6.RB.2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk).
PE.7.RB.1	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	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

Unit 2 Cooperatives – Week 4, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Offense/Defense (<i>ASAP</i> tab, p. 13)	
10	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: Cooperatives • Introduction to a Personal Best Day #1 will be given to the students (<i>Personal Best Day</i> tab, p. 5)	
2-3	Closure: Review – The basic movements of bend, twist and turn. Relate – How students need to use other parts of their bodies to move things. Praise – Affirm appropriate cooperative skills. Preview – Next class will focus on the new unit of Jump ropes and Flying Disc.	

Assessment: Personal Best Day #1.

Unit 3 – Jump Rope and Flying Disc Grades 5-8

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."

"It is better to fail aiming high than to succeed aiming low."

Phil Nicholson, football

Unit 3 – Jump Rope and Flying Disc Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
jump ropes	✓	✓	✓
music and player	✓	✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
group recording sheets		✓	
jump ropes	✓	✓	
jump ropes, 10-12 feet			✓
music and player	✓		✓
pencils		✓	

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

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

Unit 3 Outline – Jump Rope and Flying Disc Grades 5-8

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus On Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Challenge* 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 Challenge* 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 Challenge* 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 Introduction to Jump Rope (*Jump Rope* tab, pp. 5-6)
- Day 2 Jump the Circuit (*Jump Rope* tab, pp. 7-8)
Assessment: Students will be assessed on their ability to successfully perform jump rope skills.
- Day 3 Jump Wheel (*Jump Rope* tab, pp. 9-10)

Week 2

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Challenge* 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 Challenge* 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 Challenge* 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 Mirror, Mirror (*Jump Rope* tab, pp. 11-12)
Assessment: Peer assessment will be used to rate jump rope skills.
- Day 2 Group Estimation (*Jump Rope* tab, pp. 13-14)
- Day 3 Jump the Circuit-Partner Tricks (*Jump Rope* tab, pp. 15-16)
Assessment: Students will assess their jump rope routine using the Jump Rope Performance Rubric (*SPARKfolio Jump Rope* tab)

Week 3

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Challenge* 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 (*SPARKfolio Fitness Challenge* 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
- Day 3 (*SPARKfolio Fitness Challenge* 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

Focus on Skills: Flying Disc

- Day 1 Introduction – Backhand Throw and Catch (*Flying Disc* tab, pp. 5-6)
- Day 2 Backhand Give and Go (*Flying Disc* tab, pp. 7-8)
 - Assessment: Students will assess themselves using the Flying Disc Self-Check card (*SPARKfolio Flying Disc* tab)
- Day 3 Forehand Throw (*Flying Disc* tab, pp. 9-10)

Week 4

Focus on Fitness: Fitness Challenges II

- Day 1 (*SPARKfolio Fitness Challenge* 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 (*SPARKfolio Fitness Challenge* 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
- Day 3 (*SPARKfolio Fitness Challenge* 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

Focus on Skills: Flying Disc

- Day 1 Target Throw (*Flying Disc* tab, pp. 13-14)
 - Assessment: With partners, students will assess their skill in throwing into hoop targets.
- Day 2 Pass and Follow (*Flying Disc* tab, pp. 15-16)
 - Corner to Corner Give and Go (*Flying Disc* tab, pp. 17-18)
- Day 3 Hoop to Hoop (*Flying Disc* tab, pp. 19-20)
 - Assessment: Students will be assessed on proper throwing and catching techniques.

Unit 3 Jump Rope – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE5.RB.10	Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities.
PE6.RB.10	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PE7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Introduction to Jump Rope	misc.	jump rope	1 per student
	1	music and player	optional

Unit 3 Jump Rope – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I <i>(SPARKfolio Fitness Challenge tab, orange cards)</i> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Teach the basic skills for beginning jump rope: jog and jump, single and double bounce, hop, forward and back jump (<i>Jump Rope tab, pp. 5-6 and SPARKfolio Jump Rope tab, red cards</i>) 	
2-3	Closure: Review – Review the basic jump rope skills. Relate – Explain how a jump rope skill enhances cardiovascular endurance. Praise – Affirm appropriate jumping technique. Preview – Next class will focus on Group Circuit setting.	

Unit 3 Jump Rope – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.6	Identifies major muscles used in selected physical activities.
PE.7.PF.7	Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Jump the Circuit	misc.	jump rope	1 per student
	6-8	cones	1 per station
	1	music and player	optional

Unit 3 Jump Rope – Week 1, Day 2

Grades 5-8

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 I (<i>SPARKfolio Fitness Challenge</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 • Teach the students how to practice a variety of individual jump rope skills in a circuit format – Jump the Circuit (<i>Jump Rope</i> tab, pp. 7-8)	
2-3	Closure: Review – Working on jump rope skills on a rotational basis. Relate – Working together in a large group. Praise – Affirm appropriate behavior for cooperation in a group. Preview – Next class will focus on following the leader.	

Assessment: As students complete Jump the Circuit activities, their performance will be evaluated at each station.

Scoring –

1 point for each activity performed correctly.

Jump Rope Skills

	Station Numbers					
<i>student name</i>	# 1 Score	# 2 Score	# 3 Score	# 4 Score	# 5 Score	# 6 Score

Unit 3 Jump Rope – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.3	Exhibits respect for self with appropriate behavior while engaging in physical activity.
PE.6.RB.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Jump Wheel	misc.	jump rope	1 per student
	6	cones	for posting <i>Jump Rope Skill Cards</i>
	1	music and player	optional

Unit 3 Jump Rope – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Offense/Defense (ASAP tab, p. 14, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I <i>(SPARKfolio Fitness Challenge tab, orange cards)</i> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Working on jump rope techniques in a large group. • Following the lead of the first person in each line as identified in Jump Wheel (<i>Jump Rope</i> tab, pp. 9-10) 	
2-3	Closure: Review – Working on jump rope skills in each group. Relate – How working together in a group benefits everyone. Praise – Affirm appropriate behavior for cooperation in a group. Preview – Next class will focus on mirroring your classmate.	

Unit 3 Jump Rope – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.8.VH.6	Participates in learning new personally challenging activities.

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>
Mirror, Mirror	misc.	jump rope	1 per student
	1	music and player	optional

Unit 3 Jump Rope – Week 2, Day 1 Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (ASAP tab, p. 19)	
10	Focus on Fitness: Fitness Challenges I (SPARKfolio Fitness Challenge 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 • Working on mirroring a partner's jump rope tricks. • Focusing on copying jump roping skills. Mirror, Mirror (Jump Rope tab, pp 11-12)	
2-3	Closure: Review – The critical elements of jumping rope skills. Relate – Share an activity illustrating working as a team. Praise – Affirm appropriate behavior of each student cooperating with their partner. Preview – Next class will focus on the fundamental motor skills of long rope jumping.	

Peer Assessment: Using the Jump Rope Skills Performance Rubric (SPARKfolio Jump Rope tab) students will pair up and rate jump rope skills.

Unit 3 Jump Rope – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.11	Participates in a variety of moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (e.g., step aerobics, recreational team sports, or outdoor pursuits).
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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>
Group Estimation	misc.	jump ropes	2 individual jump ropes per group of 3 students
	misc.	pencil	1 per group of 3 students
	4	cones	for boundaries
	misc.	group recording sheet	1 per 3 students
	1	music and player	optional

Unit 3 Jump Rope – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Meet Me in the Middle (ASAP tab, p. 19)	
10	Focus on Fitness: Fitness Challenges I (SPARKfolio Fitness Challenge tab, orange cards) <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Fundamental motor skills used in jumping with a partner in a small group. • Estimating the number of successful jumps a student can do in a row. Group Estimation activity (<i>Jump Rope</i> tab, pp. 13-14) 	
2-3	Closure: <p>Review – The critical elements of hopping and jumping rope in a group.</p> <p>Relate – How predicting things in life can be beneficial.</p> <p>Praise – Affirm appropriate behavior for working together in a team.</p> <p>Preview – Next class will focus on the fundamental motor skills of jumping with a long rope.</p>	

Unit 3 Jump Rope – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.21	Creates a jump-rope routine with a partner using either a short or long rope.
PE.7.PF.10	Participates in a variety of strength- and endurance-fitness activities (e.g., weight training, body-weight training, resistance training) at least three times a week.
PE.8.PF.10	Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times per week.

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>
Jump the Circuit (Partner Tricks)	misc.	jump rope (10'-12')	per pair
	6-8	cones	1 per station
	1	music and player	

Unit 3 Jump Rope – Week 2, Day 3

Grades 5-8

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: Fitness Challenges I (<i>SPARKfolio Fitness Challenge</i> tab, orange cards) <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Fundamental motor skills • Coordinating the motor skills used in long rope jumping with a partner in Jump the Circuit (<i>Jump Rope</i> tab, pp.15-16) 	
2-3	Closure: <p>Review – The critical elements of jumping in coordination with partners.</p> <p>Relate – Share an activity illustrating jumping in tandem.</p> <p>Praise – Affirm appropriate behavior of team work.</p> <p>Preview – Next class will focus on jump rope add-ons.</p>	

Assessment: Individual students or groups of students will assess their jump rope routine using the Jump Rope Performance Rubric (*SPARKfolio Jump Rope* tab).

Unit 3 Flying Disc – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.6	Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.
PE.8.RB.6	Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, game play.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	4	cones	for boundaries
	1	music and player	optional
Backhand Throw and Catch	4	cones	for boundaries
	1	flying disc	1 disc per pair of students

Unit 3 Flying Disc – Week 3, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Meet Me in the Middle (ASAP tab, p. 12, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Challenge</i> tab, orange cards) <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Introduce the backhand throw and A clap@ catch of partner • Demonstrate the thumb/index finger placement on a disc (<i>Flying Disc</i> tab, pp. 5-6) 	
2-3	Closure: <p>Review – Review the grip of the hand on the disc.</p> <p>Relate – Explain how the correct grip is essential in throwing disc.</p> <p>Praise – Affirm appropriate placement of grip that the students used.</p> <p>Preview – Next class will focus on giving to and receiving from a partner.</p>	

Unit 3 Flying Disc – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.6	Analyzes results of pre- and post- fitness assessment, comparing results with fitness components for good health.
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Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	4	cones	for boundaries
	1	music and player	optional
Backhand Give and Go	1	flying disc	1 per each pair of students
	4	cones	for boundaries

Unit 3 Flying Disc – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Meet Me in the Middle (ASAP tab, p. 12, choose one activity from SPARK It Up!) 	
10	Focus on Fitness: Fitness Challenges I <i>(SPARKfolio Fitness Challenge tab, orange cards)</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Practice distance backhand throws with a partner • Thrower stays and partner becomes the receiver (<i>Flying Disc</i> tab, pp. 7-8) 	
2-3	Closure: Review – Work on cooperation between teammates. Relate – Explain how this skill can be used in other sports as well. Praise – Affirm appropriate behavior of two teammates working together. Preview – Next class will work on forehand throw and catching drills.	

Assessment: Students will assess themselves using the Flying Disc Self-Check card (*SPARKfolio Flying Disc* tab, white card).

Unit 3 Flying Disc – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.7	Identifies the components of skill-related fitness.
PE.7.PF.6	Distinguishes between health-related and skill-related fitness.
PE.8.PF.7	Compares and contrasts health-related fitness components.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle	4	cones	for boundaries
	1	music and player	optional
Forehand Throw	1	flying disc	1 per each pair of students
	4	cones	for boundaries

Unit 3 Flying Disc – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> • Meet Me in the Middle (ASAP tab, p. 12, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges I <i>(SPARKfolio Fitness Challenge tab, orange cards)</i> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Demonstrate the correct technique of throwing with arm out to side of body (<i>Flying Disc</i> tab, pp. 9-12) • Demonstrate correct placement of hands receiving a disc with both hands in front of body (<i>Flying Disc</i> tab, pp. 9-12) 	
2-3	Closure: Review – The critical elements of throwing and receiving. Relate – Share an activity illustrating throwing and catching. Praise – Affirm correct placement of arms and hands. Preview – Next class will focus on throwing to a target.	

Unit 3 Flying Disc – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.PF.12	Plans and implements a program of cross-training to include aerobic, flexibility, muscular strength, and endurance training.
PE.5.RB.5	Gives corrective feedback respectfully to peers.
PE.6.RB.3	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Target Throw	1	flying disc	1 per each pair of students
	1	hoop	1 per each pair of students
	4	cones	for boundaries

Unit 3 Flying Disc – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Challenges I (SPARKfolio Fitness Challenge 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: • Demonstrate the correct Athrow@ and A go@ procedure used in the Target Throw activity (Flying Disc tab, pp. 13-14)	
2-3	Closure: Review – Review Throw and Go. Relate – Share an activity illustrating throwing to a target. Praise – Affirm appropriate behavior for using correct procedure. Preview – Next class will focus on pass and follow/corner to corner drill.	

Assessment: After students have practiced throwing into hoop targets, pair students up to complete the challenge task from the Target Throw activity. Using the scoring guide below, identify how quickly students can score 20 points. (Access to stop watches or other timing devices may be helpful.)

Scoring:

5 points = if disc is totally inside the hoop

3 points = if disc touches hoop

1 point = if disc rolled through hoop, but didn't land in or on it

Target Throw

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

Unit 3 Flying Disc – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.8	Detects, analyzes, and corrects errors in a partner's motor skills.
PE.5.RB.10	Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities.
PE.6.RB.10	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Pass and Follow	1	flying disc	1 per group of 4-5 students
	misc.	spot markers	2 per group of 4-5 students
Corner to Corner Give and Go	1	flying disc	1 per group of 4 students
	misc.	spot markers	for grids

Unit 3 Flying Disc – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Challenge</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: Work on two drills with pass and moving technique. • Pass and rotate to another area (<i>Flying Disc</i> tab, pp. 15-18)	
2-3	Closure: Review – The critical elements of passing and running. Relate – Share an activity illustrating passing and running. Praise – Affirm appropriate behavior of moving to correct area. Preview – Next class will focus on the fundamental motor skills of tossing, running and catching.	

Unit 3 Flying Disc – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PF.10	Participates in self-selected physical activity outside of physical education class.
PE.7.PF.9	Participates in a physical activity twice a week outside of physical education class.
PE.8.PF.13	Participates in a self-selected lifetime sport, aquatic, or outdoor activity outside of the school day.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Hoop to Hoop	1	flying disc	1 per each pair of students
	1	hoop	1 per each pair of students
	2	cones	to create a line

Unit 3 Flying Disc – Week 4, Day 3 Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Fitness Challenges I (<i>SPARKfolio Fitness Challenge</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: • Fundamental motor skills of tossing, running and catching. • Receiver throws hoop, runs in it and catches pass from thrower. (<i>Flying Disc</i> tab, p. 19-20)	
2-3	Closure: Review – The critical elements of throwing, running and receiving Relate – Share an activity illustrating all 3 skills. Praise – Affirm appropriate behavior of teammates working on drill Preview – Next class begins a unit on volleyball.	

Assessment: Check for ability to demonstrate proper throwing and catching techniques. Use the Performance Rubrics (*SPARKfolio Flying Disc* tab, white card).

Unit 4 - Volleyball

Grades 5-8

Unit Planning Guide

Volleyball

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. These basic skills will be applied to additional volleyball activities which include: forearm pass, overhead pass and underhand serve.

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."

"The strength of the team is each individual member. The strength of each member is the team."

Phil Jackson, basketball

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 5-8

(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 Minutes (*Map Challenges* tab, pp. 9-10)

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

Spotlight on Skills: Volleyball

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

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

Day 3 Introduction to Overhead Pass (*Volleyball* tab, pp. 9-10)

Assessment: Students will be assessed on their performance of the overhead pass (set).

Week 2

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

Day 2 Introduction to Underhand Serve (*Volleyball* tab, pp. 13-14)

Assessment: Students will be assessed on underhand serving.

Day 3 Forearm 21 (*Volleyball* tab, pp. 15-16)

Assessment: Students will be assessed forearm ass, overhand pass and underhand serve.

Week 3

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

Assessment: Students will be assessed on their ability to consecutively bump a volleyball in the air.

Day 2 Crossover (*Volleyball* tab, pp. 19-20)

Day 3 Serving Challenges (*Volleyball* tab, pp. 21-22)

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

Assessment: Students will be assessed on their performance during a game of volleyball.

Day 2 4-Square Volleyball (*Volleyball* tab, pp. 27-28)

Day 3 Assessment: Personal Best Day #2 (*Personal Best Day* tab, pp. 5-6)

Unit 4 – Volleyball Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>			✓
<i>*Chasing and Fleeing or Walk, Jog, Run</i>			✓
cones	✓	✓	✓
foam or soft volleyballs	✓	✓	✓
music and player	✓	✓	✓
spot markers			✓
stopwatch	✓	✓	✓

*check selected card(s) for equipment needs

Week 2			
Equipment	Day 1	Day 2	Day 3
<i>*Chasing and Fleeing or Walk, Jog, Run</i>			✓
cones	✓	✓	✓
music and player	✓	✓	✓
spot markers		✓	
stopwatch	✓	✓	✓
volleyballs	✓	✓	✓

*check selected card(s) for equipment needs

Week 3			
Equipment	Day 1	Day 2	Day 3
<i>*Chasing and Fleeing or Walk, Jog, Run</i>			✓
cones	✓	✓	✓
hoops			✓
music and player	✓	✓	✓
net or barrier			✓
spot markers	✓	✓	
stopwatch	✓	✓	✓
volleyballs	✓	✓	✓

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
mats or carpet squares			✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
ropes – 10 foot	✓	✓	
spot markers	✓	✓	✓
stopwatch	✓	✓	✓
volleyballs	✓	✓	

*check selected card(s) for equipment needs

Unit 4 Volleyball – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.1	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
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	ball	1 per, soft volley trainer or foam ball

Unit 4 Volleyball – Week 1, Day 1

Grades 5-8

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: 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)	
2-3	Closure: Review – Review the body position needed to perform the forearm pass. Relate – Explain how the forearm pass is an essential part of volleyball. Praise – Affirm the students that have demonstrated correct technique in passing. Preview – Next class will be on tossing the ball to a partner and bumping it back.	

Unit 4 Volleyball – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.7	Strikes with a mature overhand pattern in a static environment/closed skills for net/wall games (e.g., volleyball, handball, tennis).
PE.7.MS.7	Strikes with a mature overhand pattern in a dynamic environment for net/wall games (e.g., volleyball, tennis).

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Moving Around the Track – Counting Minutes	4-8	cones	for marking boundaries
	1	stopwatch	
	1	music and player	
Bumping Buddies	1 per	ball	1 per 2 students

Unit 4 Volleyball – Week 1, Day 2

Grades 5-8

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: Map Challenges • Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10)	
15	Spotlight on Skills: Volleyball • Demonstrate the skills needed in tossing the ball to a partner and bumping it back. Bumping Buddies (<i>Volleyball</i> tab, pp. 7-8)	
2-3	Closure: Review – The movement concepts of receiving a pass and bumping to your partner. Relate – Explain how the toss is critical to skill development. Praise – Affirm appropriate behavior of partners that are working together. Preview – Next class will focus on the fundamental skills of the overhead pass.	

Unit 4 Volleyball – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.17	Volleys a ball using a two-hand pattern, sending it upward to a target.
PE.8.MS.15	Two-hand volleys with control in a small-sided game.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	<i>SPARKfamily.org</i>
Moving for Time	1	stopwatch	
	misc.	<i>Chasing and Fleeing</i> or <i>Walk, Jog, Run</i>	read the “Ready” section to see what equipment is needed
Introduction to Overhead Pass	1 per	ball	1 per student

Unit 4 Volleyball – Week 1, Day 3

Grades 5-8

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: Map Challenges • Moving for Time (<i>Map Challenges</i> tab, pp. 11-12)	
15	Spotlight on Skills: Volleyball • To work on the proper feet and hand positioning to perform the skill of the overhead pass. Introduction to Overhead Pass (<i>Volleyball</i> tab, pp. 9-10)	
2-3	Closure: Review – The critical elements of the overhead pass. Relate – Share how the overhead pass is important to continued skill development. Praise – Affirm positive results of setting. Preview – Next class will focus on setting the ball to a partner.	

Assessment: As students complete the Introduction to Overhead Pass activity, evaluate their ability to perform noting the elements cited on the chart.

Score - 1-5 with 5 being excellent and 1 being poor

Overhead Pass (set)

<i>student name</i>	<i>raise arms overhead, bend both elbows</i>	<i>make hand in shape of ball</i>	<i>point thumbs towards eyes</i>	<i>extend knees, elbows and wrists toward target</i>

Unit 4 Volleyball – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.17	Volleys a ball using a two-hand pattern, sending it upward to a target.
PE.6.MS.15	Two-hand volleys with control in a variety of practice tasks.
PE.7.MS.15	Two-hand volleys with control in a dynamic environment.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	3	cones	for boundaries
	1	music and player	optional
Moving Around the Track – Counting Laps	4-8	cones	for marking boundaries
	1	stopwatch	
	1	music and player	
Setting Pairs	1 per	ball	1 per pair of students

Unit 4 Volleyball – Week 2, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 23)	Make the time length short so that the students switch roles in 30 seconds.
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 • Working on being in the “ready position.” Setting Pairs (<i>Volleyball</i> tab, pp. 11-12)	
2-3	Closure: Review – The technique and skill of setting to a partner. Relate – Share an activity in which you need to work with a partner. Praise – Affirm how team mates can work together. Preview – Next class will focus on the underhand serve.	

Unit 4 Volleyball – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.7	Strikes with a mature overhand pattern in a static environment/closed skills for net/wall games (e.g., volleyball, handball, tennis).
PE.6.MS.16	Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickleball).
PE.7.MS.16	Executes consistently (70%) a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball).
PE.8.MS.16	Executes consistently (70%) a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball).

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	4	cones	for boundaries
	1	spot marker	1 marker per pair
	1	volleyball	1 per pair
Moving Around the Track – Counting Minutes	4-8	cones	for marking boundaries
	1	stopwatch	
	1	music and player	
Introduction to Underhand Serve	4	cones	for boundaries
	1 per	ball	1 per student

Unit 4 Volleyball – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 22)	
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 • Instruction in correct hand, arm and feet positioning needed in serving the ball underhanded. Introduction to Underhand Serve (<i>Volleyball</i> tab, pp. 13-14)	
2-3	Closure: Review – The correct technique in perfecting the underhand serve. Relate – The importance of the serve in scoring points in volleyball. Praise – Affirm correct technique used by students in serving. Preview – Next class will focus forearm bumping.	

Assessment: Check for consistency and court placement as students perform the underhand serve.
Student scores are totaled after 5 serves.

Underhand Serve

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

Unit 4 Volleyball – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.7	Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, badminton).
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	4	cones	for boundaries
	1	music and player	optional
Moving for Time	1	stopwatch	
	misc.	<i>Chasing and Fleeing</i> or <i>Walk, Jog, Run</i>	read the “Ready” section to see what equipment is needed
Forearm 21	1 per	ball	1 per 4 students

Unit 4 Volleyball – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 22)	
10	Focus on Fitness: Map Challenges • Moving for Time (<i>Map Challenges</i> tab, pp. 11-12)	
15	Spotlight on Skills: Volleyball • Demonstrate the skills needed to “bump” the ball 21 times in a row. Forearm 21 (<i>Volleyball</i> tab, p. 15) • Demonstrate the “Pass and Follow” technique in bumping the ball to teammates. Forearm 21 (<i>Volleyball</i> tab, p. 16)	
2-3	Closure: Review – The technique of a successful bump to a partner. Relate – Share an activity illustrating working as a team. Praise – Affirm students for doing successful consecutive bumps. Preview – Next class will focus on group bumps-sets.	

Assessment: Check for ability to demonstrate the forearm pass, overhand pass, and underhand serve. Use the Performance Rubrics (*SPARKfolio Volleyball* tab, white card).

Unit 4 Volleyball – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.1	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
PE.6.RB.1	Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Moving Around the Track - Counting Laps	4-8	cones	for marking boundaries
	1	stopwatch	
	1	music and player	
Cooperative Countdown	1 per	spot marker	1 per 4-5 students
	1 per	ball	1 per 4-5 students

Unit 4 Volleyball – Week 3, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Quick Draw (ASAP tab, p. 23, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Map Challenges <ul style="list-style-type: none"> Moving Around the Track - Counting Laps (<i>Map Challenges</i> tab, pp. 7-8) 	
15	Spotlight on Skills: Volleyball <ul style="list-style-type: none"> Demonstrate the correct technique in bumping and setting in a large group. Cooperative Countdown (<i>Volleyball</i> tab, pp. 17-18) 	
2-3	Closure: <p>Review – Bumping, setting and rotating to a new position.</p> <p>Relate – Working as a team is beneficial to everyone.</p> <p>Praise – Affirm appropriate behavior for correct hits to a partner.</p> <p>Preview – Next class will focus on crossover and serving challenges.</p>	

Assessment: Check for the number of consecutive bumps each student can perform while bumping the volleyball in the air. Students will keep track of their score and report to the teacher.

Consecutive Volleyball Bumps

[illegible]

Unit 4 Volleyball – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.5	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	24-30	spot markers	varied colors/shapes/sizes helps
	4	cones	for boundaries
	1	music and player	optional
Moving Around the Track - Counting Minutes	4-8	cones	for marking boundaries
	1	stopwatch	
	1	music and player	
Crossover	4	cones	per 4 students
	misc.	spot markers	to create playing courts
	1 per	ball	1 per 4 students

Unit 4 Volleyball – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Quick Draw (<i>ASAP</i> tab, p. 23, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Map Challenges <ul style="list-style-type: none"> Moving Around the Track - Counting Minutes (<i>Map Challenges</i> tab, pp. 9-10) 	
15	Spotlight on Skills: Volleyball <ul style="list-style-type: none"> Instruct the students in setting-passing the ball to a teammate and then move to the other side of line. Crossover (<i>Volleyball</i> tab, pp. 19-20) Instruct to use hand technique to set the ball up and high enough to put over the head of teammate. Crossover (<i>Volleyball</i> tab, pp. 19-20) 	Thumbs and index fingers must be in “Diamond” shape.
2-3	Closure: Review – The correct positioning of hands. Relate – You must be able to see the ball through the “Diamond.” Praise – Affirm appropriate behavior for a correct set. Preview – Next class will focus on serving challenges.	

Unit 4 Volleyball – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.7	Strikes with a mature overhand pattern in a static environment/closed skills for net/wall games (e.g., volleyball, handball, tennis).
PE.6.MS.16	Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickleball).
PE.7.MS.16	Executes consistently (70%) a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball).
PE.8.MS.16	Executes consistently (70%) a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball).

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Moving for Time	1	stopwatch	
	misc.	<i>Chasing and Fleeing</i> or <i>Walk, Jog, Run</i>	read the “Ready” section to see what equipment is needed
Serving Challenges	4	cones	for boundaries
	1 per	hoop	1 per 2 students
	1 per	ball	1 per 2 students
	1	net or barrier	

Unit 4 Volleyball – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 23, 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 Challenges: • Instruct the students in serving short to a partner and longer to a target. (<i>Volleyball</i> tab, pp. 21-22) • Instruct the students in serving to a partner over a net and deep in the court as possible. (<i>Volleyball</i> tab, pp. 21-22)	Students need to use a closed hand and step into their serve. Students needing a challenge in serving could be assigned activities from Serving Shower (<i>Volleyball</i> tab, pp. 23-24)
2-3	Closure: Review – Correct procedure for the underhand serve. Relate – Using the correct technique is essential in scoring points. Praise – Affirm students for getting serves to your partner. Preview – Next class will focus on Mini-Volleyball.	

Unit 4 Volleyball – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.10	Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.
PE.6.RB.9	Identifies the rules and etiquette for physical activities and games.

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes, sizes help
	4	cones	for boundaries
		music and player	optional
Moving Around the Track – Counting Laps	4-8	cones	for making track
	1	stopwatch	for timing
		music and player	optional
Mini-Volleyball	1 per 6	ball	1 per 6 students
	1 per 6	10' rope	1 per 6 students
	2	cones	per each group

Unit 4 Volleyball – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (ASAP tab, p. 25)	
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 • Students will work in groups of 2 to participate in a modified game. Mini-Volleyball (<i>Volleyball</i> tab, pp. 25-26) • Students need to use all of their skills to serve, bump and set the ball over an extended rope. Mini-Volleyball (<i>Volleyball</i> tab, pp. 25-26)	The volleyball court is shorten and use a rope instead of a net.
2-3	Closure: Review – Work on passing to a teammate before hitting over the net. Relate – Benefits of cooperating with a teammate. Praise – Affirm for using 2-3 hits before putting the ball over the net. Preview – Next class will focus on 4-Square Volleyball.	

Assessment: Using a scale of 1-5 with 5 the highest score, rate each student on their performance during a volleyball game

Volleyball Game

<i>student name</i>	<i>bumping</i>	<i>setting</i>	<i>hitting</i>	<i>participating</i>	<i>serving</i>

Unit 4 Volleyball – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.6	Performs nonlocomotor actions with correct application, for gymnastics and small-sided practice tasks in game environments.
PE.7.RB.5	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
PE.7.RB.9	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games.
PE.8.RB.5	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes, sizes help
	4	cones	for boundaries
		music and player	optional
Moving Around the Track – Counting Minutes	4-8	cones	for marking boundaries
	1	stopwatch	for timing
		music and player	optional
4-Square Volleyball	4 per 8	spot markers	for boundaries, 4 per group of 8 students
	1 per 8	ball	1 per group of 8
	2 per 8	10' ropes or chalk/rope	2 per group of 8

Unit 4 Volleyball – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (ASAP tab, p. 25)	
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 • Students will be instructed in using 3 hits, bumping and setting before sending the ball to another square. 4-Square Volleyball (<i>Volleyball</i> tab, pp. 25-26) • Students need to work on the skills of controlling the ball with a teammate. 4-Square Volleyball (<i>Volleyball</i> tab, pp. 25-26)	The volleyball court is shorten and use a rope instead of a net.
2-3	Closure: Review – Going over the techniques of the basic hits. Relate – The importance of using all 3 hits before the ball go over the net. Praise – Affirm appropriate teamwork if all 3 hits are used. Preview – Next class will focus on skills test and Personal Best Day.	

Unit 4 Volleyball – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.11	Recognizes the type of throw, volley, or striking action needed for different games and sports situations.
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Personal Best Day #2 Objectives:

PE.5.PF.3	Designs a fitness plan to address ways to use physical activity to enhance fitness.
PE.6.PF.5	Defines resting heart rate and describes its relationship to aerobic fitness and the Rating of Perceived Exertion (RPE) Scale.
PE.6.PF.12	Participates in a variety of aerobic-fitness activities using technology (e.g., fitness apps and trackers).
PE.7.PF.12	Designs and implements a program of remediation in an area of weakness based on the results of health-related fitness assessment.
PE.8.PF.5	Defines how the Rating of Perceived Exertion (RPE) Scale can be used to adjust workout intensity during physical activity.
PE.6.RB.2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk).
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes, sizes help
	4	cones	for boundaries
		music and player	optional
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: • Touch 10 (<i>ASAP</i> tab p. 25)	
10	Fitness: Map Challenges • Basic stretching exercises (<i>SPARKfolio</i> orange cards)	
15	Spotlight on Skills: Volleyball • If teacher chooses, test students on basic volleyball skills • Students will do Personal Best Day #2 (<i>SPARK Manual</i> Personal Best Day tab, p.5)	Skills to be tested: -wall volleyball set -wall volleyball bump -volleyball underhand serve
2-3	Closure: Review – All major skills used in volleyball. Relate – How Personal Best days can enhance the student's personal health. Praise – Affirm appropriate behavior for trying to do their best at all activities. Preview – Stunts and tumbling be the emphasis of the next class.	

Assessment: Personal Best Day #2.

Unit 5 - Stunts and Tumbling

Grades 5-8

Unit Planning Guide

Stunts and Tumbling

Stunts are primarily designed to increase abilities such as balance, coordination, flexibility, agility, and strength. 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."

"Gymnastics taught me everything – life lessons, responsibility, discipline and respect."

Shawn Johnson, gymnastics

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.

Unit 5 Outline – Stunts and Tumbling

Grades 5-8

(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 Daily Dozen (*Stunts and Tumbling* tab, pp. 7-8)
Pre-Assessment: Students will complete an assessment to determine their current understanding of stunts and tumbling.
- Day 2 Look, Learn, and Leave (*Stunts and Tumbling* tab, pp. 11-12)
- 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, Ricker, 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 Hoppng, 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 Turn

Spotlight on Skills: Stunts and Tumbling

- Day 1 Stunt Stories and Tumbling Tales (*Stunt and Tumbling* tab, pp.15-16)
- Day 2 Weight Transfer: Forward Roll, Backward Roll (*SPARKfolio Stunts and Tumbling* tab, yellow cards)
- Day 3 Jumping and Landing: Straddle; Weight Transfer: Cartwheel (*SPARKfolio Stunts and Tumbling* tab, yellow cards)
Assessment: Students will be assessed on their ability to perform a cartwheel correctly.

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, Frot 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 Balance and Strength: Tip-Up, Tripod and Headstand (*SPARKfolio Stunts and Tumbling* tab, yellow cards)

Day 2 Partner Tricks: Partner Leg Push-Up and Reverse Wheelbarrow (*SPARKfolio Stunts and Tumbling* tab, yellow cards)

Day 3 Partner Tricks: Table and Horizontal Stand (*SPARKfolio Stunts and Tumbling* tab, yellow cards)
Assessment: Students will write 2-3 sentences showing their understanding of using Table and Horizontal Stand in a routine.

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 Roll, 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 Partner Tricks: Partner Forward Rolls and Piggyback (*SPARKfolio Stunts and Tumbling* tab, yellow cards)

Day 2 Partner Stunts and Tumbling Routine (*Stunts and Tumbling* tab, pp.17-20)

Assessment: Students will be assessed on their creative routine performance – either with a partner or in a group.

Day 3 Assessment: Students will assess their skills completing the Stunts and Tumbling Self-Check form (*SPARKfolio Stunts and Tumbling* tab).

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	✓	✓	✓
spot markers	✓	✓	✓
<i>Stunts and Tumbling Skill Cards</i>		✓	✓

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

Week 3			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓

Week 4			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
directional arrows	✓	✓	✓
mats or carpet squares	✓	✓	✓
music and player	✓	✓	✓

Unit 5 Stunts and Tumbling – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5RB.6	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
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Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes/sizes helps
	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Stunts and Tumbling	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (<i>ASAP tab, p. 26</i> , choose one activity from <i>SPARK IT Up!</i>)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling tab, pp. 7-9</i> ; also choose yellow cards from <i>SPARKfolio Stunts and Tumbling tab</i>) 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 (<i>Stunts and Tumbling tab, pp. 7-8</i>) • Introduce the Daily Dozen Activity • Instruct the student on flexibility, strength building, and aerobic capacity	
2-3	Closure: Review – Review the flexibility, strength and aerobic fitness skills. Relate – Explain how all three of these concepts help in tumbling. Praise – Affirm the students that work on these three fitness concepts. Preview – Next class will focus partner stunts and tumbling skills.	

Pre-assessment: Administer the Stunt and Tumbling Self-Check (*SPARKfolio Stunts and Tumbling tab*) as a pre-assessment prior to the students participating in the activities in this unit. Students will take this Self-Check again at the end of the unit to indicate areas of growth.

Unit 5 Stunts and Tumbling – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.4	Combines jumping and landing patterns with locomotor and manipulative skills in gymnastics and small-sided practice tasks in game environments.
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Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes/sizes helps
	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	as needed
	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 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Touch 10 (ASAP tab, p. 26, 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, Tip-Toe Walk, Jog, Gallop • Weight Transfer: Inch Worm, Seal Walk, Seat Walk, Bear Walk	
15	Spotlight on Skills: Stunts and Tumbling (<i>Stunts and Tumbling</i> tab, pp. 11-12) • Partner stunts and tumbling skills • Instruct students on the proper form in tumbling • Demonstrate the Look, Learn, and Leave drill	
2-3	Closure: Review – The movement concepts needed to do proper tumbling. Relate – Explain how tumbling skills enable students to do more advance gymnastics. Praise – Affirm appropriate skills in tumbling. Preview – The next activity will be on combining skills and stunts to perform them.	

Unit 5 Stunts and Tumbling – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.5	Combines balance and transferring weight in gymnastics sequence.
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Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	24-30	spot markers	varied colors/shapes/sizes helps
	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>	<i>SPARKfamily.org</i> /2 per mat

Unit 5 Stunts and Tumbling – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (ASAP tab p. 26, 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: Power Walk, Tip-Toe Walk, Heel Walk, Gallop • Jumping and Landing Skills: S-Shaped Landings, Banana, Star, Tuck, Straddle	
15	Spotlight on Skills: Stunts and Tumbling (<i>Stunts and Tumbling</i> tab, pp. 13-14) • Demonstrate on combining tumbling skills and stunts in a smooth sequence. • Introduce Tricky Transitions	
2-3	Closure: Review – The correct technique and form in combining tumbling skills. Relate – How transitions help you move from one skill to another. Praise – Affirm students for performing correct tumbling skills. Preview – Next class will focus on doing mini-routines.	

Unit 5 Stunts and Tumbling – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.1	Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and game environments.
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Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body		<i>Flexibility Skill Cards</i>	<i>SPARKfamily.org Fitness Circuit Unit/optional</i>
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Stunt Stories and Tumbling Tales	8-12	mats	8-12 mats or 1 carpet square per student
	misc.	<i>Stunts and Tumbling Skill Cards</i>	<i>SPARKfamily.org/Read the "Ready: section to see what equipment is needed</i>

Unit 5 Stunts and Tumbling – Week 2, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Stretch Your Body (<i>ASAP</i> tab, pp. 27-28)	Make the time length short so that the students switch roles in 30 seconds.
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 (<i>Stunts and Tumbling</i> tab, pp. 15-16) • Instruction on the five skills needed to perform a mini-routine using Stunt Stories and Tumbling Tales	
2-3	Closure: Review – The critical elements of performing a mini routine. Relate – Share how this activity can lead to doing a full routine. Praise – Affirm students that do all five skills as well as they can. Preview – Next class will focus on basic rolling skills.	

Unit 5 Stunts and Tumbling – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.6	Performs nonlocomotor actions with correct application, for gymnastics and small-sided practice tasks in game environments.
PE.5.MS.7	Combines actions, balances and weight transfers to create a gymnastic sequence with a partner on equipment.
PE.6.RB.3	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.

Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body		<i>Flexibility Skill Cards</i>	<i>SPARKfamily.org</i> Fitness Circuit Unit/optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Forward Roll and Backward Roll	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Stretch Your Body (ASAP tab, pp. 27-28)	
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 Dish Rag, Partner Hopping, Twister, See Saw	
15	Spotlight on Skills: Stunts and Tumbling (<i>SPARKfolio Stunts and Tumbling</i> tabs, yellow cards) • Demonstrate the proper technique in Forward Roll and Backward Roll	
2-3	Closure: Review – The critical elements of forward and backward rolls. Relate – Share how these two rolls share similar skills. Praise – Affirm students that use the correct techniques of rolling. Preview – Next class will focus on the fundamental motor skills of cartwheel and straddle.	

Unit 5 Stunts and Tumbling – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.7	Combines actions, balances and weight transfers to create a gymnastic sequence with a partner on equipment.
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Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body		<i>Flexibility Skill Cards</i>	optional <i>SPARKfamily.org Fitness Circuit Unit</i>
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Straddle and Cartwheel	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Stretch Your Body (<i>ASAP</i> tab, pp. 27-28)	
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: Pike, Heel Slap, Heel Click, 180 and 360 Turns	
15	Spotlight on Skills: Stunts and Tumbling (<i>SPARKfolio Stunts and Tumbling</i> tab, yellow cards) • Instruction on the correct skills used in doing the Straddle and Cartwheel	
2-3	Closure: Review – The critical skills needed for doing the cartwheel and straddle. Relate – Share how these two skills can be used in other routines. Praise – Affirm appropriate skills used in doing these skills. Preview – Next class will focus on tip-up, tripod and head stand.	

Assessment: Observe students performing cartwheels 3 times. Record their best score.

Scoring –

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

Cartwheels

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

Unit 5 Stunts and Tumbling – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.2	Combines movement concepts with skills in small-sided practice tasks in game environments and gymnastics with self direction.
PE.8.PA.13	Describes and applies mechanical advantage(s) for a variety of movement patterns.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle-Mingle	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Tip-Up, Tripod and Headstand	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 3, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, p. 7)	
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	
15	Spotlight on Skills: Stunts and tumbling (<i>SPARKfolio Stunts and Tumbling</i> tab, yellow cards) • Instruction on the skills needed for the Tip-Up, Tripod and Headstand	
2-3	Closure: Review – The skills needed to do all three activities. Relate – How all these skills flow from one to another. Praise – Affirm students that are able to coordinate all three skills. Preview – Next class will focus on partner stunts.	

Unit 5 Stunts and Tumbling – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.14	Applies strategies of force during gymnastic activities.
PE.7.PA.14	Identifies and applies Newton's laws of motion to various movement activities.
PE.8.PA.13	Describes and applies mechanical advantage(s) for a variety of movement patterns.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle-Mingle	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Partner Leg Push-Up and Reverse Wheelbarrow	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, p. 7)	
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-Stand, Partner Push-Up, Twister	
15	Spotlight on Skills: Stunts and Tumbling (<i>SPARKfolio Stunts and Tumbling</i> tab, yellow cards) • Instruction on the skills needed for Partner Leg Push-Up and Reverse Wheelbarrow	
2-3	Closure: Review – How students need to work together as a team. Relate – The skills used in this activity connects with the fitness work. Praise – Affirm students working as a team. Preview – Next class will focus on more partner activities.	

Unit 5 Stunts and Tumbling – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.PA.14	Identifies and applies Newton's laws of motion to various movement activities.
PE.8.PA.13	Describes and applies mechanical advantage(s) for a variety of movement patterns.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle-Mingle	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Table and Horizontal Stand	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle, Mingle (ASAP tab, p. 7)	
10	Focus on Fitness: Daily Dozen (<i>Stunts and Tumbling</i> tab, pp. 7-9; al)o 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 (<i>SPARKfolio Stunts and Tumbling</i> tab, yellow cards) • Instruction on the skills to do the Table and Horizontal Stand	
2-3	Closure: Review – The skills needed to perform the two activities. Relate – These skills help with development of tumbling skills. Praise – Affirm the students for doing correct skills. Preview – Next class will focus on partner forward rolls and piggyback.	

Assessment: Assign students to write 2-3 sentences to show their understanding of using Table and Horizontal Stand in a routine. Give them participation points based on their assignment.

Unit 5 Stunts and Tumbling – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.PA.14	Identifies and applies Newton’s laws of motion to various movement activities.
PE.7.PF.5	Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.
PE.7.PF.10	Participates in a variety of strength- and endurance-fitness activities (e.g., weight training, body-weight training, resistance training) at least three times a week.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Partner Forward Rolls and Piggyback	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: ASAP • Perimeter Move (ASAP tab, p.5)	
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 Roll, Seal Walk	
15	Spotlight on Skills: Stunts and Tumbling (<i>SPARKfolio Stunts and Tumbling</i> tab, yellow card) • Instruction on the motor skills needed to do the Partner Forward Rolls and Piggyback	
2-3	Closure: Review – The correct hand and leg positioning needed for this stunt. Relate – The necessity of relying on your partner to help you. Praise – Affirm teamwork exhibited by the two students working together. Preview – Next class will focus on partner stunt hunt and creating a routine.	

Unit 5 Stunts and Tumbling – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.5	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in game environments and gymnastics.
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Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Partner Stunts and creating a Tumbling Routine	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • <i>Perimeter Move</i> (ASAP tab, p. 5)	
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 (<i>Stunts and Tumbling</i> tab, pp. 17-20) • Instruction on mastering a variety of Partner Stunts and creating a Tumbling Routine	
2-3	Closure: Review – Major skills needed for doing a tumbling routine. Relate – All the skills practiced in this unit enables a student to do a successful tumbling routine. Praise – Affirm all the hard work the students have done in this unit. Preview – Next class will focus on assessing all tumbling skills.	

Assessment: After practicing a creative routine, evaluate students using the Stunts and Tumbling Performance Rubric (*SPARKfolio Stunts and Tumbling* tab, white card).

Unit 5 Stunts and Tumbling – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.RB.5	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Daily Dozen	8	mats or carpet squares	1 per student
	8	directional arrows	
Assessment	1 per	mats	as needed

Unit 5 Stunts and Tumbling – Week 4, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 5)	
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 (<i>SPARKfolio Stunts and Tumbling</i> tab, Stunts and Tumbling Self-Check form) • Students will be tested and assessed on all the Stunts and Tumbling skills they have been working on in this unit.	
2-3	Closure: Review – How the students did on the skills they are being tested on. Relate – Performing all these skills which help them with gymnastics. Praise – Affirm the students that worked hard on all the skills. Preview – Next class will focus on introduction of basketball.	

Assessment: Students will complete the Stunts and Tumbling Self-Check (*SPARKfolio Stunts and Tumbling* tab) and compare their skills with their pre-assessment, looking for areas of growth.

Unit 6 - Basketball

Grades 5-8

Unit Planning Guide

Basketball

Students will be given many opportunities to practice basketball skills such as dribbling, shooting, passing, pivoting and eventually a mini-basketball game. 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 - 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 takes 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."

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

Michael Jordan, basketball

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 5-8

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Movement Bands

Day 1 Introduction to Movement Bands (*Movement Band* tab, pp. 5-6)

Day 2 Movement Band Circuit – Individual Tricks (*Movement Band* tab, pp. 7-8)

Day 3 Add-On (*Movement Band* tab, pp. 9-10)

Spotlight on Skills: Basketball

Day 1 Ball Handling Drills and Dribbling (*Basketball* tab, pp. 5-8)

Assessment: Students will be assessed on dribbling skills.

Day 2 Pivoting Drills (*Basketball* tab, pp. 9-10)

Assessment: Students will be assessed on their use of proper form when pivoting.

Day 3 Passing Drills and Grid Passing (*Basketball* tab, pp. 11-12; 15-16)

Assessment: Students will be assessed on their ability to pass a ball with correct form.

Week 2

Focus on Fitness: Movement Bands

Day 1 Lucky Guess – Individual Tricks (*Movement Band* tab, pp. 11-12)

Day 2 Movement Band Circuit – Group Tricks (*Movement Band* tab, pp. 13-14)

Day 3 Lucky Guess – Group Tricks (*Movement Band* tab, pp. 15-16)

Spotlight on Skills: Basketball

Day 1 Shooting Drills (*Basketball* tab, pp. 13-14)

Assessment: Students will be assessed on proper shooting technique.

Day 2 Pass and Follow (*Basketball* tab, pp. 17-18)

Day 3 Keep Away (2 on 1) (*Basketball* tab, pp. 21-22)

Assessment: Students will be assessed on their ability to pass a ball with correct form and strive for improvement since Week 1, Day 3.

Week 3

Focus on Fitness: Movement Bands

Day 1 Create a Routine (*Movement Band* tab, pp. 17-18)

Day 2 Movement Band Circuit – Individual Tricks (*Movement Band* tab, pp. 7-8)

Day 3 Add-On (*Movement Band* tab, pp. 9-10)

Spotlight on Skills: Basketball

Day 1 3 – Catch Basketball (*Basketball* tab, pp. 23-24)

Assessment: Students will be assessed in passing and pivoting skills and strategies.

Day 2 S – P – A – R – K (*Basketball* tab, pp. 25-26)

Assessment: Students will be assessed on their ability to shoot successful baskets.

Day 3 Add 'Em Up (*Basketball* tab, pp. 27-28)

Assessment: Students will be assessed on their shooting techniques.

Week 4

Focus on Fitness: Movement Bands

Day 1 Lucky Guess – Individual Tricks (*Movement Band* tab, pp. 11-12)

Day 2 Movement Band Circuit – Group Tricks (*Movement Band* tab, pp. 13-14)

Day 3 Lucky Guess – Group Tricks (*Movement Band* tab, pp. 15-16)

Spotlight on Skills: Basketball

Day 1 Around the Court (*Basketball* tab, pp. 29-30)

Assessment: Students will assess themselves using the Basketball Self-Check card (*SPARKfolio Basketball* tab)

Day 2 Mini – Basketball (*Basketball* tab, pp. 31-32)

Assessment: Students will be assessed on their performance during a game of basketball.

Day 3 Assessment: Personal Best Day #3 (*Personal Best Day* tab, pp. 5-6)

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
<i>4 Corners Task Cards</i>	✓	✓	✓
balls	✓	✓	✓
cones	✓	✓	✓
hoops	✓		
<i>*Movement Band Skill Cards – Group Tricks</i>		✓	✓
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓		
movement 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>	✓	✓	✓
balls	✓	✓	✓
cones	✓	✓	✓
<i>Create a Routine Task Card</i>	✓		
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓	✓	✓
movement bands	✓	✓	✓
music and player	✓	✓	✓
pencils	✓		
pinnies	✓		
spot markers	✓	✓	

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
balls	✓		
basketball		✓	
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
hoops		✓	
<i>*Movement Band Skill Cards – Group Tricks</i>			✓
<i>*Movement Band Skill Cards – Individual Tricks</i>	✓	✓	
movement bands	✓	✓	✓
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
pinnies		✓	
spot markers	✓		
stopwatch			✓

*check selected card(s) for equipment needs

Unit 6 Basketball – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.13	Combines hand and foot dribbling with other skills during one-on-one practice tasks.
PE.5.MS.15	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
PE.6.MS.6	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
PE.7.MS.6	Dribbles with dominant/nondominant hands using a change of speed and direction in a variety of practice tasks.
PE.8.MS.6	Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Introduction to Movement Bands	1 per 3 -4	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP tab</i> , p. 6, choose one activity from <i>SPARK It Up!</i>)	
10	Focus on Fitness: Movement bands • Introduction to Movement Bands (<i>Movement Band tab</i> , pp. 5-6)	
15	Spotlight on Skills: Basketball • Introduction to ball handling and dribbling skills by playing “Ball-Handling Drills” and “Dribbling Drills” (<i>Basketball tab</i> , pp. 5-8)	*Keep your head up and do not look at the ball. *7th-8th grade need to defend the player with the ball.
2-3	Closure: Review – The movement concepts handling and dribbling a basketball. Relate – The importance of maintaining control of ball. Praise – Affirm appropriate ball handling skills. Preview – Next class will focus pivoting with a basketball.	

Assessment: Observe students dribble the ball in a figure 8-shape for 30 seconds. Check for proper technique.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Figure 8 Dribble

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

Unit 6 Basketball – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.RB.5	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
PE.8.RB.5	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Movement Band Circuit – Individual Tricks	1 per 3 -4	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
Pivoting Drills	1 per	ball	1 ball per student
	4	cones	for boundaries

Unit 6 Basketball – Week 1, Day 2

Grades 5-8

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: Movement Bands • Movement Band Circuit – Individual Tricks (<i>Movement Band</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Instruct the students on the importance of pivoting with your feet by playing “Pivoting Drills” (<i>Basketball</i> tab, pp. 9-10)	
2-3	Closure: Review – The movement concepts of pivoting and rotating on your feet. Relate – Explain how this skill helps in the fundamentals of basketball. Praise – Affirm appropriate pivoting technique done by students. Preview – Next class will focus on the fundamentals of passing.	

Assessment: Check for proper form as students catch and pivot 10 times with the left foot and then 10 times with the right foot.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Pivoting

<i>student name</i>	<i>Pivot with left foot</i>	<i>Pivot with right foot</i>

Unit 6 Basketball – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.12	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, team handball).
PE.7.MS.1	Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
PE.7.MS.2	Throws, while moving, a leading pass to a moving receiver.
PE.8.MS.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
PE.8.MS.2	Throws a lead pass to a moving partner off a dribble or pass.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Add-On	1 per 3 -4	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
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 3

Grades 5-8

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: Movement Bands • Add-On (<i>Movement Band</i> tab, pp. 9-10)	
15	Spotlight on Skills: Basketball • Introduction of Passing Drills and doing Grid Passing (<i>Basketball</i> tab, pp. 11-12; 15-16)	
2-3	Closure: Review – The critical skills needed in passing a basketball. Relate – Share that passing is an important part of team basketball. Praise – Affirm the correct form in passing the basketball. Preview – Next class will focus on the fundamental motor skills of shooting a basketball.	

Peer Assessment: for bounce and chest pass, noting the number of correct bounce passes and chest height passes that are performed out of 10 times; then noting the correct moving target passes out of 5 times

Passing

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

Unit 6 Basketball – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.2	Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, basketball).
PE.7.PA.6	Dribbles with dominant/nondominant hands using a change of speed and direction in a variety of practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Lucky Guess – Individual Tricks	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
Shooting Drills	1 per pair	ball	1 per pair
	1 per pair	hoop	1 per pair

Unit 6 Basketball – Week 2, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP tab, p.9</i>)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Movement Bands • Lucky Guess – Individual Tricks (<i>Movement Band tab, pp. 11-12</i>)	
15	Spotlight on Skill: Basketball • Instruct the students on the proper shooting technique of a basketball through Shooting Drills (<i>Basketball tab, pp. 13-14</i>)	
2-3	Closure: Review – The critical skills of a basketball shot Relate – Share the importance of a proper form of shooting a ball Praise – Affirm appropriate technique used by a student Preview – Next class will focus on the fundamentals of passing and following the pass	

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

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Shooting Technique

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

Unit 6 Basketball – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.12	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, team handball).
PE.5.PA.3	Applies movement concepts to strategy in game situations.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Movement Band Circuit – Group Tricks	2 per 8	movement bands	2 per group of 8 students
	misc.	<i>Movement Band Skill Cards – Group Tricks</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed; for 5 stations
	5	cones	for 5 stations
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 6 Basketball – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP tab, p.9</i>)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Movement Bands • Movement Band Circuit – Group Tricks (<i>Movement Band tab, pp. 13-14</i>)	
15	Spotlight on Skill: Basketball • Instruct the students on the proper shooting technique of a basketball, Pass and Follow (<i>Basketball tab, pp. 17-18</i>)	
2-3	Closure: Review – The critical skills of a basketball shot Relate – Share the importance of a proper form of shooting a ball Praise – Affirm appropriate technique used by a student Preview – Next class will focus on the fundamentals of passing and following the pass	

Unit 6 Basketball – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.6.PA.1	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Lucky Guess – Group Tricks	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Group Tricks</i>	SPARKfamily.org / read the “Ready” section to see what equipment is needed
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 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab, p.9)	
10	Focus on Fitness: Movement Bands • Lucky Guess – Group Tricks (<i>Movement Bands</i> tab, pp. 15-16)	
15	Spotlight on Skills: Basketball • Instruction on how to pivot, pass and move to an open area by playing 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 – Share to the students the importance of combining all three skills. Praise – Affirm the students that master all three skills. Preview – Next class will focus on completing at least passes in a row.	

Assessment: Conduct as a peer or teacher assessment, for bounce and chest pass, noting the number of correct bounce passes and chest height passes that are performed out of 10 times; then noting the correct moving target passes out of 5 times.

Passing

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

Unit 6 Basketball – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.3	Applies movement concepts to strategy in game situations.
PE.5.PA.5	Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in game environments and gymnastics.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
Create a Routine	1 pair per 4	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	
3-Catch Basketball	1 per 6	ball	1 per 6 students
	1 per 2	pinnie	1 per 2 students
	1 per	spot marker	1 per student

Unit 6 Basketball – Week 3, Day 1

Grades 5-8

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: Movement Bands • Create a Routine (<i>Movement Bands</i> tab, pp. 17-18)	
15	Spotlight on Skill: Basketball • Students will be instructed on how to pass a basketball while being guarded by a defender 3-Catch Basketball (<i>Basketball</i> tab, pp. 23-24)	Offensive and defensive strategies will be implemented in this activity.
2-3	Closure: Review – The skills needed in passing against a defender. Relate – How defense is an important part of basketball. Praise – Affirm appropriate strategies used in basketball. Preview – Next class will focus on doing a game of @S-P-A-R-K.”	

Assessment: Check for the following strategies/skills while engaged in the 3-Catch Basketball activity. If the skill or strategy is observed, place an X on the chart below.

Basketball Skills/Strategies

<i>student name</i>	<i>showed space awareness</i>	<i>used pivot without traveling</i>	<i>made quick, smart, accurate passes</i>

Unit 6 Basketball – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.5	Selects appropriate shot based on location of the object in relation to the target/goal.
PE.7.PA.6	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Movement Band Circuit – Individual Tricks	1 per 3 -4	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
S-P-A-R-K	1 per pair	ball	1 per pair
	misc.	spot markers, hoops, baskets, trash cans, etc.	anything that can be used as a target

Unit 6 Basketball – Week 3, Day 2

Grades 5-8

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: Movement Bands • Movement Band Circuit – Individual Tricks (<i>Movement Bands</i> tab, pp. 7-8)	
15	Spotlight on Skills: Basketball • Instruction given on using a players best shot to play the game of S-P-A-R-K (<i>Basketball</i> tab, pp. 25-26)	
2-3	Closure: Review – The students’ best shot for being successful in the game of SPARK. Relate – How players will face competition in playing the game of Basketball. Praise – Affirm positive results of the first player to spell SPARK Preview – Next class will focus on proper hand positioning for shooting a basketball.	

Assessment: During a 30 second timing, identify the number of successful baskets made from the same location chosen by each student.

Shooting Baskets

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

Unit 6 Basketball – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.8.RB.9	Applies rules and etiquette by acting as an official for modified physical activities and games.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Cards</i>	SPARKfamily.org /read the “Ready” section to see what equipment is needed
Add-On	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	
Add ‘Em Up	2 per	balls	2 per group of 4

Unit 6 Basketball – Week 3, Day 3

Grades 5-8

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: Movement Bands • Add-On (<i>Movement Band tab, pp. 9-10</i>)	
15	Spotlight on Skills: Basketball • Instruction on how to Asnap@ or Abreak@ your wrist when shooting a basketball at the hoop by playing Add 'Em Up (<i>Basketball tab, pp. 27-28</i>)	Use the L.I. Goodbye technique when shooting a basketball.
2-3	Closure: Review – The proper technique in shooting a basketball. Relate – How shooting the basketball correctly will help in scoring points in a game. Praise – Affirm the correct form in shooting a basketball. Preview – Next class will focus on dribbling with non-dominant hand.	

Assessment: After students have practiced shooting drills according to the task cards, Basketball tab (*SPARKfolio*), assess them based on the tasks for each card.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Shooting Drills

<i>student name</i>	<i>Hot Potato Score</i>			

Unit 6 Basketball – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
PE.6.RB.5	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
PE.6.RB.9	Identifies the rules and etiquette for physical activities and games.

Equipment Chart:

Activity	#	Item	Additional Information
Flip-Flop	4	cones	for boundaries
	1	music and player	optional
Lucky Guess – Individual Tricks	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
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 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip-Flop (<i>ASAP</i> tab, p. 17)	
10	Focus on Fitness: Movement Bands • Lucky Guess – Individual Tricks (<i>Movement Band</i> tab, pp. 11-12)	
15	Spotlight on Skill: Basketball • Instruction given on how to dribble with non-dominant hand Students will participate in AAround the Court@activity (<i>Basketball</i> tab, pp. 29-30)	Work on keeping the ball below your waist and close to body
2-3	Closure: Review – The skill needed to dribble with the non-dominant hand Relate – Alternating hands in dribbling helps to protect the ball from the defense. Praise – Affirm the appropriate skill used in dribbling. Preview – Next class will focus on mini-basketball game	

Assessment: Students will assess themselves using the Basketball Self-Check card (*SPARKfolio Basketball* tab).

Unit 6 Basketball – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.9	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.
PE.6.PA.8	Reduces open space on defense by making the body larger and reducing passing angles.
PE.6.PA.9	Reduces open space by not allowing the catch or by allowing the catch but not the return pass.
PE.6.PA.13	Transitions from offense to defense or defense to offense by recovering quickly.
PE.7.PA.3	Creates open space by staying spread on offense, and cutting and passing quickly.
PE.7.PA.8	Executes at least one of the following designed to create open space during small-sided game play (e.g., pivots, give and go, fakes, jab steps).
PE.7.PA.13	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
PE.8.PA.2	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
PE.8.PA.6	Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, screens.
PE.8.PA.7	Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her (third party perspective)

Equipment Chart:

Activity	#	Item	Additional Information
Flip-Flop	4	cones	for boundaries
	1	music and player	optional
Movement Band Circuit – Group Tricks	2 per 8	movement bands	2 per group of 8 students
	misc.	<i>Movement Band Skill Cards – Group Tricks</i>	<i>SPARKfamily.org</i> /read the “Ready” section to see what equipment is needed; for 5 stations
	5	cones	for 5 stations
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 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip-Flop (<i>ASAP</i> tab, p.17)	
15	Focus on Fitness: Movement Bands • Movement Band Circuit – Group Tricks (<i>Movement Band</i> tab, pp. 13-14)	
15	Spotlight on Skills: Basketball • Students will focus on using offensive and defensive strategies in playing a “Mini-Basketball” game (<i>Basketball</i> tab, pp. 31-32)	
2-3	Closure: Review – All strategies used by offensive and defensive players. Relate – How working on these strategies will help adjust to a regular game of basketball. Praise – Affirm correct strategies that are used by the players. Preview – Next class will focus on skills test and Personal Best Day.	

Assessment: Using a scale of 1-5 with 5 the highest score, rate each student on their performance during a 5-minute game.

Basketball Game

<i>student name</i>	<i>Offense</i>	<i>Defense</i>	<i>Team Work</i>	<i>Participation</i>

Unit 6 Basketball – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE7.PA.12	Slides in all directions while on defense without crossing feet.
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Personal Best Day #3 Objectives:

PE.5.PF.6	Analyzes results of pre- and post- fitness assessment, comparing results with fitness components for good health.
PE.6.PF.8	Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone- strengthening activity based on current fitness level.
PE.7.PF.13	Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels/nutrition as documented in the log.
PE.8.PF.8	Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level (e.g., fitness apps and trackers).
PE.6.RB.2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk).
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
Flip-Flop	4	cones	for boundaries
	1	music and player	optional
Lucky Guess – Group Tricks	1 pair per	movement bands	1 pair per 3-4 students
	misc.	<i>Movement Band Skill Cards – Group Tricks</i>	SPARKfamily.org/ read the “Ready” section to see what equipment is needed
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	1 per 2 students optional

Unit 6 Basketball – Week 4, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip-Flop (<i>ASAP</i> tab, p.17)	
10	Focus on Fitness: Movement Bands • Lucky Guess – Group Tricks (<i>Movement Band</i> tab, pp. 15-16)	
15	Spotlight on Skills: Basketball • If teacher chooses, test students on basic basketball skills • Personal Best Day #3 (<i>Personal Best Day</i> tab, p. 5)	Skills to be tested: -dribbling -passing -shooting (free-throw) -shooting: (lay-up)
2-3	Closure: Review – All skills that were worked on during Basketball unit Relate – The skills taught in this unit will enhance students basketball abilities Praise – Affirm all students who worked hard on skills test Preview – Next class will focus on Hockey and Racquets	

Assessment: Personal Best Day #3.

Unit 7 - Hockey Grades 5-8

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 and may be practiced individually, in pairs or in groups. This unit provides activities for students to practice and develop the skills required for successful game play.

Hockey Assessment

The majority of the assessments created for this unit are based on the following scoring rubric:

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

After the student scores have been listed on the chart, if the scores are color-coded the different levels can be viewed at a quick glance. Sample:

3 – mastery 2 – average 1 – developing

Hockey Dribbling Skills

<i>student name</i>	<i>ball and stick control</i>	<i>adequate change of speed</i>	<i>ability to change directions adequately</i>
John	3	2	2
Jenny	3	3	2
Preston	2	2	2
Elliott	1	2	1
Rachael	2	2	2
Caleb	2	3	3
Mason	3	2	3
Meredith	2	3	3
Jackson	1	2	2
Kellie	2	1	2

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."

"The higher road of selflessness and of serving others will transform you in ways that selfishness never could. Giving is the only real way that you can begin to get in meaningful ways. Serving others is the only way that you can become a true champion."

Jerry Lynch, baseball

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	✓	✓	✓
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
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
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		✓	✓
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 Outline – Hockey

Grades 5-8

(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 elements of 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 correct hockey dribbling skills.

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 dribble, pass, and use control around items.

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 the control and accuracy of their shooting and dribbling skills.

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 work with and contribute to the team.

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)

Hockey Game

Assessment: Students will be assessed on their overall hockey skills connected with this unit.

Unit 7 Hockey – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.9	Transfers weight with correct timing for the striking pattern (e.g., tennis, softball, hockey).
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Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
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

*medicine ball is a large weighted ball

Unit 7 Hockey – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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 • 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 all elements have been taught for the Introduction to Stick-Handling, evaluate either while students are practicing or pull out to assess individually.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Stick Handling

<i>student name</i>	<i>proper "hand shake" with stick</i>	<i>blade stays under waist</i>	<i>front and back maneuver</i>	<i>transfer of weight on feet</i>	<i>gentle taps</i>

Unit 7 Hockey – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.2	Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, basketball).
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Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	for 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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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 • Dribbling Drills (<i>Hockey</i> tab, pp. 7-8) • Hockey Hoopla (<i>Hockey</i> tab, pp. 17-18)	You will need a smaller ball for younger students.
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 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.5	Foot-dribbles/dribbles with an implement with control, changing speed/direction during small-sided game play.
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Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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 • 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: Observe students while participating in the Hockey Tag Team Traveling Challenge.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Hockey Dribbling Skills

<i>student name</i>	<i>ball and stick control</i>	<i>adequate change of speed</i>	<i>ability to change directions adequately</i>

Unit 7 Hockey – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.20	Combines striking with long implement (e.g., hockey stick), using receiving/traveling skills in a small-sided game.
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Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Resistance Band Workout	1 per	resistance band	1 per student
	1	music and player	upbeat music with 4/4 tempo
	misc.	<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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
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 from corner to corner.	

Assessment: As students complete the Pass and Follow activity, assess their passing skills.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Passing Drills

<i>student name</i>	<i>adequate trapping (receiving)</i>	<i>snap wrist movements when passing</i>	<i>pass using lower hand</i>	<i>able to pass to target area</i>

Unit 7 Hockey – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.MS.10	Strikes, with an implement, a stationary object for accuracy and distance in activities (e.g., croquet, golf).
PE.8.MS.10	Strikes, with an implement, a stationary object for accuracy and power in activities (e.g., croquet, golf).

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	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

Unit 7 Hockey – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
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 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.9	Transfers weight, with correct timing, using low-to-high striking pattern with a long-handled implement on the backhand side.
PE.6.VH.8	Describes how moving competently in a physical activity setting creates enjoyment.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	for 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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
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: Check for dribbling, passing, and control around items, evaluate either while students are practicing or pull out to assess individually.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Hockey Skills

<i>student name</i>	<i>adequate dribbling</i>	<i>adequate passing</i>	<i>adequate control (not touching items)</i>	<i>head constantly scanning area</i>

Unit 7 Hockey – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.13	Shoots on goal with power in a dynamic environment as appropriate to the activity.
PE.7.MS.13	Shoots on goal with power and accuracy in small-sided game play.
PE.8.MS.13	Shoots on goal with a long-handled implement for power and accuracy in modified games (e.g., hockey).

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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
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 5-8

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: 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 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.9	Transfers weight, with correct timing, using low-to-high striking pattern with a long-handled implement on the backhand side.
PE.5.PA.4	Applies the concepts of direction and force to strike an object with a long-handled implement.
PE.6.PA.5	Selects appropriate shot based on location of the object in relation to the target/goal.
PE.6.PA.13	Transitions from offense to defense or defense to offense by recovering quickly.
PE.7.PA.6	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (*medicine or playground)	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

*medicine ball is a large weighted ball

Unit 7 Hockey – Week 3, Day 2

Grades 5-8

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: 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: Check for control and accuracy of students' shooting and dribbling skills.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Shooting and Dribbling Skills

<i>student name</i>	<i>wrist shot is adequate</i>	<i>control and accuracy when shooting</i>	<i>adequate communication between teammates</i>	<i>goals made with a goalie out of 5</i>

Unit 7 Hockey – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.10	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf).
PE.6.VH.7	Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks).

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	for 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 5-8

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: 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 – Hockey skills 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: Students will assess themselves using the Hockey Self-Check card (*SPARKfolio Hockey* tab, white card).

Unit 7 Hockey – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.6	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
PE.6.RB.5	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

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>
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 5-8

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: 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: During the 3-Trap Hockey activity, evaluate the students on their ability to work and communicate with teammates.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Teamwork

<i>student name</i>	<i>adequate communication with teammates</i>	<i>sportsmanship</i>	<i>adequate trapping</i>	<i>team points</i>

Unit 7 Hockey – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.13	Transitions from offense to defense or defense to offense by recovering quickly.
PE.7.PA.4	Creates open space in net/wall games with long-handled implement by varying force and direction, moving opponent from side to side.
PE.7.PA.5	Selects offensive shot based on opponent's location (hit where opponent is not).
PE.5.VH.9	Describes the importance of being a positive spectator.

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>
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	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

Unit 7 Hockey – Week 4, Day 2

Grades 5-8

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: 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 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.12	Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed, and/or level with competency in modified games (e.g., lacrosse, hockey).
PE.7.PA.10	Reduces open space on defense by staying close to the opponent as he/she nears the goal.
PE.7.PA.13	Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
PE.8.PA.11	Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.
PE.8.PA.12	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.
PE.7.VH.10	Demonstrates the importance of social interaction by encouraging others, avoiding trash talk, and providing support to classmates.
PE.8.VH.11	Critiques, from a Christian perspective, the idealized images of the human body and performance, as presented by the media.

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>
Paper Plate Aerobics	2 per	paper plates (dinner size)	2 per student
	4	cones	for 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
Hockey Game	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 5-8

Lesson Plan:

Time minutes	Content	Modifications
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> tab, p. 19)	
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) • Hockey Game	
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: As students are involved in a hockey game, assess hockey skills connected with this unit.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Hockey Game

<i>student name</i>	<i>able to transition from defense to offense</i>	<i>adequate dribbling</i>	<i>adequate passing</i>	<i>adequate communication with teammates</i>	<i>head up and scanning area</i>	<i>adequate stick handling</i>

Unit 7 - Racquets and Paddles

Grades 5-8

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."

"Make sure of your commitment to Jesus Christ, and seek to follow Him every day. Don't be swayed by the false values and goals of this world, but put Christ and His will first in everything you do."

Billy Graham, clergyman

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	✓	✓	✓
hockey sticks			✓
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
chalk, jump ropes, or tape	✓	✓	
cones	✓	✓	✓
low net or line on the ground			✓
music and player	✓	✓	✓
paddle or racquets	✓	✓	✓
<i>Paper Plate Aerobics Prompt Pages</i>			✓
paper plates			✓
<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>*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	✓	✓	✓
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

Unit 7 Outline – Racquets and Paddles

Grades 5-8

(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 assessed on their ability to hold the racquet or paddle correctly.

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

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

Assessment: Students will be assessed on forehand stroke.

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 forehand and backhand foot work and consistency.

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 control of the ball during an activity.

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 forehand and backhand strokes.

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 Badminton – Serving Rules

Assessment: Students will be assessed on serving techniques for singles and doubles.

Day 2 Badminton – Serving Techniques

Assessment: Students will be assessed on short and deep serving techniques.

Day 3 Badminton – Underhand Lob Techniques

Assessment: Students will be assessed on proper lob techniques.

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 – Overhead Lob Techniques

Assessment: Students will be assessed on proper forehand form.

Day 2 Badminton – Overhead Lob Techniques Continued

Day 3 Badminton – Overhead Lob Techniques Continued

Assessment: Students will be assessed on skills covered in this unit.

Unit 7 Racquets and Paddles – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.4	Applies the concepts of direction and force to strike an object with a long-handled implement.
PE.6.VH.7	Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks).

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	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 student

Unit 7 Racquets and Paddles – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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 • 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 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 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.18	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
PE.6.VH.8	Describes how moving competently in a physical activity setting creates enjoyment.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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 • 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 demonstrate forehand stroke. Using a partner to feed balls, feed 5 balls to a student. Rate each hit ball.

3 points – ball is hit in bounds and correct forehand form is used

2 points – ball is hit in bounds

1 point – ball is hit out of bounds

Proper Forehand Stroke

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

Unit 7 Racquets and Paddles – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.8	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net/wall games (e.g., paddleball, pickleball, short-handled racket tennis).
PE.7.MS.9	Transfers weight with correct timing using low-to-high striking pattern with a short-handled implement on the forehand side.

Equipment Chart:

Activity	#	Item	Additional Information
Flip Flop	4	cones	for boundaries
	1	music and player	optional
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 ball	1 per 3-5 students
	1 per	hockey stick	1 per student
	1 ball per 4/5	ball	1 per 4-5 students

Unit 7 Racquets and Paddles – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Flip Flop (<i>ASAP</i> tab, p. 18, 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) • Paddle Call Ball (<i>Racquets and Paddles</i> tab, pp. 13-14, on-line unit)	
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 as well as hitting the ball to a partner with control.	

Assessment: Check for good foot work and consistency with forehand and backhand as a ball is hit against the wall for 30 seconds. Complete this task for both the forehand and backhand strokes.

Possible rating: 9+ times excellent; 5+ times good

Forehand and Backhand

<i>student name</i>	<i>forehand score</i>	<i>backhand score</i>

Unit 7 Racquets and Paddles – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.18	Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
PE.6.MS.14	Forehand volleys with a mature form and control using a short-handled implement.
PE.7.MS.8	Forehand volleys with a mature form and control using a short-handled implement.
PE.7.MS.14	Forehand and backhand volleys with a mature form and control using a short-handled implement.
PE.8.MS.14	Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
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)	You may use a rope about 3 feet from the ground or on the ground if you don't have proper netting.
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 control of the ball while engaged in the Paddle 2-Square activity. Score is based on a scale of 1-5 with 5 being excellent.

Ball Control

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

Unit 7 Racquets and Paddles – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.15	Two-hand volleys with control in a variety of practice tasks.
PE.7.MS.15	Two-hand volleys with control in a dynamic environment.
PE.8.MS.15	Two-hand volleys with control in a small-sided game.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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
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

Unit 7 Racquets and Paddles – Week 2, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
10	Focus on Fitness: Group Fitness • Resistance Band Workout (<i>Group Fitness</i> tab, pp. 17-18)	
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)	You may use a rope about 3 feet from the ground or on the ground if you don't have proper netting.
2-3	Closure: Review – Correct stroke techniques Relate – What are other games you might play using a paddle? Praise – Affirm appropriate behavior and cooperation. Preview – In our next class we will start learning the game of Badminton.	

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

Unit 7 Racquets and Paddles – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.8	Demonstrates the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games (e.g., pickleball, tennis, badminton, paddleball).
PE.5.PA.10	Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Offense/Defense (ASAP tab, p. 13)	
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 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 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.6	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
PE.6.RB.5	Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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
Badminton – Serving Rules	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

Assessment: Check for proper serving technique for doubles and singles.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Serving Techniques

<i>student name</i>	<i>score doubles/singles</i>
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/

Unit 7 Racquets and Paddles – Week 3, Day 1

Grades 5-8

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: 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 – Serving Rules: • Singles Serving: When the game begins and on all even scores, the server serves from the right to the left service court. When the score is odd the server serves from the left to the opposite right service court. If the server wins the rally they serve from the opposite service court. If the receiver wins the rally it is their turn to serve. • Doubles Serving: Each pair only has one serve. If the serving side wins a rally, the serving side scores a point and the same server serves again on the alternate court. If the receiving side wins a rally, the receiving side scores a point and then becomes the new serving side. The players change their respective service courts when they win a point when their side is serving. • The game is played up to 21 points. There must be a 2 point advantage to win. • Practice playing the game. For further instructions go to www.teachpe.com/badminton	
2-3	Closure: Review – Proper techniques of double and single serving. Relate – Share other things that you could serve besides balls. Praise – Affirm appropriate behavior. Preview – Our next class will focus on short and deep serves.	

Assessment: (see previous page)

Unit 7 Racquets and Paddles – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.9	Transfers weight with correct timing for the striking pattern (e.g., tennis, softball, hockey).
PE.6.MS.16	Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickleball).

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	1 per 2 students
Badminton – Serving Techniques	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 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • <i>Offense/Defense</i> (ASAP tab p. 14, choose one activity from SPARK It Up!)	
10	Focus on Fitness: Group Fitness • <i>Fitness in the Middle</i> (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Badminton – Serving Techniques: • Short Serve – Stand close to service line, diagonal to opponent. Hold racket in handshake grip. Make contact with shuttle/racket at thigh area with an open face racket. Drop the serve into the service area as close to net as possible. • Deep Serve – Follow the same technique as the short serve. Swing arm further back and drive the racket through the shuttle. Hit the shuttle as far back of the service area as possible. • Practice these serves as you play the game.	
2-3	Closure: Review – Proper techniques of short and deep serving. Relate – Share how Jesus served others. Praise – Students who did their best. Preview – In our next class we will learn underhand short and long lob techniques.	

Assessment: Check for proper short and deep serving techniques.

3 points – got it

2 points – almost, not there yet

1 point – needs improvement with practice

Proper Short and Deep Serving Techniques

<i>student name</i>	<i>score short/deep</i>
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/
	/

Unit 7 Racquets and Paddles – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.7	Strikes with a mature overhand pattern in a modified game for net/wall games (e.g., volleyball, badminton).
PE.7.PF.12	Participates in a physical activity twice a week outside of physical education class.

Equipment Chart:

Activity	#	Item	Additional Information
Offense/Defense	4	cones	for boundaries
	1	music and player	optional
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	
Badminton – Underhand Lob Techniques	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 3

Grades 5-8

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: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Racquets and Paddles • Badminton – Underhand Lob Techniques: • Underhand short lob – With open face racket and arm fully extended, drop the shuttle over the net. The intent is to lob the shuttle to barely clear the net have it drop near the baseline. • Underhand long lob – Drop back to get momentum to drive the shuttle deep. Open face and extend arm to lob the shuttle over your opponents head to the back baseline. • Practice these lobbing techniques as you play the game.	
2-3	Closure: Review – Underhand long and short lob techniques. Relate – Share something else you have practiced in order to do well. Praise – Affirm students who practiced the techniques correctly. Preview – In our next class we will focus on overhead clear shot strokes.	

Assessment: Check for proper lob technique on either long or short lobs – student choice. Score is based on a scale of 1-5 with 5 being excellent.

Lob Techniques

<i>student name</i>	<i>short lob score</i>	<i>long lob score</i>

Unit 7 Racquets and Paddles – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.7	Strikes with a mature overhand pattern in a static environment/closed skills for net/wall games (e.g., volleyball, handball, tennis).
PE.7.MS.7	Strikes with a mature overhand pattern in a dynamic environment for net/wall games (e.g., volleyball, tennis).
PE.8.MS.9	Transfers weight, with correct timing, using low-to-high striking pattern with a long-handled implement on the backhand side.

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>
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
Badminton – Overhead Lob Techniques	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 5-8

Lesson Plan:

Time minutes	Content	Modifications
2-3	Introductory Activity: (ASAP) • Meet Me in the Middle (<i>ASAP</i> , tab p. 19)	
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 – Overhead Lob Techniques: • Overhead clear shot lob – The purpose of this shot is to drive your opponent to the rear court as deep as possible. Position under the shuttle, turning sideways toward net; Raise arm and racket to full extension; Use open face and aim for “sweet” spot of racket; Follow through should create the “whip” or “swoosh” sound. • Play the game practicing these techniques.	
2-3	Closure: Review –The overhead clear shot lob technique Relate – Practicing helps to make things permanent. How can you practice sharing Jesus with others? Praise – Affirm students who exhibited correct form on the clear shot. Preview – In our next class we will learn the overhead lob drop shot.	

Assessment: Check for critical elements in proper forehand form. Score is based on a scale of 1-3 with 3 being excellent.

Critical Elements in Forehand

<i>student name</i>	<i>grip</i>	<i>racket back</i>	<i>follow through</i>	<i>point of contact</i>	<i>head down</i>	<i>low to high</i>

Unit 7 Racquets and Paddles – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.MS.16	Executes consistently (70%) a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball).
PE.6.PA.4	Creates open space in net/wall games with a short-handled implement by varying force and direction.
PE.7.PA.4	Creates open space in net/wall games with long-handled implement by varying force and direction, moving opponent from side to side.
PE.8.PA.3	Creates open space in net/wall games with either a short- or long-handled implement by varying force or direction or by moving opponent side to side and/or forward and back.

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>
Fitness in the Middle	4	cones	for boundaries
	1 per pair	ball (medicine or utility)	1 per 2 students
Badminton – Overhead Lob Techniques Continued	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 2

Grades 5-8

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: Group Fitness • Fitness in the Middle (<i>Group Fitness</i> tab, pp. 7-8)	
15	Spotlight on Skills: Racquets and Paddles • Badminton – Overhead Lob Techniques Continued: • Overhead Lob, Drop Shot – Use the same technique as clear shot but “break” the wrist on follow through. Position shot to an area just over the net. • Play the game practicing this and other learned techniques.	
.2-3	Closure: Review – Proper technique of the overhead lob drop shot Relate – Practicing helps you do something better. What are other things in your life that you should practice? Praise – Affirm students who cooperated in practice. Preview – In our next class we will learn the overhead lob smash.	

Unit 7 Racquets and Paddles – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.11	Recognizes the type of throw, volley, or striking action needed for different games and sports situations.
PE.6.PA.5	Selects appropriate shot based on location of the object in relation to the target/goal.
PE.6.PA.6	Identifies open spaces and attempts to strike object into a space.
PE.7.PA.5	Selects offensive shot based on opponent's location (hit where opponent is not).
PE.8.PA.12	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.

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>
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	
Badminton – Overhead Lob Techniques Continued	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 3

Grades 5-8

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: Group Fitness • Paper Plate Aerobics (<i>Group Fitness</i> tab, pp. 9-10)	
15	Spotlight on Skills: Racquets and Paddles • Badminton – Overhead Lob Techniques Continued: • Overhead Lob, Smash – Use the same technique as the drop and clear shot but with a powerful overhand shot directly at opponent. “Break” wrist as racket makes contact with shuttle.	
2-3	Closure: Review – Proper techniques of the overhead lob smash Relate – Share how you can show kindness in this game and other areas of life. Praise – Affirm appropriate behavior. Preview – In our next class we will begin a unit on soccer.	

Assessment: Students will assess themselves using the Racquets and Paddles Self-Check card (*SPARKfolio Racquets and Paddles* tab, white card).

Unit 8 – Soccer

Grades 5-8

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.”

“Take your victories, whatever they may be, cherish them, use them, but don’t settle for them.”

Mia Hamm, soccer

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 – Soccer Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
cones	✓	✓	✓
hoops		✓	✓
spot markers	✓	✓	✓

Equipment	Day 1	Day 2	Day 3
balls	✓	✓	✓
beanbags			✓
bowling pins or lightweight cones	✓	✓	
cones	✓	✓	✓
hoops			✓
music and player	✓	✓	✓
spot markers	✓	✓	

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

Week 4			
Equipment	Day 1	Day 2	Day 3
balls	✓		
carpet squares			✓
cones	✓	✓	✓
<i>Fitness Challenge Prompt Pages</i>			✓
hoops	✓	✓	
music and player	✓	✓	✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
pinnies		✓	
pool noodle			✓
small cones		✓	
soccer balls	✓	✓	
<i>*Soccer Grab Bag Cards</i>	✓		
<i>*Soccer Group Challenge Task Card</i>		✓	
spot markers	✓	✓	✓
stopwatch			✓
tall cones	✓	✓	
tossables (beanbags)	✓	✓	✓

*check selected card(s) for equipment needs

Week 2

Unit 8 Outline - Soccer

Grades 5-8

(activities for Focus on Fitness and Spotlight on Skills)

Week 1

Focus on Fitness: Aerobic Games

Day 1 Introduction to Aerobic Games (*Aerobic Games* tab, pp. 1-2)

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 Introduction to Soccer (*Soccer* tab, pp. 1-2)

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

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

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

Assessment: Students will be assessed on their ability to demonstrate dribbling skills.

Day 3 Rainforest (*Soccer* tab, pp. 17-18)

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

Assessment: Students will be assessed on their soccer skills using the Performance Rubric (*SPARKfolio Soccer* tab, white card).

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

Assessment: Students will be assessed on their ability to demonstrate passing skills.

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

Assessment: Students will be assessed on their ability to demonstrate the elements of throw-ins and punting.

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 on their ability to shoot a soccer ball using proper form and control.

Day 2 Dribbling Partner Tag (*Soccer* tab, pp. 27-28)

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

Assessment: Students will be assessed on their ability to define the *Principle of 3s*.

Week 4

Focus on Fitness: Aerobic Games

Day 1 Centipede Bucket Brigade (*Aerobic Games* tab, pp. 15-16)

Day 2 Centipede Bucket Brigade (*Aerobic Games* tab, pp. 15-16)

Day 3 Track and Field (*Aerobic Games* tab, pp. 17-18)

Spotlight on Skills: Soccer

Day 1 Get Your Ball (*Soccer* tab, pp. 31-32)

Soccer Grab Bag (*Soccer* tab, pp. 35-36)

Day 2 Mini-Soccer (*Soccer* tab, pp. 33-34)

Soccer Group Challenge (*Soccer* tab, pp. 37-38)

Assessment: Students will be assessed on their use of offensive and defensive strategies.

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

Unit 8 Soccer – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.VH.6	Expresses (e.g., written essay, visual art) the enjoyment and/or challenge of participating in a favorite physical activity.
PE.5.VH.7	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.
PE.7.VH.8	Discusses how enjoyment could be increased in self-selected physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle – <i>SPARK It Up!</i>	6	cones – spread cones farther apart	for boundaries
Builders and Bulldozers	1	cone	per student
	4	spot markers	for boundaries
Ball-Control Drills	4	cones	for boundaries
	1 per	ball	1 per student

Unit 8 Soccer – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Meet Me in the Middle (ASAP tab, p. 12, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Aerobic Games: <ul style="list-style-type: none"> Teacher information - Introduction to Aerobic Games Unit (<i>Aerobic Games</i> tab, pp. 1-2) Builders and Bulldozers (<i>Aerobic Game</i> tab, pp. 7-8) 	
15	Spotlight on Skill: Soccer <ul style="list-style-type: none"> Teacher information - Introduction to Soccer Unit (<i>Soccer tab</i>, pp. 1-2) Introduce Ball-Control Drills (<i>Soccer</i> tab, pp. 5-6) 	
2-3	Closure: <p>Review – Review the key skills in controlling a soccer ball.</p> <p>Relate – Explain how controlling a ball is important in all sports.</p> <p>Praise – Affirm students that demonstrate good ball handling skills.</p> <p>Preview – Next class will focus on dribbling skills.</p>	

Unit 8 Soccer – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.15	Dribbles with hands or feet with mature patterns in a variety of small-sided game forms.
PE.6.MS.5	Foot-dribbles changing speed and direction in a variety of practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle – <i>SPARK It Up!</i>	6	cones – spread cones farther apart	for boundaries
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
	4	hoops	

Unit 8 Soccer – Week 1, Day 2

Grades 5-8

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: Aerobic Games • Builders and Bulldozers (<i>Aerobic Games</i> tab, pp. 7-8)	
15	Spotlight on Skill: Soccer • Introduction on the skill of dribbling in the Dribbling Drills activity: (<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 – Explain how working on these skills helps in a soccer game. Praise – Affirm students who are able to develop these skills. Preview – Next class will focus on more advanced dribbling drills.	

Assessment: Individually check the students' dribbling skills using the criteria on the chart below.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Soccer Dribbling Skills

<i>student name</i>	<i># of cones after 2 minutes</i>	<i>able to change directions</i>	<i>able to dribble in a zigzag pathway</i>

Unit 8 Soccer – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.1	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments.
PE.5.VH.9	Describes the importance of being a positive spectator.
PE.6.VH.10	Demonstrates respect for self and others in activities, games, and as a spectator, by following the rules, encouraging others and playing in the spirit of the game or activity.

Equipment Chart:

Activity	#	Item	Additional Information
Meet Me in the Middle – <i>SPARK It Up!</i>	6	cones – spread cones farther apart	for boundaries
Builders and Bulldozers	1	cone	per student
	4	spot markers	for boundaries
Rainforest	1 per	ball	1 per student
	1 or more	cones	per student
Soccer Golf	1 per 2	hoop	1 per 2 students
	1 per 2	ball	1 per 2 students

Unit 8 Soccer – Week 1, Day 3

Grades 5-8

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: Aerobic Games <ul style="list-style-type: none"> Builders and Bulldozers (<i>Aerobic Games</i> tab, pp. 7-8) 	
15	Spotlight on Skill: Soccer <ul style="list-style-type: none"> Introduce more advanced dribbling skills: Rainforest (<i>Soccer</i> tab, pp. 17-18) Soccer Golf (<i>Soccer</i> tab, pp. 19-20) 	
2-3	Closure: Review – The critical skills of changing directions with soccer ball. Relate – Share an activity how a student would use this skill in other sports. Praise – Affirm higher level skill achievement of students dribbling a soccer ball. Preview – Next class will focus on the fundamental skills of passing a soccer ball.	

Assessment: While engaged in an activity, assess students' soccer skills using the Soccer Skills Performance Rubric (*SPARKfolio Soccer* tab, white card).

Unit 8 Soccer – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.14	Passes and receives a pass with the feet using a mature pattern as both partners travel.
PE.7.MS.5	Foot-dribbles with control and combined with passing in a variety of practice tasks.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (<i>ASAP tab, p. 21</i>)	Make the time length short so that the students switch roles in 30 seconds.
10	Focus on Fitness: Aerobic Games • Aerobic Bowling (<i>Aerobic Games tab, pp. 9-10</i>)	
15	Spotlight on Skill: Soccer • Introduction of passing a soccer ball in the activity Passing Drills (<i>Soccer tab, pp. 9-10</i>) • Trap, Pass, and Follow (<i>Soccer tab, pp. 21-22</i>)	
2-3	Closure: Review – The critical skills in passing a soccer ball. Relate – Share an activity where you would pass a ball in other sports. Praise – Affirm appropriate skills demonstrated in passing a ball. Preview – Next class will focus on advanced passing skills.	

Unit 8 Soccer – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.MS.5	Foot-dribbles with control and combined with passing in a variety of practice tasks.
PE.7.MS.12	Passes and receives with feet, in combination with locomotor patterns of running and change of direction and speed, competently in modified games (e.g., soccer, speedball).

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	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
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	
10	Focus on Fitness: Aerobic Games • Aerobic Bowling (Aerobic Games tab, pp. 9-10)	
15	Spotlight on Skill: Soccer • Introduce more advanced passing skills in playing Corner to Corner Give and Go (Soccer tab, pp. 23-24)	
2-3	Closure: Review – The critical skills of passing a soccer ball and moving. Relate – Share an activity where you pass a ball and move to another area in another sport. Praise – Affirm appropriate technique used in this skill. Preview – Next class will focus on throw-ins of a soccer ball.	

Assessment: Observe passing skills during the Corner to Corner Give and Go activity or pull out to assess individually.

Passing Skills

<i>student name</i>	<i>able to change directions</i>	<i>adequate passes</i>	<i>fluid motion</i>	<i>adequate foot dribbling</i>

Unit 8 Soccer – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.16	Demonstrates mature patterns of kicking and punting in small-sided practice task environments.
PE.7.VH.10	Demonstrates the importance of social interaction by encouraging others, avoiding trash talk, and providing support to classmates.
PE.8.VH.10	Demonstrates respect for self by asking for help and helping others in various physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	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

Unit 8 Soccer – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-On Scramble (ASAP tab, p. 21)	
10	Focus on Fitness: Aerobic Games • Aerobic Golf (Aerobic Games tab, pp. 11-12)	
15	Spotlight on Skill: Soccer • Introduction of Throw-ins and Punts (Soccer tab, pp. 13-14)	7 th -8 th graders practice punt from 20-25 paces
2-3	Closure: Review – The critical skills needed in throw-ins and punting a soccer ball. Relate – Share an activity where you would use these skills in another sport. Praise – Affirm the correct technique demonstrated in these skills. Preview – Next class will focus on shooting a soccer ball.	

Assessment: While students are participating in the Throw-ins and Punts activity, assess the skills cited on the following two charts. Place a check in the column if the element is observed.

Throw-in Elements

<i>student name</i>	<i>adequate ball drop over foot</i>	<i>foot-ball contact made in air</i>	<i>ball travels a distance forward</i>	<i>out of 10 punts # correct</i>

Punt Elements

<i>student name</i>	<i>throw-in above head</i>	<i>adequate force used to throw-in</i>	<i>correct body momentum</i>	<i>throw-in in target of teammate</i>	<i>out of 10 throw-ins # correct</i>

Unit 8 Soccer – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.2	Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, basketball).
PE.6.MS.13	Shoots on goal with power in a dynamic environment as appropriate to the activity.
PE.7.MS.13	Shoots on goal with power and accuracy in small-sided game play.
PE.7.PA.6	Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.
PE.8.PA.12	Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	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
5-Player Kick and Dribble	4 per 5	cones	4 per group of 5 students
	2 per 5	bases	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Add-on Scramble (<i>ASAP</i> tab, p. 22, 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 Skill: Soccer • Introduction of shooting skills in the activity 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 – The correct skills in shooting a soccer ball. Relate – How shooting a ball relate to a variety of sports. Praise – Affirm appropriate skills demonstrated by students in shooting a soccer ball. Preview – Next class will focus on defending a player with a ball.	

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

Scoring-

3 = mastery (students with this score require less monitoring)

2 = average (students with this score know what they are doing and just need to be monitored)

1 = developing (students with this score need more support in learning this skill or element)

Soccer Ball Shooting

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

Unit 8 Soccer – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.12	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a static environment (closed skills).
PE.5.MS.13	Combines hand and foot dribbling with other skills during one-on-one practice tasks.
PE.6.MS.5	Foot-dribbles changing speed and direction in a variety of practice tasks.
PE.8.RB.9	Applies rules and etiquette by acting as an official for modified physical activities and games.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Hearty Hoopla	4	hoops	
	1 per	beanbag or other collectable	1 per student
Dribbling Partner Tag	4	large cones	for boundaries
	1 per 2	ball	1 per 2 students

Unit 8 Soccer – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Add-On Scramble (ASAP tab p. 22, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Aerobic Games <ul style="list-style-type: none"> Hearty Hoopla (<i>Aerobic Games</i> tab, pp. 13-14) 	
15	Spotlight on Skill: Soccer <ul style="list-style-type: none"> Introduction of dribbling a ball while being defended, Dribbling Partner Tag (<i>Soccer</i> tab, pp. 27-28) 	
2-3	Closure: Review – The skills needed in dribbling a ball while being defended. Relate – How defending a player is important in all sports. Praise – Affirm appropriate technique used in playing defense. Preview – Next class will focus on the Principle of 3s.	

Unit 8 Soccer – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.5	Foot-dribbles/dribbles with an implement with control, changing speed/direction during small-sided game play.
PE.6.PA.8	Reduces open space by not allowing the catch or by allowing the catch but not the return pass.
PE.7.RB.5	Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
PE.8.RB.5	Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

Equipment Chart:

Activity	#	Item	Additional Information
Add-On Scramble	4	cones	for boundaries
	1	music and player	optional
Hearty Hoopla	4	hoops	
	1 per	beanbag or other collectable	1 per student
Keep Away (3 on 1)	1 per 2	ball	1 per 2 students
	misc.	spot markers	for grids

Unit 8 Soccer – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Add-On Scramble (ASAP tab, p. 22, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Aerobic Games <ul style="list-style-type: none"> Hearty Hoopla (<i>Aerobic Games</i> tab, pp. 13-14) 	
15	Spotlight on Skill: Soccer <ul style="list-style-type: none"> Introduction to the Principles of 3s, Keep Away (3 on 1) (<i>Soccer</i> tab, pp. 29-30) 	
2-3	Closure: Review – The skills needed in passing and dribbling quickly. Relate – How important it is in advancing a soccer ball. Praise – Affirm appropriate technique in passing and dribbling. Preview – Next class will focus on stealing the soccer ball from your partner.	

Assessment: After completing the Keep Away activity, the students are to define (verbally or in written form) the *Principle of 3s*.

Unit 8 Soccer – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.PA.3	Applies movement concepts to strategy in game situations.
PE.6.RB.9	Identifies the rules and etiquette for physical activities and games.
PE.7.RB.2	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Centipede Bucket Brigade	1 per	tossable	1 per 2 students
	2 per 5	hoops	2 per group of 5 students
Get Your Ball	1 per 2	ball	1 per 2 students
	6	cones	
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</i> /read the “Ready” section to see what equipment is needed

Unit 8 Soccer – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 22)	
10	Focus on Fitness: Aerobic Games • Centipede Bucket Brigade (<i>Aerobic Games</i> tab, pp. 15-16)	
15	Spotlight on Skill: Soccer • Introduction on stealing the ball from your partner in playing Get Your Ball (<i>Soccer</i> tab, pp. 31-32) • Soccer Grab Bag (<i>Soccer</i> tab, pp. 35-36)	7 th -8 th graders need to be 25-30 paces from their partner
2-3	Closure: Review – The skills needed in stealing a ball from you partner. Relate – How stealing a ball is important in defending a player. Praise – Affirm appropriate feet technique in stealing a soccer ball. Preview – Next class will focus on offensive and defensive strategies in a soccer game.	

Unit 8 Soccer – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.5	Foot-dribbles/dribbles with an implement with control, changing speed/direction during small-sided game play.
PE.5.PA.9	Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks.
PE.6.PA.2	Executes at least one offensive tactic to create open space (e.g., moves to open space without the ball; uses a variety of passes, pivots and fakes, give and go).
PE.6.PA.3	Creates open space by using the width and length of the field/court on offense.
PE.7.PA.3	Creates open space by staying spread on offense, and cutting and passing quickly.
PE.7.PA.9	Reduces open space on defense by staying close to the opponent as he/she nears the goal.
PE.8.PA.2	Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball.
PE.8.PA.9	Reduces open spaces in the field by working with teammates to maximize coverage.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Centipede Bucket Brigade	1 per	tossable	1 per 2 students
	2 per 5	hoops	2 per group of 5 students
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
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

Unit 8 Soccer – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (ASAP tab p. 22)	
10	Focus on Fitness: Aerobic Games • Centipede Bucket Brigade (Aerobic Games tab, pp.15-16)	
15	Spotlight on Skill: Soccer • Introduction of Offensive and Defensive Strategies, Mini-Soccer (Soccer tab, pp.33-34) • Soccer Group Challenge (Soccer tab, pp.37-38)	
2-3	Closure: Review – The strategies that are used in a soccer game. Relate – How important the strategies are in all sports. Praise – Affirm appropriate use of strategies demonstrated by players. Preview – Next class will focus on soccer skills test and Personal Best Day.	

Assessment: Observe students during the Mini-Soccer game or the Soccer Group Challenge activity and assess their use of offensive and defensive strategies.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Offensive and Defensive Strategies

<i>student name</i>	<i>ball control</i>	<i>change of speed</i>	<i>change of direction</i>	<i>defensive skills displayed</i>	<i>offensive skills displayed</i>

Unit 8 Soccer – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Personal Best Day #4 Objectives:

PE.5.PF.7	Designs a fitness plan to address ways to use physical activity to enhance fitness.
PE.6.PF.14	Designs and implements a program of remediation for areas of weakness based on the results of health-related fitness assessment.
PE.7.PF.14	Develops strategies for balancing healthy food and water intake, along with daily physical activity.
PE.8.PF.15	Designs and implements a program of remediation in an area of weakness based on the results of health-related fitness assessment.
PE.6.RB.2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk).
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.
PE.5.VH.3	Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.6.VH.4	Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.7.VH.4	Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.
PE.8.VH.4	Provides evidence and applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	cones	for boundaries
	1	music and player	optional
Track and Field	3	cones	
	1 per 2	spot marker	1 per 2 students
	1 per 2	pool noodle	1 per 2 students
	2 per 2	beanbags	2 per 2 students
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 22)	
10	Focus on Fitness: Aerobic Games • Track and Field (<i>Aerobic Games</i> tab, pp. 17-18)	
15	Spotlight on Skill: Soccer and Personal Best Day • If teacher chooses, test students on basic soccer skills • Personal Best Day #4 (<i>Personal Best Day</i> tab, pp. 5)	Skills to be tested: -dribbling -passing -shooting -throw-in/punting
2-3	Closure: Review – The skills needed to succeed in soccer. Relate – How important these skills are to the game of soccer. Praise – Affirm the effort placed in doing the skill tests. Preview – End of the unit on soccer.	

Assessment: Personal Best Day #4.

Unit 9 – Softball and Track and Field

Grades 5-8

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 Fling](#) 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.”

“We fret about the past, worry about the future and take our focus off of the present. Bombarded by information and distractions we forget what is truly important. We focus on the outcome instead of the process and wonder why we miss our targets. We focus on everything else except the ball.”

Jon Gordon, author

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		✓	
Flexibility Skill Cards	✓	✓	✓
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			
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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	✓	✓	✓
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 Outline – Softball and Track and Field Grades 5-8

(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 throwing a softball with accuracy and speed.
- Day 3 Ground Ball Mania (*Softball* tab, pp. 9-10) Triangle Fielding (*Softball* tab, pp. 19-20)
Assessment: Students will be assessed on their ability to properly catch a ground ball.

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)
- Day 2 Batting Practice (*Softball* tab, pp. 13-14)
All-Run Softball (*Softball* tab, pp. 29-30)
Assessment: Students will be assessed on their ability to demonstrate proper batting stance.
- 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, 200 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 200 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 strength and accuracy in throwing a football and softball.

Week 4**Focus on Fitness: Walk/Jog/Run**

Day 1 Assessment: Walk/Jog/Run Performance Rubric (*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 Shot Put

Day 2 Standing Jump and Running Long Jump

Assessment: Students will be assessed on their ability to perform the critical elements of a standing long jump.

Day 3 Baton Relays

Assessment: Students will be re-assessed on their 220 meter dash speed.

Unit 9, Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.9	Throws underhand and overhand to a large target with accuracy.
PE.8.MS.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
PE.5.PA.11	Recognizes the type of throw, volley, or striking action needed for different games and sports situations.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 23, 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 regulation size softball for 7 th -8 th . 7 th -8 th need to practice throw 10-12 paces apart.
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 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.10	Throws and catches with accuracy, both partners moving.
PE.5.MS.11	Throws and catches with reasonable accuracy in dynamic, small-sided practice tasks.
PE.6.MS.1	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Quick Draw (<i>ASAP</i> tab, p. 23, 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)	Make sure to make eye contact with the receiver.
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: Evaluate the speed and accuracy that each student has in throwing a softball.

Scoring-

Speed – the ball is thrown with

3 = great speed

2 = moderate speed

1 = a slow speed

Accuracy – the ball is thrown

3 = directly to the target

2 = in the general area of the target

1 = away from the target

Throwing Softball

<i>student name</i>	<i>speed</i>	<i>accuracy</i>

Unit 9 Softball – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.12	Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a static environment (closed skills).
PE.8.MS.4	Catches using an implement in a dynamic environment or modified game play.
PE.6.PA.11	Identifies the correct defensive play based on the situation (e.g., number of outs).
PE.7.PA.11	Selects the correct defensive play based on the situation (e.g., number of outs).
PE.8.PA.4	Identifies sacrifice situations and attempt to advance a teammate.

Equipment Chart:

Activity	#	Item	Additional Information
Quick Draw	6	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 5-8

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>)	
10	Focus on Fitness: Walk/Jog/Run • Figure-8 Walk/Jog (Walk/Jog/Run tab, pp. 11-12)	
15	Spotlight on Skills: Softball • Ground Ball Mania (Softball tab, pp. 9-10) • Triangle Fielding (Softball tab, pp. 19-20)	Use tennis balls or softer balls for younger students. 7 th -8 th need to field 8-10 grounders successfully.
2-3	Closure: Review – Skills in catching a ground ball and in fielding. Relate – Sometimes we are 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: Observe the students and evaluate their ability to properly catch a ground ball.

Scoring –

3 = performed correctly

2 = performed moderately

1 = performed poorly

Catching a Ground Ball

<i>student name</i>	<i>feet are in a wide stance</i>	<i>knees are slightly bent</i>	<i>glove is on ground with hand over glove</i>

Unit 9 Softball – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.3	Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, horseshoes).
PE.7.MS.3	Executes consistently (70%) a mature underhand pattern for target games (e.g., bowling, horseshoes).
PE.8.MS.3	Performs consistently (70%) a mature underhand pattern with accuracy/control for one target game (e.g., bowling).

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	4	cones	for boundaries
	1	music and player	optional
	24-30	spot markers	varied colors, shapes, and sizes helps
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (<i>ASAP</i> tab, p. 25)	
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.	7 th -8 th need to be 10-12 paces apart. Pitchers follow through the pitch with an under-hand motion that moves like a clock=s pendulum.

Unit 9 Softball – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.19	Strikes a pitched ball with a bat using a mature pattern.
PE.6.MS.11	Strikes a pitched ball with an implement with force in a variety of practice tasks.
PE.7.MS.11	Strikes a pitched ball with an implement to open space in a variety of practice tasks.
PE.8.MS.11	Strikes a pitched ball with an implement for power to open space in a variety of small-sided games.
PE.6.PA.6	Identifies open spaces and attempts to strike object into a space.
PE.7.PA.7	Uses a variety of shots (e.g., bunt, line drive, high arc) to hit to open space.

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	4	cones	for boundaries
	1	music and player	optional
	24-30	spot markers	varied colors, shapes, and sizes helps
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (ASAP tab, p. 25)	
10	Focus on Fitness: Walk/Jog/Run • The Snake (Walk/Jog/Run tab, pp. 7-8)	
15	Spotlight on Skills: Baseball • Batting Practice (Softball tab, pp. 13-14) • All-Run Softball (Softball tab, pp. 29-30)	7 th -8 th use regulation softball bat and practice on standard softball field.
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 are doing in softball.	

Assessment: Check the students' correct form in demonstrating a proper batting stance.

Scoring –

3 = performed correctly

2 = performed moderately

1 = performed poorly

Batting Stance

<i>student name</i>	<i>elbows up</i>	<i>hands chocked on bat</i>	<i>one foot in front of the other; further than hip distance</i>	<i>knees slightly bent</i>

Unit 9 Softball – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.RB.2	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
PE.5.VH.8	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport).
PE.6.VH.8	Describes how moving competently in a physical activity setting creates enjoyment.
PE.8.VH.10	Demonstrates respect for self by asking for help and helping others in various physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Touch 10	4	cones	for boundaries
	1	music and player	optional
	24-30	spot markers	varied colors, shapes, and sizes helps
Walk/Jog/Run Grab Bag	misc.	<i>Walk/Jog/Run Grab Bag Cards</i>	<i>SPARKfamily.org</i> /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

Unit 9 Softball – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Touch 10 (<i>ASAP</i> tab, p. 25)	
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: Baseball • PACE Activity #1 (<i>Softball</i> tab, pp. 33-34)	Increase activity area to 50x50 for 7 th -8 th
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 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.15	Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.
PE.7.PA.15	Analyzes the situation and makes adjustments to ensure the safety of self and others.
PE.8.PA.14	Implements safe protocols in self-selected outdoor activities.

Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body	misc.	<i>Flexibility Skill Cards</i>	<i>SPARKfamily.org</i> under <i>Fitness Circuit Unit</i> , optional
Pass the Hat	4	cones	for boundaries
	1 per 4/5	tossable	1 per 4 to 5 students
Sprints and Sprint Starts	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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Stretch Your Body (<i>ASAP</i> tab, pp. 27-28)	
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 – Sprints 100, 200 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 25 yard dashes.	7 th -8 th need to do following: 6-8 sprints off of line 10-12 sprint starts 6-8 30 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 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.3	Uses appropriate pacing for a variety of running distances.
PE.5.VH.5	Seeks personally challenging activities.
PE.6.VH.6	Seeks personally challenging activities.

Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body	misc.	<i>Flexibility Skill Cards</i>	<i>SPARKfamily.org</i> under <i>Fitness Circuit Unit</i> , optional
Figure – 8 Walk/Jog	8	cones	for walk/jog tracks
	1	music and player	optional
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
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) Stretch Your Body (ASAP tab, pp. 27-28)	
10	Focus on Fitness: Walk/Jog/Run • Figure – 8 Walk/Jog (Walk/Jog/Run 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.	7 th -8 th need to work toward the 800 and 1600 meter runs
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 200 meter dashes and re-assess Week 4, Day 3.

200 Meter Dash

<i>student name</i>	<i>speed</i>

Unit 9 Track and Field – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.8	Throws underhand and overhand with a mature pattern in static environments (closed skills), with different sizes and types of objects/balls.
PE.6.MS.1	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).

Equipment Chart:

Activity	#	Item	Additional Information
Stretch Your Body	misc.	<i>Flexibility Skill Cards</i>	<i>SPARKfamily.org</i> under <i>Fitness Circuit Unit</i> , optional
Outdoor Scavenger Hunt	1 per 3-5	<i>Scavenger Hunt Task Card</i>	<i>Sparkfamily.org</i> /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 student
	1 per	softball	1 per student
	misc.	cones	for targets and markers

Unit 9 Track and Field – Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Stretch Your Body (<i>ASAP</i> tab, pp. 27-28)	
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.	5 th -6 th will need footballs/softballs that are small enough for their hands: junior size. 7 th -8 th use regulation size footballs/softballs
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 and evaluate students' strength (distance) and accuracy in throwing a football and softball to a partner. This is practice for the track/field day events.

Scoring –

Distance – the ball is thrown at a
3 = very far distance
2 = moderate distance
1 = very short distance

Accuracy – the ball is thrown
3 = accurately
2 = somewhat accurately
1 = inaccurately to a partner

Throwing Distance and Accuracy

<i>student name</i>	<i>Football distance</i>	<i>Football accuracy</i>	<i>Softball distance</i>	<i>Softball accuracy</i>

Unit 9 Track and Field – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.16	Demonstrates correct technique for basic skills in one self-selected outdoor activity.
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Info
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
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>	<i>SPARKfamily.org</i>

Unit 9 Track and Field – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle Mingle (ASAP tab, p. 7)	
10	Focus on Fitness: Walk/Jog/Run • Assessment: Walk/Jog/Run Performance Rubric (<i>SPARKfolio</i> Walk/Jog/Run 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 Aputting@ 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 for 7th-8th 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 5-8

Lesson Planning Guide

Objectives:

PE.7.RB.2	Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
PE.7.VH.8	Identifies why self-selected physical activities create enjoyment.
PE.8.VH.8	Discusses how enjoyment could be increased in self-selected physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	4	cones	for boundaries
	1	music and player	optional
Inside – Outside Walk/Jog/Run	8	cones	for walk/jog tracks
	1	music and player	optional
Track and Field – 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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle Mingle (ASAP tab, p. 7)	
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.	7 th -8 th will need to start 15 feet away from mat to get the momentum for the running long jump.
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 5-8

Lesson Planning Guide

Objectives:

PE.7.PA.16	Demonstrates correct technique for a variety of skills in one self-selected outdoor activity.
PE.8.PA.15	Demonstrates correct technique for basic skills in at least two self-selected outdoor activities.

Equipment Chart:

Activity	#	Item	Additional Information
Mingle, Mingle	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
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 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Mingle Mingle (<i>ASAP</i> tab, p. 7)	
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, AHand@; 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.	7 th -8 th need to practice running with batons for at least 2 lap.
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 Arace@ 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 200 meter dashes and compare to speeds from Week 3, Day 2.

200 Meter Dash

<i>student name</i>	<i>speed</i>

Unit 10 – Football

Grades 5-8

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 people 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.”

“The spirit, the will to win, and the will to excel are the things that endure. These qualities are so much more important than the events that occur.”

Vince Lombardi, football

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 – Football Equipment

Week 1			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
flag belts or scarves			✓
footballs	✓	✓	✓
music and player	✓	✓	✓

Week 2			
Equipment	Day 1	Day 2	Day 3
cones	✓	✓	✓
footballs	✓	✓	✓
music and player	✓	✓	✓

Week 3			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
cones	✓	✓	✓
footballs	✓	✓	✓
hoops	✓	✓	
music and player	✓		
pinnies	✓		
stopwatch	✓		

*check selected card(s) for equipment needs

Week 4			
Equipment	Day 1	Day 2	Day 3
<i>*4 Corners Task Cards</i>	✓	✓	✓
cones	✓	✓	✓
cones, small		✓	
<i>Fitness Challenge Prompt Pages</i>			✓
flag belts or scarves	✓		
footballs	✓	✓	
mats or carpet squares			✓
<i>My Personal Best Progress and Goals Card</i>			✓
pencils			✓
pennies		✓	
spot markers	✓		
stopwatch			✓

Unit 10 Outline – Football

Grades 5-8

(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)

Day 2 Ball Carrying Drills (*Football* tab, pp. 9-10)

Assessment: Students will be assessed on their ability to demonstrate proper elements when taking hand-offs.

Day 3 Flag Pulling Drills (*Football* tab, pp. 11-12)

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 Pitching Drills (*Football* tab, pp. 13-14)

Assessment: Students will be assessed on their ability to demonstrate the elements of pitching a football.

Day 2 Punting Drills (*Football* tab, pp. 15-16)

Assessment: Students will identify the easiest and most difficult part of punting.

Day 3 Air it Out (*Football* tab, pp. 17-18)

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

Spotlight on Skills: Football

Day 1 Air Assault (*Football* tab, pp. 19-20)

2-Minute Drill (*Football* tab, pp. 25-26)

Day 2 Football Golf (*Football* tab, pp. 21-22)

Assessment: Football Skills Performance Rubrics (*SPARKfolio Football* tab, white card).

Day 3 Center-Pede (*Football* tab, pp. 23-24)

Assessment: Students will be assessed on their football skills performance during the Center-Pede activity.

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 Under Pressure (*Football* tab, pp. 27-28)

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

Day 2 4-Zone Football (*Football* tab, pp. 29-30)

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

Unit 10 Football – Week 1, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.9	Throws underhand and overhand to a large target with accuracy.
PE.5.MS.10	Throws and catches with accuracy, both partners moving.
PE.6.MS.2	Throws, while stationary, a leading pass to a moving receiver.
PE.6.MS.12	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, team handball).
PE.7.MS.2	Throws, while moving, a leading pass to a moving receiver.
PE.8.MS.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Passing and Receiving Drills	1 per 2	ball	1 per 2 students
	4	cones	for boundaries

Unit 10 Football – Week 1, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
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 – Hamstring Stretch, Quadriceps Stretch, Pectoral Stretch	
15	Spotlight on Skill: Football • Instruction on Passing and Receiving Drills (<i>Football</i> tab, pp. 7-8)	Grip the football with fingers on the laces. Receivers give a target to the passer.
2-3	Closure: Review – Review the correct technique in passing a football. Relate – Explain how a tight spiral helps the ball go further. Praise – Affirm students that demonstrate good passing/receiving form. Preview – Next class will focus on carrying a football correctly.	

Unit 10 Football – Week 1, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.RB.10	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PE.7.RB.1	Exhibits responsible social behaviors as participant and/or spectator, by supporting classmates.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Ball Carrying Drills	1 per 3	ball	1 per 3 students
	4	cones	to create lines

Unit 10 Football – Week 1, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (ASAP tab, p. 5)	
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 Skill: Football • Instruction given on the skill of carrying a football correctly – Ball Carrying Drills (<i>Football</i> tab, pp. 9-10)	7 th -8 th need to try to knock ball out of runners arms
2-3	Closure: Review – The skill needed in carrying a football correctly Relate – Explain how carrying the football tightly protects the ball Praise – Affirm students who Aprotect@ the ball Preview – Next class will focus on the skills of pulling a flag	

Assessment: Included in the Ball Carrying Drills activity are cues on the proper way to take hand offs. Observe students during the drills activity and evaluate their use of taking hand-offs elements.

Scoring-

- 3 = mastery (students with this score require less monitoring)
- 2 = average (students with this score know what they are doing and just need to be monitored)
- 1 = developing (students with this score need more support in learning this skill or element)

Taking Hand-Offs

<i>student name</i>	<i>keep arms parallel, 12 inches apart</i>	<i>keep top arm below shoulders, elbow up</i>	<i>keep bottom arm above belly button</i>	<i>wrap ball with both arms</i>	<i>begin running, then shift to ball-carrying position</i>

Unit 10 Football – Week 1, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.12	Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.
PE.5.RB.10	Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Flag Pulling Drills	1 per 2	ball	1 per 2 students
	4	cones	for boundaries
	1 per 2	flag belt or scarf	1 per 2 students

Unit 10 Football – Week 1, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • Perimeter Move (<i>ASAP</i> tab, p. 5)	
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 • Instruction on the skill needed in pulling a football flag – Flag Pulling Drills (<i>Football</i> tab, pp. 11-12)	7 th -8 th need to run through a line of students carrying a football while wearing a flag.
2-3	Closure: Review – The critical skills of flag pulling. Relate – Share how a good defender needs to be able to pull a flag in a game. Praise – Affirm students that are able to pull a flag of another player. Preview – Next class will focus on the fundamental skills of pitching and lateraling a football.	

Unit 10 Football – Week 2, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.7.MS.3	Executes consistently (70%) a mature underhand pattern for target games (e.g., bowling, horseshoes).
PE.8.MS.2	Throws a lead pass to a moving partner off a dribble or pass.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Pitching Drills	1 per 2	ball	1 per 2 students
	4	cones	for boundaries

Unit 10 Football – Week 2, Day 1

Grades 5-8

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>)	Make the time length short so that the students switch roles in 30 seconds.
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 • Instruction on the skill of Pitching and Lateralizing a football – Pitching Drills (<i>Football</i> tab, pp. 13-14)	7th-8th graders need to be 8-10 paces apart
2-3	Closure: Review – The critical skills in lateralizing and pitching a football. Relate – Share another activity in which you use pitching and lateralizing. Praise – Affirm appropriate technique used in these skills. Preview – Next class will focus on the fundamental skills of punting a football.	

Assessment: Observe students during the Pitching Drills activity and assess on correct pitching of a football.

Scoring-

3 = mastery (students with this score require less monitoring)

2 = average (students with this score know what they are doing and just need to be monitored)

1 = developing (students with this score need more support in learning this skill or element)

Football Pitching Elements

student name	stand sideways to target holding ball with both hands	pull the ball across body opposite the direction of the pitch	swing the ball in the direction of the pitch	release when pointing towards partner

Unit 10 Football – Week 2, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.16	Demonstrates mature patterns of kicking and punting in small-sided practice task environments.
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Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Punting Drills	1 per 2	ball	1 per 2 students
	4	cones	for boundaries

Unit 10 Football – Week 2, Day 2

Grades 5-8

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>)	
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 Skill: Football • Instruction on the technique of punting a football in the Punting Drills activity (<i>Football</i> tab, pp. 15-16)	7 th -8 th need to punt to their partner without the ball hitting the ground
2-3	Closure: Review – The critical skills in punting a football. Relate – Share an activity in where you would use the same technique used in punting. Praise – Affirm students who demonstrate good form in punting. Preview – Next class will focus on the fundamental motor skills of short passes.	

Assessment: After completing the Punting Drills activity, the students are to identify (verbally or in written form) what were the easiest and the most challenging parts of punting.

Unit 10 Football – Week 2, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.8.MS.1	Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play.
PE.5.PA.11	Recognizes the type of throw, volley, or striking action needed for different games and sports situations.
PE.7.PA.10	Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of interception or deflection.

Equipment Chart:

Activity	#	Item	Additional Information
Perimeter Move	4	cones	for boundaries
	1	music and player	optional
Air it Out	1 per 2	ball	1 per 2 students
	16	cones	for boundaries
	1	stopwatch	for timing plays

Unit 10 Football – Week 2, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> Perimeter Move (ASAP tab, p. 6, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges III <i>(SPARKfolio Fitness Circuits tab, orange cards)</i> <ul style="list-style-type: none"> 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 Skill: Football <ul style="list-style-type: none"> Instruction on the skill of short passes using the Air it Out drill (<i>Football</i> tab, pp. 17-18) 	Keep the tip of the football straight instead of pointing upwards
2-3	Closure: Review – The critical elements of throwing a Atight@spiral. Relate – Share how this skill is essential in throwing a football. Praise – Affirm students that demonstrate the Atight@spiral. Preview – Next class will focus on Touchdown Receptions.	

Unit 10 Football – Week 3, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.8	Reduces open space on defense by making the body larger and reducing passing angles.
PE.7.PA.10	Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of interception or deflection.
PE.8.PA.8	Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of interception or deflection.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
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 student
2-Minute Drill	1 per 3	football	1 per 3 students
	4 per 3	cones	4 per 3 students for boundaries
	1	stopwatch	for timing group play

Unit 10 Football – Week 3, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab p. 9)	
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 Instruction on the skills of ATouchdown Receptions@ using the • Air Assault drill (Football tab, pp. 19-20) • 2-Minute Drill (<i>Football</i> tab, pp. 25-26)	Focus on having the students practice catching against the back line of the end zone.
2-3	Closure: Review – The key skills in catching passes in the end zone. Relate – The importance of securing the ball in the end zone. Praise – Affirm students that Alook@ the ball into the body. Preview – Next class will focus on combining skills into a modified game setting.	

Unit 10 Football – Week 3, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.5.MS.9	Throws underhand and overhand to a large target with accuracy.
PE.6.MS.1	Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base).

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
Football Golf	1 per	football	1 per student
	9	hoops	
	9	cones	

Unit 10 Football – Week 3, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (<i>ASAP</i> tab p. 9)	
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 • Combining the skills of Punting, Passing and Pitching in a game of Football Golf (<i>Football</i> tab, pp. 21-22)	7 th -8 th will throw, punt and pitch to a longer hole or hoop.
2-3	Closure: Review – Using the three skills in a modified situation. Relate – The importance of knowing when to use these skills in a game. Praise – Affirm students who get low scores in this drill. Preview – Next class will focus on hiking a football.	

Assessment: Football Skills Performance Rubrics (*SPARKfolio Football* tab, white card).

Unit 10 Football – Week 3, Day 3

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.8	Reduces open space on defense by making the body larger and reducing passing angles.
PE.7.PA.10	Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of interception or deflection.
PE.8.PA.8	Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of interception or deflection.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
Center-Pede	1 per 4	football	1 per 4 students
	misc.	cones	for boundaries

Unit 10 Football –Week 3, Day 3

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) • 4 Corners (ASAP tab, p. 9)	
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 • Instruction will be given in the skill of hiking a football using the Center-Pede activity (<i>Football</i> tab, pp. 23-24)	
2-3	Closure: Review – The correct technique in hiking the football. Relate – The importance of a sharp, quick hike to the Quarterback. Praise – Affirm students who zip the ball well back to Quarterback. Preview – Next class will focus on rushing the Quarterback.	

Assessment: As students participate in the Center-Pede activity, evaluate their performance based on the criteria on the chart below.

Football Experience

<i>student name</i>	<i>adequate hiking of the ball</i>	<i>ball is caught in a mature way</i>	<i>front and back maneuver</i>	<i>good sportsmanship</i>

Unit 10 Football – Week 4, Day 1

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.MS.12	Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in modified invasion games (e.g., basketball, flag football, speedball, team handball).
PE.8.PA.8	Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of interception or deflection.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
Under Pressure	1 per 3	football	1 per 3 students
	4 per 3	cones	4 per 3 students for boundaries
	1 per 3	spot markers	1 per 3 students
	1 per	flag belt or scarf	1 per student

Unit 10 Football – Week 4, Day 1

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity: (ASAP) <ul style="list-style-type: none"> 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges III (<i>SPARKfolio Fitness Circuits</i> tab, orange cards) <ul style="list-style-type: none"> 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 Skill: Football <ul style="list-style-type: none"> Instruction given on how to ABlitz@a Quarterback using the Under Pressure drill (<i>Football</i> tab, pp. 27-28) 	Have the defensive players extend their arms when they rush the Quarterback.
2-3	Closure: Review – The correct technique used in rushing the Quarterback. Relate – How important it is for the defense to have a good rush. Praise – Affirm appropriate technique used in rushing the quarterback. Preview – Next class will focus on Offensive and Defensive strategies.	

Assessment: Students will evaluate themselves using the Football Self-Check card (*SPARKfolio Football* tab, white card).

Unit 10 Football – Week 4, Day 2

Grades 5-8

Lesson Planning Guide

Objectives:

PE.6.PA.3	Creates open space by using the width and length of the field/court on offense.
PA.6.PA.8	Reduces open space on defense by making the body larger and reducing passing angles.
PE.7.PA.10	Reduces open space by not allowing the catch or anticipating the speed of object or person for purpose of interception or deflection.
PE.8.PA.8	Reduces open space by not allowing the catch and anticipating the speed of the object or person for the purpose of interception or deflection.
PE.7.RB.9	Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
4-Zone Football	1 per 8	football	1 per 8 students
	4 per 8	small cones	4 per group of 8 students
	1 per 2	pinnie	1 per 2 students

Unit 10 Football – Week 4, Day 2

Grades 5-8

Lesson Plan:

Time minutes	Content	Notes
2-3	Introductory Activity (ASAP) <ul style="list-style-type: none"> 4 Corners (ASAP tab, p. 10, choose one activity from <i>SPARK It Up!</i>) 	
10	Focus on Fitness: Fitness Challenges III <i>(SPARKfolio Fitness Circuits tab, orange cards)</i> <ul style="list-style-type: none"> 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 Skill: Football <ul style="list-style-type: none"> Instruction given on Offensive and Defensive strategies using the 4-Zone Football (<i>Football</i> tab, pp. 29-30) 	
2-3	Closure: Review – The use of Offensive and Defensive strategies in a game situation. Relate – The Importance of incorporating these strategies into the game. Praise – Affirm students that use these strategies in a game situation. Preview – Next class will focus on football skill tests and Personal Best Day.	

Unit 10 Football – Week 4, Day 3

Grades 5-8

Lesson Planning Guide

Personal Best Day #5 Objectives:

PE.5.PF.2	Differentiates between skill-related and health-related fitness.
PE.6.PF.15	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.
PE.7.PF.4	Defines how Rating of Perceived Exertion (RPE) Scale is used to determine the perception of the work effort or intensity of exercise.
PE.8.PF.16	Designs and implements a program to improve levels of health-related fitness and nutrition.
PE.6.RB.2	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk).
PE.7.RB.10	Independently uses physical activity and exercise equipment appropriately and safely.
PE.8.RB.1	Accepts responsibility for improving or maintaining levels of physical activity and fitness.
PE.8.RB.10	Independently uses equipment appropriately, and identifies specific safety concerns associated with the activity.

Equipment Chart:

Activity	#	Item	Additional Information
4 Corners	4	cones	for boundaries
	4	<i>4 Corners Task Card</i>	<i>SPARKfamily.org</i> , read the “Ready” section to see what equipment is needed
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	optional, 1 per 2 students

Unit 10 Football – Week 4, Day 3

Grades 5-8

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: 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 • If teacher chooses, test students on basic football skills • Personal Best Day #5 (Personal <i>Best Day</i> tab, p.5)	Skills to be tested: -passing -receiving -punting -flag pulling
2-3	Closure: Review – The four key types of skill tests. Relate – All these skills are important to the game of football. Praise – Affirm students that work hard on their skill tests.	

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

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 – 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 – Intermediate Level

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 Level

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 – Intermediate Level

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 Level

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.