Course Title: 2-PE

Subject: Physical Education

Grade Level: Second Grade

Duration: Year Long

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:
This course will prepare students to be health-literate and physically educated, allowing them to understand movement concept principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, fitness and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills, enhance the likelihood of independent learning and participation in physical activity throughout life.

Health-literate and physically educated students know the components of health related fitness: cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

Author: Katie Stapp  
Date Submitted: Summer 2014
Course Name
“Ready, Get Set, Go!”

Topic/Unit:
Movement Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) How can I make movement more interesting, fun, and enjoyable?
2) How do movement concepts impact others?
3) Why are performing these movement concepts important for your health?
4) How can movement skills improve your health?
5) How many different ways can my body move around the gym?

Upon completion of this unit students will be able to:
- Demonstrate a variety of locomotors and non-locomotor movements in space without bumping into others (2.5.2.A.1, 2.5.2.A.2)
- Adjust their speed, time, and directions quickly and safely without falling (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Travel throughout the gym responding to the teacher performing all the different locomotor movements (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Travel throughout the gym demonstrating moving through stationary objects (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate the ability to transfer your weight from one body part to another in a variety of ways (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate control in weight bearing on a variety of body parts (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate control during balance activities on a variety of body parts (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate static balance (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate dynamic balance in various directions (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Balance a bean bag on a body part while moving through general space (2.5.2.A.1, 2.5.2.A.2)
- Walk in a forward and backward direction on a low balance beam (2.5.2.A.1, 2.5.2.A.2)
- Respond in movement changes in musical style (2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)
- Respond to movement changes by performing different locomotor movements to music (2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)
- Combine different movement patterns while responding to music (2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4)
- Create a dance combination (2.5.2.A.2,2.5.2.A.3,2.5.2.A.4)
- While working with a partner create a dance combination (2.5.2.A.2,2.5.2.A.3,2.5.2.A.4)
- Demonstrate the ability to jump and take off from 2 feet to one foot and one foot to two feet (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Develop an understanding that a Sequence is a movement sentence with a beginning, middle, and an ending (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Respond in movement to changes in tempo (2.5.2.A.1,2.5.2.A.3,2.5.2.A.4)
- Respond in movement to changes in rhythm (2.5.2.A.1,2.5.2.A.3,2.5.2.A.4)
- Demonstrate skills of chasing, fleeing, and dodging throughout the gym (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Demonstrate the ability to tag others safely throughout the gym (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Demonstrate the ability to jump in a long rope with others turning it (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Demonstrate the ability to turn a long jump rope for others to jump in it (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Demonstrate the ability to jump in a long jump ramp and run out (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Demonstrate the ability to jump at least 10 times with a single rope individually (2.5.2.A.1,2.5.2.A.2,2.5.2.A.3)
- Recognize different ways to move throughout the gym in relation to a partner ‘lead, follow, mirror’ (2.5.2.A.2,2.5.2.A.3,2.5.2.A.4)
- Perform movement skills with developmentally appropriate control in applied (game, sport/dance/recreational) settings. (2.5.2.A.1)
- Perform movement skills with developmentally appropriate control in isolated (skill practice) settings (2.5.2.A.1)
- Demonstrate the ability to travel throughout the gym responding to the stop and go signal (2.5.2.A.1,2.5.2.A.3)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities:

- **Over/Under** - Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.
- **4 Corners** - There will be 4 cones set up to make a big square in the gym. Each cone will have an activity for the students to do to the next cone.
- **Locomotor Relays** - Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)
- **Obstacle Course** - The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.
- **Noodle Build** - Students will build different buildings at different levels with noodle pieces after they have a race to get them!
- **Everybody’s It** - Everyone in the gym is a tagger and they must dodge and stay away from the other students.
- **Never Ending Tag** - Students need to try to get past the other teams blue line without getting tagged.
- **Warm up-Foot Tag** - Students get with a partner within the designate boundaries of the active space. Students may be in groups of three if necessary. On the cue from the instructor, students begin to attempt to throw their ball (some sort of soft ball), at their partner's (s') feet (ONLY FEET!). While one partner is throwing balls at their partner’s feet, they are also trying to jump, dodge and avoid the throws at their own feet coming from their partner. Students must retrieve their one ball in order to throw it again (can’t grab just any ball!).
- "Tag games:" **Fairy Godmother/Father Tag** and **Turtle Tag** - The students will chase, flee and dodge one another during the activity.
- "Gymnastics Obstacle Course" - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)
- "Traveling to various rhythms" - The students will react to changes in rhythm and tempo of a drum beat while walking, running, skipping, galloping, or sliding. The students will also hop in and out of hula hoops.
- "The Chicken Dance" - The students will have the chance to react to changes in tempo as they accelerate or decelerate their movements.
- "Jump Rope for Heart" - The students will practice jumping rope to the rhythm of music being played during Jump Rope for Heart.
- **Cats in a corner** - Class are divided into four groups, keep one person out to be the "it". Each group is given a corner, which is a safe area. To begin the game, the "It" will say: cats in the corner. On this signal the players must run to another corner before being tagged by the "it". Any players that get tagged while moving between corners is also an "it". The last player to be tagged is the winner and by be it the next game if he chooses.
- **Smugglers OR Goodies** - Scatter the hoops around the area in which you are working. Split the class in half - smugglers or 'goodies'. The goodies have a 30 second head start to place bean bags in their correct corresponding colored hoop. On the blow of the whistle, the smugglers 'steal' the bean bags from their correct ropes and place them incorrectly. Then switch!

- **Beanbag toe tag** - Divide the playing area into two equal halves, using cones or volleyball net depending on the size of the area. At each end of the playing area create a dungeon (holding area) as well as a target to rescue students. I have used mats, boards or bowling pins to create targets. The target area should be about 32 inches wide, but can be modified to meet the skill level of the students. When using bowling pins, I will use 5 or 6 pins and I will adjust the distance of the pins to match the skill level of the students. Class is divided into two teams, one team on each side of the playing area. Each player is given a beanbag. On the signal players attempt to slide the beanbag into the feet of opposing players. If player is hit he must go to the jail on the opposing team's side of the field. A player may leave jail when a beanbag comes into the jail and that player retrieves it, or when a bowling pin has been toppled. When he gets the beanbag he may go to his own side, while holding the beanbag above his head. The game is over when all players from a team have been eliminated.

- **3, 2, 1 UP’S!** - Instructions - Divide students into groups of 5-7. To start the game have students gather in a small circle, with one player having the beanbag. Group will then count down "3, 2, 1, Ups". On the word "Ups" the player will toss the beanbag in the air (at least 10 ft.). The object is for any other student in the group catch the item before it hits the ground. If successful (usually 2 times in a row, but for my grade levels I feel 1 works better), the group may add a second item. The group will then count down again, but throwing both items at the same time. As long as the group is successful, they will continue to add items. Once the group misses, they must start back with only one item. Following are a few rules to keep in mind, Beanbags should be tossed at least 5 ft. in the air. All beanbags must be tossed at the same time, A player may not catch his/her own beanbag.

- **Knock it Off** - Each player is given an object to balance on the back of their hand (patty). Have the students balance the object on the back of their hand, not fingers. I have students place their other hand behind their back. On the start of the game players must use their object hand to try to knock off the patty of the other players.

- **“Simon Says”** - The students will have the chance to identify body parts by responding to commands given to them by the teacher (Simon).

- **“Looby Lou”** - The students will join hands and form a large circle. They will first be taught the tunes and words to the song and then the actions will be added. The students will respond to the actions (e.g., “I put my right hand in, I put my right hand out, I give my hand a shake, shake, shake; and turn myself about.

- **“Crazy Cones”** - Cones will be placed throughout the gym (one per student). Half of the cones will be standing, half will be lying down. The class will be divided into two groups. One group will knock over standing cones while the other group will be responsible for standing the cones back up. The two groups will move simultaneously and must avoid contact with each other. After a period of time has passed, the class will be informed.
which group had more knocked down or more standing up. The two teams will then switch roles.

Enrichment Activities:
- Can you balance a bean bag on your head for one minute?
- While holding a balance pose on one foot for 5 seconds, can you pick up a bean bag on the ground and put it on your head and balance for another 5 seconds?
- Can you jump rope in a row 115 times?
- Can you make your own little obstacle course up and teach it to a friend?

Methods of Assessments/Evaluation:
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get the Ball Rolling!”

Topic/Unit:
Motor Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) Why is the development of motor skills essential during childhood?
2) What are the key components of a skill?
3) What are different ways you can perform a skill?
4) What skills make up a complex movement

Upon completion of this unit students will be able to:

- Demonstrates the ability to throw overhand toward targets from a distance (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the ability to throw underhand toward targets from a distance (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the correct overhand/underhand throwing technique using varies amounts of force (2.5.2.A.1, 2.5.2.A.2)
- Controls the speed at which you are throwing an object (2.5.2.A.1, 2.5.2.A.2)
- Demonstrate the proper hand position while catching above or below the waist (2.5.2.A.1, 2.5.2.A.2)
- Demonstrate catching a self-tossed ball at different levels (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribbles a ball using both feet around obstacles (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Dribbles a ball with feet while changing directions (2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3)
- Demonstrate the use of the inside of the foot kick towards a target (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the ability to trap a soccer ball with the bottom of his/her foot (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates an overhand throw toward a stationary target 8 feet away (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates catching a ball tossed or bounced by a partner (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates proper grip and stance when striking a ball off of a cone (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the volley of a lightweight ball, using hands or a paddles with a partner (2.5.2.A.1, 2.5.2.A.2)
- Striking a small lightweight ball upward more than once using a paddle (2.5.2.A.1, 2.5.2.A.2)
- Dribbles a lightweight ball with dominant hand 5 consecutive times in his/her personal space (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the ability to shoot a ball with correct form to an appropriate height basketball goal (2.5.2.A.1, 2.5.2.A.2)
- Execute striking skills with long-handled implements (2.5.2.A.1, 2.5.2.A.2)
- Demonstrate the ability to dribble with a hockey stick and change directions (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the correct way to hold a Frisbee (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates the correct way to catch a Frisbee (2.5.2.A.1, 2.5.2.A.2)
- Demonstrates how to slide an object across the gym floor (2.5.2.A.1, 2.5.2.A.2)
- Uses feedback to modify his/her performance (2.5.2.A.4)
- Demonstrates safety while performing in physical activity (2.5.2.A.4)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

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- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- **Obstacle Course**- The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.
- **Bombardment**- Soccer skills including: dribbling, kicking at a target and trapping. Divide the class into two teams. Teams will be lined up facing each other, approximately 10 - 15 yards apart depending on the grade level. Pins will be placed between the two teams. The pins should be color coded so that each team can recognize their own pins.
- **Dribble Tag**: One student will start off with a ball as the tagger and will try to hit somebodies legs with the ball. If you get tagged with the ball then you must go get a ball from the side and become a tagger as well!
- **Foot Tag**- Students get with a partner within the designate boundaries of the active space. Students may be in groups of three if necessary. On the cue from the instructor, students begin to attempt to throw their ball (some sort of soft ball), at their partner’s (s') feet (ONLY FEET!). While one partner is throwing balls at
their partner’s feet, they are also trying to jump, dodge and avoid the throws at
their own feet coming from their partner.

- **4 Goal Soccer:** There will be 4 teams located in different areas of the gym. In
each area there will be a goal and polypsots in a semi-circle around the goal.
Each team is going to start off with 4 of the same color balls. In their team they
are going to decide who is going to play goalie and who is going to be the
defender. The other people on the team will be playing offense. The goalies job
is not to let any balls get passed them. If a ball gets passed them then they have
to put that ball in the hula hoop next to their goal. The defenders job is to use
their feet and try to kick the ball away from the person trying to score. The three
people on offense are trying to shoot in any of the other 3 goals in the gym. If
they shot their ball and they made it they can go and help out their partners who
are also playing offense. The first team to get all 4 of their colored balls in other
teams hula hoops wins the game!

- **Straddleball:** The class will split up into two different groups. Each group will
stand in a circle and spread their legs out in the letter “V” and hang their hands
down in between their legs. When the teacher says one student will roll the ball
on the ground and if the ball is coming towards you, hit it with your hands to hit
the ball to another student. You don’t want the ball to go through your legs!

- **Noodle Duel-** Equipment: 1 noodle per student; How to Play: Each student will
need a partner for this activity. Each partner will have their own noodle piece and
stand facing their partner touching their noodle pieces end to end. When the
game begins, one partner will count to 3 then say, “go”. Each partner will attempt
to touch the other partner’s shoe first. When a shoe has been touched, the
partners will get into start position again (end of noodle to end of noodle) and
start another round. The game will continue until the teacher stops the activity.
Teacher may also start each new round with a whistle so that the entire class
Duels together. After each round have students rotate to a new partner.

- **Ball Tag-** Choose 4 throwers (attackers) to stand on the sidelines across from
each other with 3 balls, all balls should be on one side at a time. Players will line
up at one end of the play area and they are to run to the other end of the field. If
any player is hit they are out and can go to the sideline to become an additional
thrower. Once all runners have come through have them go back again. Runners
must only run one way until all the players are at the end. All throws should be
below the chest or make them throw underhanded. The last person or two are
the winners.

- **Bowling Pin defender-** Break the class up into two teams. One team will be on
one side of the red line and the other will be on the other side. No team shall
cross the line. Give each team a color pin. (red/white). Have the students move
the pins where they want to. When each team is ready hand out the balls to each
team. The object of the game is to try and knock down the opponents pins by
rolling the ball. If a student’s wants to defend a pin on their side they may but
they cannot touch it. After all pins are down on one side reset and start a new
round. Once there is 5 minutes left in the class you can have them line up and
get a drink and wait for their teacher in the hall.
- **House Hunters** - The students will be playing House Hunters. The students will work together in 4 different groups which will be split up by me. The students will go to their part of the gym sit down and listen for further directions. I will show the students once how to put together a Hula House. A hula house consists of 6 different hoops and you can build it into a little house. I will show them first and then I will have them try to do it themselves. After all of the teams have successfully built it I will tell them how to play the game. Each team needs to assign their players to different jobs. The jobs include the throwers, protectors, and gatherers. The throwers job is to stand on the polspot in their team’s area and roll the gator balls at the other team’s houses. The throwers are not allowed to leave their polspots. The protector’s job is to project their hula house from falling down. The gatherers job is to collect gator balls around the gym and bring them back to the throwers so the throwers can continue trying to knock down the teams houses. If a team’s house gets knocked down then the whole team has to help put the house back together and once it is back up they can continue playing. For a team to get a point they would have to be the only ones not building their house back together. The three other teams would have to be building.

- **Continuous Kickball** - Essentially, the ball is rolled at the batter and they kick it and run the bases and go back to the end of the line. The outfielders retrieve the balls and put them back in the bucket. The pitcher is continuously rolling the balls so the game is moving quickly. The batters have to pay attention. If they miss the ball b/c they were not paying attention, they have to run the bases anyway. When the pitcher has no ball in the bucket that is when the pitcher stops pitching and the teams switch batters. We will could to see how many times the batting team went around the bases. The outfield receives the points on how many times the better touched home base.

- **Basketball Scramble**: At their cone they will stand in a line behind the first person who is behind the cone. When I say go the first person will dribble the basketball to the middle of the gym, pick up a noodle piece with a letter on it, and bring it back to their team’s cone and put the ball in the hula hoop behind their team. While going to the middle of the gym and back the student should be dribbling. I will tell the students to try and dribble to the middle and back without stopping but if they do its okay. What I am looking for is how they are dribbling. After there are no noodle pieces in the middle of the gym the students will get with their team and try to spell a word with the noodle pieces they collected. Once they correctly spelled a 4 letter word we will go around the gym and say what word they created. After this, we will put all the balls back in the middle and we will start over. For the next round instead of making a 4 letter word we will make a 5 letter word. If we get to another round we will then make a 6 letter word. What I am looking for is how the students are dribbling and working together to spell the word.

- **Card Sharks Dribble and Catch** - Scatter hoops around the gym floor and place a playing card face down, in each hoop. On the signal to begin, students will dribble to a hoop and pick up a card (while trying to keep dribbling, if possible). If the card is black, the students will bounce the ball inside the hoop the number of
times which the card shows. If the card is red, the student will toss and catch the ball the number of times the card shows. When finished, the student replaces the card face down and moves to another hoop. All face cards will be worth "ten" and an ace is worth "eleven" dribbles.

- **Bucketball**: The gym is broken up into two sides. Each team has their own side. The Buckets are located on each side. They are diagonally placed across from each other. Objective of the game is to get all of your team balls into the opposing teams bucket. Each team has 10 balls to get in. One team is orange and one team is yellow. Tagged- If you cross over to the other team’s side to try to get a ball into the bucket, you can get tagged. If you get tagged you must go to the side do 10 jumping jacks, go back to your team’s side, and try again!

- **4 team Bucketball**: In the game the gym will be broken up into 4 different quadrants. Each quadrant will have their own bucket set up and 4 of the same color balls. Their goal is to get all of their balls in other teams goals. If all of their balls are gone then they won the game.

- **Clown Ball**: There will be 2 teams on each side. Each team is going to pick 4 defenders and they are going to protect a cone with a ball on top of it. They will work on their goalie skills and protect the cone from having the ball fall off. If the ball falls off then you will go join your team and try to knock the other team’s ball off the cone. Use your soccer skills and try and knock down the other team’s balls off the cone.

- **Zone Soccer**: I am going to split the class into 4 different teams. I am also going to make the gym into 4 different zones. A person from each team is going to be in each zone. They will either be playing defense or offense. The goal of the game is to get the ball into another team’s zone and score in their goal. We will start off with one ball and then slowly add more as the game goes on.

- **Kicking Trap**: There will be 2 teams, one on each side. This game is all about practicing how to trap a ball. The object of the game is to get everyone on the other team out. To do this you have to kick the ball with the inside of your foot and hit somebodies leg on the other team with your gator ball. If their leg gets hit by a gator ball then they have to go to the side and line up behind a cone. To get back into the game someone from your team has to correctly trap a gator ball coming their way. If they do this correctly then that person who was lined up behind the cone can come back into the game.

- **Kickball Basketball**: In this game the class will be broken up in half. Half of the students will be up at bat while the other half is in the outfield. The half that is up at bat, one student will kick it and run around all the bases. The outfield will try to get the ball and shoot it in the basket before that batter gets to home base. If they get it in the basket then it is not scored as a run to the runner. Everyone in line will go and then I will have them switch.

- **Hockey Tag**: To play Hockey tag I am going to break up the class into 8 different teams with about 2 or 3 students in each group. Each person will have a ball or puck and a hockey stick. When the music turns on the first person will dribble their puck to the playing area and try to knock someone else’s puck out of the playing area. If your puck is knocked out you will switch with the next person on your team. If you knocked 2 pucks out then you will switch with the person next in
line. After this I will teach the students how to pass and “catch” the ball in their stick.

- **Shoot the gap**: I am going to split the class into 2 different teams. Each team will have their own half. Each team will also assign 2 people to stand behind the blue line and collect the hockey pucks and balls if they pass the blue line. The team’s job is to protect their area so that pucks and balls don’t pass them and go behind the blue line. So the object of the game is to pass or shoot the ball through the other teams gap passed the blue line so their teammates collect the ball or puck behind the blue line.

- **Hockey Steal**: There will be 8 different teams behind separate cones. In the middle of the gym there will be a bunch of fuzzy balls. When I say go one person will go to the middle to get a fuzzy ball with their hockey stick and dribble the ball back to their cone. Once a team has 5 fuzzy balls then the team can sit down. After each round I will take a couple fuzzy balls away after each round.

- **Race to 4**: Have students pair up. They will need 1 hockey stick and one hula hoop per group/pair. The group will take 8 (normal) steps starting from the center circle to establish where they will place their hula hoop. Teacher places 10-12 balls in the center of the gym floor (you can add more balls as the game is played out to help the game finish faster). On "go", one student from each group will go and get one ball (either from the center or other hula hoop around them) and bring it back to their hoop. One exception, they can’t steal a ball from their immediate neighbor to their right or left. After they bring it back, their partner will then do the same. Students are not allowed to use their hands or feet...they are only allowed to use the hockey stick to move the ball. The first group to get 4 balls in their hoop wins.

- **2v2**: I am going to make mini game fields for the students. Each little field will have 2 goals about 8 by 8 apart. The students will get with a partner and face off against another group of 2. One of you will play goalie and they will have a little stick and stand in front of the goal. The other partner will have the big stick and they will try to score in the other team’s goal. After a couple of minutes the partners will switch positions. This game will give the students a better understanding on a game like situation in hockey.

- **Bowling Pin Defender Hockey style**: Break the class up into two teams. One team will be on one side of the red line and the other will be on the other side. No team shall cross the line. Give each team a color pin. (red/white). Have the students move the pins where they want to. When each team is ready hand out the balls to each team. The object of the game is to try and knock down the opponent’s pins by using their hockey stick to strike a ball and knock down the other teams pin. If a student’s wants to defend a pin on their side they may but they cannot touch it. After all pins are down on one side reset and start a new round.

- **3 v 3 and 4 v4**: The field for this game will be about 11 by 11. There will be 3 people on each team; A goalie, a defender and a person on offense. I am going to make a line half way through the field so they know the difference between offense and defense. After a couple minutes the players will switch positions. If you’re playing 4 v 4 make sure there are 2 goalies instead of one.
• **Cone Handball**: Practice with an emphasis on overhand passing/throwing and catching. Materials Needed: 10 balls and Pinnies; Description: Two teams of equal numbers of participants (four to eight) compete to score as many points as they can within set time by knocking down cones (four to six) placed in their opponents' respective goal areas. The goal areas are off limits for both attackers and defenders except for throw-ins. All shots at the cones and defensive actions such as steals, interceptions and blocks must take place outside the goal areas.

• **Battleship**: It works on both the overhand and underhand throw. It also works on teamwork and game strategy. The object of the game is to sink everyone’s battleship before your own battleship is sunk. Ships are sunk when all their pins, lined up on the corners of the ship, are knocked down. Students must stay on their mat (battleship) unless they are the team’s dolphin, in which case they are on a scooter and retrieving balls (cannons) for their team. This game is very fast pasted and games only last 3-5 minutes. New dolphins are selected each time and strategy time is given to teams to discuss ways to protect their battleship while trying to sink others ships.

• **Snow Fort**: Divide class into 2 groups; one group one each half of the gym. Each area has a snow fort (mats) and 10-15 snowmen (bowling pins) scattered in front of each fort. The object is for each team to throw "snowballs" and try to knock down the other team’s snowmen. Players may leave the fort to get a ball but must throw from back on their fort. Play until one team knocks down all of the other team's snowmen, or 2-4 minutes. Move forts back or forth in playing area depending on the throwing ability of the group. All snowmen should be placed in front of the forts.

• **Battleship w/ Frisbees**: Divide the class into pairs and give one Frisbee to each pair. Arrange the pairs into two lines about 10 feet apart. Make sure there is enough safety space between each set of pairs (at least 8-10 feet.) Allow the students to practice and experiment with throwing and catching a Frisbee for about 5 minutes. Then change the activity into a self-contest. Tell the students to see how many times they can successfully catch the Frisbee without letting it fall. If the Frisbee falls to the ground start counting from the start again and see if you can beat your old score. Do this for about 5 minutes. This will allow you time to walk around and help those who need it. Change the activity to a distance challenge. Have the students all started the same distance apart (~10). Tell them that for each successful catch each partner is to take one step backwards, and for each unsuccessful catch they are to take a step forward. Do this for about 5 minutes.

• **2 Base Baseball**: Students will be broken up into groups of 4. One person will be at the cone with a bat and a ball on top of the cone. One person will be standing on the first base, one will be on the second base and one will be in the outfield. The outfielder will hit the ball off of the tee, drop the bat, and run to the first base, second base, and then back to the cone. They will keep running until a fielder gets the ball and brings it back to the cone.

• **3 Base Baseball**: Same rules above but just adding another base!
Enrichment Activities:
- How many times can you throw a ball at a target and knock it down?
- While having a catch with a partner, how many times can you catch the ball in a row?
- What other ways can you kick a soccer ball?
- Do you think that you can make 4 baskets in a row with an appropriate size ball and at an appropriate height?

Methods of Assessments/Evaluation:
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“There’s no ‘I’ in Team!”

Topic/Unit:
Cooperative Games

Approximate # Of Weeks: 6 Weeks

Essential Questions:
1) How does cooperation improve teamwork?
2) How does good sportsmanship increase enjoyment of the activity?
3) What kind of problem solving skills could you use throughout the activity?
4) How does safety, good sportsmanship, and attitude impact physical performance in activities?

Upon completion of this unit students will be able to:
- Demonstrate and explain the use of fundamental strategies (2.5.2.B.1,2.5.2.B.4)
- Show safety while participating in physical activity (2.5.2.C.2)
- Demonstrate appropriate behaviors while participating alone or with teammates (2.5.2.B.4, 2.5.2.C.1)
- Follow class rules and procedures and apply them to all activities (2.5.2.C.2)
- Demonstrate respect for others and equipment in the learning environment (2.5.2.B.3,2.5.2.C.2)
- Identify physical activities that are enjoyable as well as participate in a variety of physical activities (2.5.2.B.3,2.5.2.C.2)
- Identify the benefits of good sportsmanship, cooperation and following the rules. (2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2)
- Utilize the concept of teamwork during team activities (2.5.2.B.3,2.5.2.C.1)
- Demonstrate the need for fair play during competition (2.5.2.B.1,2.5.2.B.3,2.5.2.B.4)
- Determine factors that lead to group success (2.5.2.B.4)
- Demonstrate the ability to show good sportsmanship and have a good attitude all over the school (2.5.2.B.3)
- Demonstrate the ability to take everyone on your teams suggestions on how to achieve goals (2.5.2.B.4)
- Identify factors that lead to group success (2.5.2.B.4)
- Explain the difference between offense and defense (2.5.2.B.2)
- Identify how positive and negative attitudes contribute to sportsmanship (2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2)
- Differentiate between correct and incorrect practice (2.5.2.B.4, 2.5.2.C.1, 2.5.2.C.2)
- Explain how being healthy contributes to safe and improved performance (2.5.2.B.1,2.5.2.B.4,2.5.2.C.1,2.5.2.C.2)
- Recognize the need for fair play during competition (2.5.2.B.1, 2.5.2.B.3,2.5.2.C.2)
• Understand how important in teamwork is in a gym setting (2.5.2.B.1, 2.5.2.B.3, 2.5.2.C.2)
• Identify different problem solving techniques in helping other classmates (2.5.2.B.4, 2.5.2.C.1)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
• Ball Tag- Choose 4 throwers (attackers) to stand on the sidelines across from each other with 3 fuzzy balls, all fuzzy balls should be on one side at a time. Players will line up at one end of the play area and they are to run to the other end of the field. If any player is hit they are out and can go to the sideline to become an additional thrower. Once all runners have come through have them go back again. Runners must only run one way until all the players are at the end. All throws should be below the chest or make them throw underhanded. The last person or two are the winners.

• Bowling Pin defender- Break the class up into two teams. One team will be on one side of the red line and the other will be on the other side. No team shall cross the line. Give each team a color pin. (red/white). Have the students move the pins where they want to. When each team is ready hand out the balls to each team. The object of the game is to try and knock down the opponents pins by rolling the ball. If a student’s wants to defend a pin on their side they may but they cannot touch it. After all pins are down on one side reset and start a new round. Once there is 5 minutes left in the class you can have them line up and get a drink and wait for their teacher in the hall.

• House Hunters- The students will be playing House Hunters. The students will work together in 4 different groups which will be split up by me. The students will go to their part of the gym sit down and listen for further directions. I will show the students once how to put together a Hula House. A hula house consists of 6 different hoops and you can build it into a little house. I will show them first and then I will have them try to do it themselves. After all of the teams have successfully built it I will tell them how to play the game. Each team needs to assign their players to different jobs. The jobs include the throwers, protectors, and gatherers. The throwers job is to stand on the polyspot in their team’s area.
and roll the gator balls at the other team’s houses. The throwers are not allowed to leave their polyspots. The protector’s job is to project their hula house from falling down. The gatherers job is to collect gator balls around the gym and bring them back to the throwers so the throwers can continue trying to knock down the teams houses. If a team’s house gets knocked down then the whole team has to help put the house back together and once it is back up they can continue playing. For a team to get a point they would have to be the only ones not building their house back together. The three other teams would have to be building.

- **Bucketball** - The gym is broken up into two sides. Each team has their own side. The Buckets are located on each side. They are diagonally placed from each other. Objective of the game is to get all of your team balls into the opposing team’s bucket. Each team has 10 balls to get in. One team is orange and one team is yellow. Tagged - If you cross over to the other team’s side to try to get a ball into the bucket, you can get tagged. If you get tagged you must go to the side do 10 jumping jacks, go back to your team’s side, and try again!

- **Bucketball Tournament** - The gym is broken up in half and then there are polyspots going across the length of the gym. There will be 4 different teams located in each square. Two teams will be playing each other on each half of the gym. So there will be two games going on at once. After about 5 minutes I will switch up the teams. This is Tournament style.

- **4 team Bucketball** - In the game the gym will be broken up into 4 different quadrants. Each quadrant will have their own bucket set up and 4 of the same color balls. Their goal is to get all of their balls in other teams goals. If all of their balls are gone then they won the game.

- **Scoops and Pin Defender** - The gym will be split up into 4 different squares. Each square will have 3 bowling pins set up. Everyone will have a scooper (mine lacrosse stick) and the object of the game is to get the other teams pins down. You will be throwing fuzzy balls with the scooper. This is a fun game that will have the students working on defending and offensive skills.

- **Cooperative Relay** - Each Relay team will have 6 hula hoops. Each student will stand in a hula hoop and then there will be an extra hoop for balls. The object of the game is for students to pass the ball to their partners from hula hoop to hula hoop. Once it gets to the last person that person must try to throw the ball into a basket. If they make it great, if they don’t then the student must get the ball and go to the front of the relay race. Everyone moves up one hoop closer to the basket. If they did make the basket they still go back to the beginning. First team to get all their balls in the basket wins!

- **Clown Ball** - There will be 2 teams on each side. Each team is going to pick 4 defenders and they are going to protect a cone with a ball on top of it. They will work on their goalie skills and protect the cone from having the ball fall off. If the ball falls off then you will go join your team and try to knock the other team’s ball off the cone. Use your soccer skills and try and knock down the other team’s balls off the cone.

- **Zone Soccer** - I am going to split the class into 4 different teams. I am also going to make the gym into 4 different zones. A person from each team is going to be
in each zone. They will either be playing defense or offense. The goal of the
game is to get the ball into another team’s zone and score in their goal. We will
start off with one ball and then slowly add more as the game goes on.

- **Kickball Basketball** - In this game the class will be broken up in half. Half of the
  students will be up at bat while the other half is in the outfield. The half that is up
  at bat, one student will kick it and run around all the bases. The outfield will try to
  get the ball and shoot it in the basket before that batter gets to home base. If they
  get it in the basket then it is not scored as a run to the runner. Everyone in line
  will go and then I will have them switch.

- **Hockey Steal** - There will be 8 different teams behind separate cones. In the
  middle of the gym there will be a bunch of fuzzy balls. When I say go one person
  will go to the middle to get a fuzzy ball with their hockey stick and dribble the ball
  back to their cone. Once a team has 5 fuzzy balls then the team can sit down.
  After each round I will take a couple fuzzy balls away after each round.

- **“Peaceful Playgrounds” activities** - The activities provide a consistent set of rules
  as well as solutions to conflicts. Appropriate interaction requires that all students
  are taught skills for dealing with playground conflicts. For most situations, there
  are three options: Walk, Talk, or use Rock, Paper, and Scissors. (Activities may
  vary between Forest Avenue School and Linden Avenue School). Some
  examples of the activities include: Alphabet track, Ball Hopscotch, Bean Bag
  Four Square, Bean Bag Toss, etc.).

- **Never Ending Tag** - In this warm up the class will be broken up into two teams.
  The object is to get your whole team passed the blue line behind the opposing
  team. If tagged then you must go to the opposing team’s jail. To get out someone
  from your team has to come tag you back in and you may return to your side.
  The students have to work together and play offense and defense with each
  other.

- **Mat Switch** - The class is broken up into 2 teams and I will give each team 2
  mats. The students have to work together to try and get from one side of the gym
  to the other without touching the ground. Whichever team gets there team to
  cross the finish line first gets a point.

- **Hoop Scrabble** - On the signal, each team will send one player to the center hoop
to retrieve a tennis ball (letter). That player will then return the ball to the base
and tag the next runner on their team who will go to the center and retrieve
another ball. This will continue until all of the balls are gone from the center
hoop. Once all of the balls are gone from the center, players may begin stealing
ball from the opposing teams (1 ball at a time of course). This will continue until
a team has won the game by creating a 5 letter word. Once a team has created
a word, they need to yell stop immediately, and will be declared the winner.
Please do not allow students to guard their hoop.

- **Mission Impossible** - the game is to get your entire group/class from one side of
  the gym to the other side (from blue line to black line) without touching the floor in
  between. If a student touches the floor they must leave the equipment they’re
  using where ever they touched the ground and go back to the very beginning.
  Their teammates must then struggle to go back and get that teammate. I give
  students 1 or 2 scooters to start with, and place equipment throughout the gym
so they can acquire it and use it throughout the game (i.e. folded up mats, unfolded mats, carpet squares, spots, noodles, hockey sticks, hula hoops.). The coolest part is that once the students have completed the objective of making it all the way across you can change the task (i.e. blindfolding some students, playing without talking). The possibilities are really only limited by your imagination in this activity.

- **Mission Impossible to the extreme!** - This game is all about teamwork. As the students are sitting on the black track, I will explain to them what teamwork means and what it should look like. Good teamwork has teammates working together, sharing ideas, and helping each other. Good teamwork has teammates solving problems throughout the activity in order to be successful. This is the perfect game for them to play. Objective of the Game: To get across the gym floor without touching the ground. Materials Used: poly spots, a scooter, and a jump rope for each of the 4 groups. The gym will be filled with things on the ground so I will make it harder for the students to get across the gym floor. There will also be mats set up between the teams so there will be less space for the teams to work!

- **Jewels in the Crown** - Four hoops are set up in the four corners of the activity area. At each hoop there are 3-4 children, and inside each hoop there is the same number of yarn balls as there are children at that hoop. On a signal from the teacher, all the children begin to travel to other hoops and pick up yarn balls (make sure these yarn balls travel one at a time) and place them in their hoop. At the end of the time, the instructor may or may not choose to count how many jewels were in the various hoops. No guarding of hoops is allowed and there must be constant movement or the teacher may choose to remove jewels from a lazy student’s hoop.

- **Scooter Ships** - The scooter ships are "built" by putting two scooter boards underneath a folded mat. Each ship has a team of 3-5 students. (Ideally, there should be four students per ship, but three or five students will also work.) Older students can "build" their own ship, and, by doing such, they will learn the best placement of the scooter boards to provide optimum rolling and balance for their ship.

- **Capture the Pinnies** - Students will be broken up into 4 different teams. The gym will also be broken up into 4 squares. Each team will have their own square. Each team will also be in a different color. Each team will also start off one of each color pinnies. When I say go the students are going to try and get all of their pinnies back. If they go into another teams square then can get tagged. If tagged you have to go down on one knee and wait for a teammate to come tag them back in

- **Steal all 8!** - There will be 8 different teams in the gym with 8 different items. On go one person from each team is going to steal an item from another team. Once one team has all 8 of one item they win the game.

- **Kickball Basketball** - In this game the class will be broken up in half. Half of the students will be up at bat while the other half is in the outfield. The half that is up at bat, one student will kick it and run around all the bases. The outfield will try to get the ball and shoot it in the basket before that batter gets to home base. If they
get it in the basket then it is not scored as a run to the runner. Everyone in line will go and then I will have them switch.

- **Capture the Pins**: Students will separate into two teams and work together to take the other teams 3 bowling pins. After introductory split call into two groups and have each group opposite sides of the gym. Place 3 bowling pins on each side of the gym. After teacher has blown whistle students try to capture each other’s flags. If a students falls to retrieve a pin and gets caught that student must go to jail. The jail is located at the back of the gym. In order to get out of jail a teammate must run to the jail without getting caught then they are allowed to leave jail freely. First team to obtain all 6 pins wins the game.

**Enrichment Activities**:
- How many different strategies can you use in one activity with your team?
- Can you do a whole activity without talking to your teammates throughout the game?

**Methods of Assessments/Evaluation**:
- Peer Assessment
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- Self-Assessment
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
- Pre-Assessment for SGO/Post Assessment for SGO

**Resources/Including Online Resources**
- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get Fit!”

Topic/Unit:
Fitness

Approximate # Of Weeks: 6 Weeks

Essential Questions:
- Why is it important to improve your cardiovascular fitness and muscular endurance?
- Why is physical activity important for my health?
- Can you recognize the effects of moderate to vigorous physical activity?
- Can you engage in physical activities that are personally enjoyable and challenging?

Upon completion of this unit students will be able to:
- Understand fitness concepts and skills (2.6.2.A.1, 2.6.2.A.2)
- Understand why it is important to integrate your everyday routine through fitness concepts (2.6.2.A.1, 2.6.2.A.2)
- Identify factors that lead to having your whole body work together efficiently (2.6.2.A.1, 2.6.2.A.2)
- Understand that your body needs work and effort for your body (2.6.2.A.1, 2.6.2.A.2)
- Develop and implement a program that utilizes appropriate training principles is necessary for lifetime fitness (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Achieving and maintaining fitness requires , age appropriate intensity, duration, and frequency of exercise (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Listen to the teacher and get feedback throughout the activity (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Ongoing assessment is necessary for determining the effectiveness of a personal fitness program (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Recognize the amount of exercise you need to help stay fit (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
- Identify the following components: cardio-respiratory endurance, body composition, flexibility, muscular strength, and muscular endurance (2.6.2.A.1, 2.6.2.A.2)
- Participate in activities that contribute to the development of all components on fitness (2.6.2.A.1, 2.6.2.A.2)
- Identify sweating as a response to participating in moderate to vigorous physical activity (2.6.2.A.1, 2.6.2.A.2)
- Identify an increased heart rate as a response to participating in moderate to vigorous activity (2.6.2.A.1, 2.6.2.A.2)
• Identify heavy breathing as a response to participating in activity (2.6.2.A.1, 2.6.2.A.2)
• Demonstrate an activity that will increase sweating, heart rate, and heavy breathing (2.6.2.A.1, 2.6.2.A.2)
• Identify that a heart rate is the number of times your heart beats in one minute (2.6.2.A.1, 2.6.2.A.2)
• Identify that everyone has a different heart rate (2.6.2.A.1, 2.6.2.A.2)
• Identify that the heart rate will be lower and higher at different times (2.6.2.A.1, 2.6.2.A.2)
• Develop an understanding of what a goal is (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)
• Identify why nutrition is important to your health and overall activity performance (2.6.2.A.1, 2.6.2.A.2, 2.6.2.A.3)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

• Fitness goal: Students will come up with a goal in the beginning of the unit for themselves. Throughout the unit they are going to try to accomplish it. It could be due 20 sit ups or 10 push-ups. Or anything they want!
• Joker Fitness: This Fitness activity will have students working together and getting students in shape. On each of the walls around the gym there will be a poster with a card color and shape on it. It could either be diamonds, hearts, Spades, or Clubs. In the middle of the gym there will be about 2 decks of cards. The student will look at the color of the card and what shape it has on it and then go to the correct wall. They will then look at the poster and find the number that they have on their card on the poster. Next to the number there will be an exercise that the student has to perform. After about 10 minutes the students will stop and at the point will have a good workout.
• Fitness Stations: Students will be broken up into 6 different teams. Each team will start at a station. After about 3 minutes I will say switch. The stations will include jump rope, hurdles, hula hoops to run through, balance beams, a mat to do any roll they want on, and running portion!
• Fitness Dice: I will first spread all of the students around the gym. I will hold the fitness die that has 6 different exercises on it. After I roll it the students will
perform the exercise: jumping jacks, ABC push up’s, toe touches, helicopter, sit ups, and butterfly stretch!

- **Food Delivery**: Have students get in groups of 4 and have them stay behind the cone. When the teacher says go the first student will run through the cones, through the hula hoop, and step on the polysteps to get to the other side. Located on the other side there will be tennis balls and food products. The student will take one item, put it on their tray, and go back to their team. When he/she gets back they will hand the tray off to the next person in line and so on. If you drop the products on the tray at any point just pick them back up and put them on the tray.

- **Obstacle Course**: The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.

- **Human Obstacle Course**: For students to be physically active. Materials Needed:

- **Nutrition Nascar**: Can be used to teach or reinforce a variety of nutrition concepts. Identifying food groups, nutrients, calories per serving, daily calories, serving size, servings per day (see page 2)... Students are paired up with a driving partner. Students take turns moving around the Nascar Track, Picking up food cards (fuel). And delivering the fuel to their pit stop.

- **Single Jump Rope**: Students will have their own jump rope and do whatever they want with it for about 5 minutes.

- **Long Jump Rope**: Students will practice with groups of 3 with the long rope and see how long they can jump for and then rotate.

- **Super Long Rope**: I will hold one side of the rope and the other side will be attached to the cart. The students will run through it starting with a partner and will go up from there.

- **Index Card Scramble**: At the beginning of the game I am going to put out all different kinds of index card face down with exercises to perform. When I start the music the students will either perform locomotor movements, walk, or jog around the gym. When the music stops the student will pick up the closest index card to them and perform the exercise. After the exercise students will continue to move around the gym.

- **Heart Relay**: Break up the class into 4 different teams. As a team you will do a series of events with your team to get to the finish line. They key to this is teamwork and fitness fun. The events are as follows 1) jump rope for 1 minute 2) throw a ball around in a circle without dropping it in a row 20 times, 3) find five heart healthy foods around the gym and bring it back to your cone, and lastly 4) make a heart shape with your team at the finish line!

- **Heart Power Tag**: The American Heart Association has a motto for having a healthy heart. It is: “You can have a healthy heart; it’s as easy as 1, 2, and 3! Eat healthy stuff, move around enough, and live tobacco-free.” This tag game reinforces the three important ways of keeping the heart healthy. The first discussion revolves around eating healthy stuff. The taggers are the unhealthy foods that one wants to stay away from. If tagged, the student jogs in place with his/her hand over the heart. Two persons running around join hands over the tagged person. (i.e. like playing "London Bridge") They say, “Eat healthy stuff.”
and the tagged person are now free. The second round is played focusing on the theme of "move around enough." Discussion takes place about how important exercise is for the heart. The taggers represent "Couch Potatoes." During this round the students unfreezing the child jogging in place, join hands and say, "Move around enough. "In the third round the class discusses living tobacco-free. The taggers represent cigarettes that one should stay away from. The children unfreezing the tagged students say, "Live tobacco free."

- **Superhero Fitness** - Begin by telling the students how the Superheroes of the Universe have heard how the children on Earth watch too much TV, eat too much junk food and don't get enough exercise. They have decided to save the children by demonstrating how to get more exercise. The Superheroes are Kid Cardio, Mr. Flex and Miss Muscle. Choose 3 students to be the Superheroes. When the game starts, the Superheroes will try to tag the children from Earth in an effort to help them break away from the television. If a student is tagged by Kid Cardio (s) he must do an exercise for cardiovascular fitness before returning to the game. If a student is tagged by Mr. Flex that student must perform a stretch, and, when a student is tagged by Miss Muscle (s) he must do a strength exercise. For younger students, a pre-designated exercise works well, such as jog 2 laps, V-sit Stretch or 5 curl-ups. The older students will be given index cards noting different exercises to perform. When the student gets tagged by Kid Cardio, (s) he goes to the teacher to get a pink card, performs the exercise and then returns the card to the teacher. The students will receive a blue card when tagged by Mr. Flex and they will receive an orange card when tagged by Miss Muscle.

**Enrichment Activities:**

- How many minutes can you exercise a week?
- Can you write in a log for one week, writing down every exercise you did?
- How many different fitness components can you perform a day?

**Methods of Assessments/Evaluation:**

- **Peer Assessment**
  - Students will assess each other and help a friend to see if he/she is doing it correctly.
- **Self-Assessment**
  - Students will look at the wall which has a checklist of each skill. They will assess themselves and see what they need to add or change about the skill.
- **Teacher Assessment**
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.
• Pre-Assessment for SGO/Post Assessment for SGO

Resources/Including Online Resources
• Teacher Webpage
• PeCentral.com
• PeUniverse.com