

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
First Grade	Fitness	Travel/Stop & Own Space Review	Stereo, Music, Control Cones, Safety Rules Cards

Objectives

1. Move safely among other students as they travel through space.
2. Stop when given verbal, audio or visual command.
3. When prompted, choose at least three different ways of traveling.
4. Find own spaces not near anyone or anything.
5. Put a sequence of traveling and finding own spaces together.
6. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Part 1 Introduction and Review of Safety Rules	10	<p>Since this is your first lesson with these students, begin by having the class sitting in the space you will meet them at each lesson. After introducing yourself, tell the students the safety rules. The safety rules are:</p> <ol style="list-style-type: none"> 1. Do your best. 2. Be safe so that you don't hurt yourself or anyone else. 3. Be respectful of each other, the equipment and the play area. <p>If you break one of the safety rules, you will sit out of the activity. Once you are ready to be safe you will be able to come back into the activity. If you break a second rule you will have to sit out for the rest of the physical education class. (At this time you should ask your students if they have any questions. You might also want to review the rules with them by asking them what the four rules are, letting them tell you what the rules are and the consequences for breaking those rules.) Once you are sure your students understand the rules, you can move onto part 2.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Group Dynamics</u> 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	<p>I will have the safety rules posted on a control cone. When a student breaks a rule, I will ask them to sit by the cone that has the safety rule they have broken.</p>
Part 2 Review Travel/Stop	5	<p>"Today you're going to start by traveling around our space. You will get to try all sorts of ways to move. The important thing to remember today is safety. When you are traveling around the space it is important to look where you are going so that you do not touch or hurt anyone or yourself. When I say go you will start moving around the space, when I say stop you should stop where ever you are and look at me. Ready go". After they have been moving for 30 seconds or so, yell freeze. Look to see that everyone has frozen on your command. Praise the students that have stopped immediately. Remind the other students that they must stop as soon as you yell freeze or stop.</p> <p>"Remember as you travel to look for the open spaces, and listen for me to give you the command to stop. This time if you do not stop when I yell freeze, you will have to sit out for not listening. Ready go" (It is important that you do sit out the students who do not stop when you yell freeze this time. Practice traveling and stopping giving voice cues for a couple more minutes.) Begin telling the students some different ways to travel as they move around the space. Examples are; walk crawl, jump, slide on their bottom, travel on hands and feet, etc. Once you are satisfied with the way your students stop when you say stop, you can move on to the own space review.</p>	<p>As your students move around the space, watch to see that they are traveling safely staying away from each other. Encourage them by pointing out the students that are looking where they are going. Remind them as they travel to look for open spaces to move toward.</p>
Review Own Space	5	<p>"When I say go, find an own space inside our boundaries. Ready, go." Look to see how well the class is spread out, and if necessary, practice a couple more times finding own spaces. Remind them to look for a space not near anyone or anything. Get to an own space quickly. If you count to three or</p>	

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
First Grade	Fitness	Cardiovascular Games & Flag Belts	Flags, Control Cones, Hoops, Cardiovascular Cards, stop-slow-go cards, Pictures or plastic Fruits and Veggies, Music

Objectives

1. Play the tag games safely.
2. Pull the flag off an opponent safely
3. Play the games fairly.
4. Have fun.
5. Engage in sustained physical activity that causes an increase in heart rate.
6. Describe that the heart, lungs and muscles work together while performing aerobic activities.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	5	<p>Begin the class with them seated in a group. We will review the safety rules and then warm up "Red Light, Green Light".</p> <p>Today you are going to travel along following traffic lights! Just like a car. What does the green light mean? Go. What about the red light? Stop. What does the yellow light mean? Slow down, get ready to stop. Your heart is like the car engine. It pumps all the fuel around to your muscles so that you can keep moving. Where do you get the fuel from? The food you eat and the air you breathe. As you exercise more, your heart beats faster and your lungs breathe faster to get energy to the muscles that are working. When you see the green sign that means you're all fueled up and can move around any way you want. When you see the red sign, you have run out of fuel and will have to stop. If you see the yellow sign, you are running out of energy, but if you slow down you might be able to build up some more energy.</p> <p>The first time the class stops, I will ask them if their lungs are breathing harder than when we were sitting? I will explain to the class how to find their pulse. After checking our pulse we'll go again. Each time we stop I will have the class check their pulse.</p> <p>Watch the class and remind them to travel to open spaces, look out for each other and try different ways of traveling.</p> <p>After a couple times of checking their pulse I am going to ask them about their pulse. What do they notice? What do they notice about their breathing? Do they see any similarities? (Their heart rate is probably faster at least elevated. Their breathing is faster too. When they exercise more they need more energy, so their heart beats faster and their lungs breath in oxygen faster.)</p> <p>Remind students that they can drink water during class. Just not when we are discussing.</p> <p><u>Fitness Concepts</u> 3.1 Participate in physical activities that are enjoyable and challenging. 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. 4.2 Explain the importance of drinking water during and after physical activity.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Flag Tag	10	<p>In this lesson you will teach your class how to put on the flags. It is easiest to put the flags spread out around the perimeter of the space you will be working in. If you divide the colors evenly regarding the number of students in your class, you can include variations of the game you will play later.</p> <p>"When I say go, you will get a flag and find a spot to stand inside our boundaries. There</p>	Set flags in hoops around the space.

		<p>are enough flags for each student. If there is any pushing or shoving, everyone will put their flags away and come back to sit down. Then we will try getting the flags one more time. Ready, go" watch your students as they go to get the flag,. If you notice pushing, immediately instruct them to put the flags a way and come sit down. Remind them one more time to be safe, and if they continue to push and shove sit the students out who are breaking the rules. Once yours students all have a flag and are standing on a spot on the floor, show them how to buckle the flag belt. It is important to teach them how to pull the flags off safely. Demonstrate what to do after pulling off a flag, (drop it on the ground) tell them the rule of not touching your own flag while you are playing the game. Once you are sure everyone understands the rules, teach your class to play flag tag. "When I say go, you will run after each other trying to remove the flags from your classmates. If someone removes your flag, go to one of the cardiovascular stations and do the exercise on the card ten times. When you are finished you may put on your flag and come back and to the game. If you remove someone else's flag be sure to carefully drop it on the ground before running off to grab another flag. Each time you go to do an exercise, be sure you choose a new card. Ready, go." Walk through the game as the students are playing point out the students that are doing a good job and praise them. Be sure to sit out any students to are not being safe.</p> <p>Occasionally stop the class and have them count their pulse. Have the students count their pulse by watching the clock, or by using a stop watch whenever they do a fitness station.</p> <p><u>Variation:</u> After a couple of minutes stop the game and tell them the new rules. "This time when you play, only the Orange flags will be pulling off the other color flags. The rest of you will just be trying to stay away form the orange flags! The rest of the rules stay the same. Ready, go." After a few minutes stop the game and choose a new color to be the taggers. Continue playing this game until each color has had a turn to be it.</p> <p><u>Assessment</u> 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure change in activity levels.</p> <p><u>Aerobic Capacity</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. 4.4 Explain that the heart is the most important muscle in the body and is approximately the size of a fist. 4.5 Explain that the heart becomes stronger from regularly beating faster during physical activity. 4.6 Identify physical activities that cause the heart to beat faster. 4.7 Explain that blood collects oxygen from the lungs.</p>	
<p>Part 3 Play a game using flag belts.</p>		<p><u>Bridge Tag</u>, using the flag belts. Choose one color to be the taggers. Their job is to pull the flags off of as many students as possible, the ultimate goal would be to pull everyone’s flag off, leaving no one to rescue the people holding the position of bridge. When a person has their flag removed, they must stop where they were caught, leave their flag on the ground near them, and form a bridge with their body. The bridge should be formed so that another student can go completely under and out the other side without touching the person who is forming the bridge shape. Once the person has gone completely under the bridge, they must pick up the flag from the ground, giving it back to the person who was caught, so they can put it back on and reenter play. While the person is going under, and picking up the flag, both people involved cannot be caught by a tagger. The two players must reenter the game by beginning to run again. At that point, they are eligible to be caught once again. Continue playing this game, rotating taggers every minute or so. You have six different flag colors, and that can be used as a way to choose taggers.</p> <p><u>Couch Potato</u> Purpose of Event: For students to learn the concept of being healthy and active. Don't be a "couch potato!" Prerequisites: Basic knowledge of tag games (chasing, fleeing, dodging), locomotor skills, moving safely in general and safe space, and use of boundaries. Suggested Grade Level: K-2</p>	<p>Have the person who was helped high five the helper to signal they are ready to start running again.</p>

Stretch		<p>Materials Needed: plastic fruits and veggies, cones to create a "fridge," cones or mat to create an area for the couch, foam balls or other identifiers for taggers</p> <p>Description of Idea Anticipatory Set: Discuss with your students: "What is a couch potato?" "Do you think a couch potato is healthy?" Most likely you will receive answers like: "A couch potato is lazy, does not exercise and eats junk food like potato chips." Introduce the concept of being healthy and how we don't want to be a couch potato. "How can we keep from being a couch potato?" Answers: get exercise, keep moving, eat healthy stuff.</p> <p>Set-Up: Choose one flag color to be "it" (remote controls freezing others into couch potatoes). Designate an area using cones or a mat as the couch where couch potatoes go, and another area where the refrigerator is, in which pretend fruits and vegetables have been placed. Fruits and vegetables can include laminated pictures of fruits and vegetables or plastic ones you can buy. Be creative! Designate playing boundaries: usually the black line around the gym and remind students to move safely in the open space, staying inside the boundaries and safely pulling off flags.</p> <p>Play: Using various locomotor movements, students travel around the playing area. If a student is tagged by the "remote control," (s)he moves to the couch where (s)he sits down, stretches out with legs crossed pretending to be lazy and watches TV. To re-enter the game another student retrieves a fruit or vegetable from the "fridge," brings it to a couch potato and tells her/him to "get off the couch!" The couch potato needs to prove that (s)he is not a couch potato by performing a designated body reward while the helper counts (for example: five good push-ups or 10 crunches). The helper sees that (s)he deserves the fruit or vegetable and hands it to her/him. The couch potato pretends to eat the healthy snack, returns it to the refrigerator and then re-enters the game. Change taggers periodically.</p> <p>Use the stretch cards on the back of the cardiovascular cards. The students can use flag colors to determine which station to go to first.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	
Closure	2	<p>"What foods are healthy foods?" "What foods should you eat only once in awhile?" "How do you keep from being a couch potato?" Have students identify pictures of healthy and non-healthy activities and foods. Extension: Have students bring pictures from home of healthy and non-healthy activities and use them on a bulletin board to stomp out couch potatoes.</p>	



STOP

**Your muscles
have run out
of fuel! Is your
heart beating
fast or slow?**



GO

**Your muscles
are fueled up
with oxygen!**



CAUTION

**Slow to a walk.
Your muscles
are running out
of fuel (oxygen).
Move carefully!**

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
First Grade	Fitness	Locomotor Moves & Room Space	Hoops, Music, Stereo, Cones for boundaries, Bean Bags

Objectives

1. Play safe
2. Have fun
3. Demonstrate the 8 locomotor moves
4. Work cooperatively with a group of three and a group of six.
5. Think of one locomotor move to add to the relay with their group.
6. Identify the locomotor moves verbally.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Part 1 Review Cooperative Activity	5	<p>a. Review safety rules. b. Play Frozen Bean Bag.</p> <p style="text-align: center;"><u>Frozen Bean Bag</u></p> <p>Begin with everyone having a bean bag on their head. The bean bag is the battery. Without it the students have no power to move around. They may not touch their own battery. As they move around the space, they will try not to let the bean bag fall off their heads. If it does fall off, they must remain frozen in place until someone who has their battery in tact, comes to save them. They must place the bean bag back on the frozen person=s head. If the bean bag falls off the head of the helper, they are frozen too, and must wait for someone to help them before they can continue to help the person they were helping! The students may not cause other people=s bean bags to fall off on purpose, since that is defeating the whole idea of the game.</p> <p>Have the students check their pulse during this game. it wont be very high, but you can discuss this with the students.</p> <p>Hint: Suggest to the class that they will either all win or not win as a team. If at the end of the activity, everyone has their bean bag on their head, the whole class wins. So try to help people as quickly as possible.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.</p>	Have the bean bags spread out in hoops around the outside of our space.
Part 2 Review Locomotor Moves.	10	<p><i>The eight locomotor moves are; Walk, run, jump, hop, gallop, Leap, slide, and skip. You might not need to spend a lot of time reviewing each locomotor move. Just make sure the majority of the class can do the skill, and the whole class understands cognitively what the different moves are.</i></p> <ol style="list-style-type: none"> 1. Can someone show me how to walk? What makes this walking? How we are stepping. The back foot steps, and lands in front of your foot that is on the ground. Step, Step, Step....When I say go everyone walk until I say freeze. Can you walk a different way? Cool I see some people walking backwards, oh wow, sideways too! 2. Can someone show me how to run? How is this different from walking? It is faster. Your back foot steps and lands in front of the other foot before it lands on the ground. When I say go, everyone run until I say freeze. Be sure to look where you are going. 3. Can someone show me how to jump? Jump using two feet. Both feet should leave the ground at the same time, and land at the same time. When I say go, everybody jump! How can you change your jump, but still jump on two feet, landing on two feet? 	<p>Hints: Watch to see the children are trying all the different moves. If the student cannot do a move watch to see if they KNOW what the move is, if they still cannot do it make a note but don't make a big deal of it. It may be due to maturation, You may still choose to bring it to the attention of the</p>

		<p>4. Who knows how to hop? Show us. What is different about a hop compared to a jump? You only hop on one foot. Everyone, show me how to hop. Remember, only use one foot. Can you hop on the other foot?</p> <p>5. Who has seen a horse gallop? Who can show us how to gallop? That=s right, one foot stays in front and the back leg slides up to meet the front foot. Everyone try a gallop! Wow, you can gallop forward or backward. Step/Slide...Step/Slide.</p> <p>6. Oh wow, I see someone galloping sideways. That isn't called a gallop though. When you step/Slide sideways, it is called a slide. Everyone try sliding. Remember it is just like galloping only sideways. Can you slide to the other side?</p> <p>7. Leaping is like hopping from one foot to the other. Start on one foot, hop up into the air, and land on the other foot. Can you leap forward? How about sideways? Backward is pretty hard, but wow, I say someone do it!</p> <p>8. Skip is the last Locomotor Move. Who knows how to skip. It=s sort of like a gallop, but instead of a step/Slide, it=s a step/hop. Take a step forward, and then hop on the foot that is on the ground. Take another step forward, and then hop on the foot that is on the ground. Step/Hop, Step/Hop....</p> <p>9. When I say go everyone <u>(locomotor move)</u> until I say freeze. I will tell you how which locomotor move to use when you travel, your going to have to listen carefully, because I will keep saying different locomotor moves.</p> <p>During the locomotor moves, check their pulse after each one. See which locomotor moves make the heart rate go higher, which are lower. Why? (move slower, need less energy)</p> <p><u>Locomotor Movement</u> 2.4 Explain the difference between a jog and a run, a hop and a jump, and a gallop and a slide. 1.4 While walking, running, hopping, and jumping (locomotor skills), change direction from forward and back, and right and left, in response to tempos, rhythms, and signals.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p>	<p>class room teacher. Encourage the students to move around the entire space. It still would not be uncommon to have a few children who cannot skip or leap.</p>
<p>Part 3 Practice Locomotor Relay.</p>	<p>20</p>	<p><u>Cooperative Locomotor Traveling Relay</u> Don't let the name relay fool you! This is cooperation to the fullest. Begin with the students in groups of three. They must choose three of the locomotor moves. (Each student in the group can choose one.) They must decide which of the three moves to use first, second and then third. After they complete the relay a couple times, have them choose different moves. You can also mix things up by having them find a new group of three.</p> <p>Once they can work together in threes, have them combine with one more groups to make a group of six. Then they will have to choose six of the eight moves, and decide which order to do them in!</p> <p>The Relay: Once the group is ready, the three team members connect together (you can allow them to decide how to connect, or you can tell them the way you would like them to connect.) and travel from their first marker to the second marker using one of the three moves. When they get to the end, they must switch to the second move and travel back to the first marker. When they get back to the start, they will travel back to the opposite end using the last of the three moves.</p> <p>The Object: ❖ To travel together without disconnecting. ❖ To choose locomotor moves that they all can do, or help each other to understand and physically do them.</p>	

Card Suit
Aerobics

Card Suit Aerobics

Purpose of Event: To enhance aerobic fitness and help students understand different movements that can be used to keep fit and active.

Prerequisites: Students should be able to perform a variety of locomotor skills.

Materials Needed: Four cones or hula hoops, three to four decks of playing cards, white board or chalkboard.

Description of Idea

First discuss with students activities they perform that are good -- and not good -- for their heart (for example, "riding their bike" is helpful to keep the heart strong, while "watching TV" is not). Relate how the movements they will be performing today and the activity in general will be helpful to make and keep their heart strong.

On the whiteboard/chalkboard, draw the four card suits and write the locomotor skill each suit represents next to it. Review this with the students. Example: Heart=Run, Spade=Jump, Diamand=Gallop, Club=Slide. Note to students the cone or hoop at each corner of the gym and how different cards are scattered around the cone or in the hoop. Explain how they will be going to one station to begin, pick a card, and then move to the next station (show direction of movement) using the movement their card suit represents. (You may wish to have a child demonstrate how this is all done.) At the next station, they leave the first card (face down) and choose another one, then move on to the next station using that new movement.

Once the activity is explained, divide students equally between corners in order to begin. Periodically, you may choose to have students come back in and change the movements that will be done for each suit (this will give them a needed rest!). It is also a good idea at this time to discuss how their heart (should be) beating faster...if they are getting hot...etc., to show that they are being active.

Variations:

You may do this activity for a set time limit, or have the students keep all the cards they pick up and continue until all cards are gone.

You can remove the wild cards or leave them for students to perform the skill of their choice.

Assessment Ideas:

At the end of the lesson, question students about types of movements they perceived to raise their heart rate the most. A portfolio sheet showing different activities that are helpful (and not!) for being active can also be given to students; they circle the helpful activities and "x-out" the non-helpful activities.

Again, as a group, do a few stretches in own space. If you have time, do the stretches on the opposite side of the cardiovascular cards.

Group Dynamics

5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting.

5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

Body Composition

3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

Fitness Concepts

3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Locomotor Movement

2.4 Explain the difference between a jog and a run, a hop and a jump, and a gallop and a slide.

1.4 While walking, running, hopping, and jumping (locomotor skills), change direction from forward and back, and right and left, in response to tempos,

Stretching

		rhythms, and signals. <u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.	
Closure	2	Review: Seated, verbally review the seven locomotor moves. Ask the students to describe how they traveled to the hoops, and what they chose to do in place or inside their hoop. Why do you need water when you exercise? How do you know you are stretching far enough?	

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
First Grade	Fitness	Hoop Exploration/Cooperation	Hoops, Hoop Cards, Fitness Cards, Music, Stereo, Control Cones

Objectives

1. Work safely while manipulating the hoop.
2. Encourage their partner by saying something positive about their trick.
3. Work cooperatively with their partner; watch patiently while partner shows trick. Show partner their trick and explain to them how to do it.
4. Have fun!
5. Create at least one new trick with their hoop.
6. Exercise safely using correct form.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 & 2 Warm Up Hoop Review	15	<p>Warm up with a circuit of hoop cards and fitness cards. (<i>I will have the twelve control cones set up, 6 with hoop tricks and 6 with work out cards. Behind the hoop cards I will have a stretch card.</i>)</p> <p>Review the strength cards and the proper way to do the exercises in own space. The students can take their mat to the station that matches the color when it is time to begin the stations.</p> <p>I will have posters or information up around the gym regarding muscles and strength exercises. We will discuss why we need strong muscles while the students are working on the stations.</p> <p>At various times have the students check their pulse.</p> <p><u>Muscular Strength/Endurance</u> 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. 4.9 Explain that prolonged participation in physical activity will increase endurance, which allows for movement to occur for longer periods of time 3.3 Demonstrate for increasing periods of time a “v” sit position, a push-up position with arms extended, and a squat position.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p>	<p>Why Stronger Muscles?</p> <p>Increased muscular strength</p> <p>Increased muscular endurance</p> <p>Improvement in aerobic fitness through muscular exercise</p> <p>Prevention of musculoskeletal injury</p> <p>Improvements in sports performance</p> <p>Reduced risk of fractures in adulthood</p> <p>Exercise during the skeletal growth period is better for bone development, increasing bone strength and bone growth.</p>
Part 3	15	<p>While you are in your own space, can you think of a trick to do with your hoop that you did not do while you were practicing with the cards. (<i>Give them a minute or two to think and try a trick.</i>) “Maybe your trick is a combination of two tricks, (<i>point out some of the cool tricks I am seeing</i>)</p> <p>Check pulse during this part of the lesson.</p> <p>“When I say go, find a partner and sit back to back. With this new partner you are going to show them your trick, and explain how to do it so that your partner can try it too! After your partner shows you their trick, tell them something you liked about their trick. Like when I tell you how fun it looks, or that it was a cool trick. After you are finished helping your partner learn your trick, they will show you their trick and help you learn it. Ready go.</p> <p>(<i>Remind them to tell each other something they liked about their tricks.</i>)</p> <p>As time allows, I will have the class find new partners as they each finish showing and trying both tricks.</p> <p>I will send the students to the stations to stretch. The stretches are on the back of the cards.</p>	

		<p><u>Self Responsibility</u></p> <p>5.1 Willingly participate in new physical activities.</p> <p>5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u></p> <p>5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.</p> <p>5.4 Invite others to use equipment and/or apparatus before repeating a turn.</p> <p><u>Group Dynamics</u></p> <p>5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting.</p> <p>5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p> <p><u>Flexibility</u></p> <p>3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p>	
Culmination	2	Who can use words to describe their trick? What were some of the cool things your partners told you about your trick? Did it make you feel good to hear those things?	

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
First Grade	Fitness	Hop Scotch	Chalk, Bean Bags, Flags

Objectives

1. Demonstrate the twelve exercises and twelve stretches learned in previous lessons.
2. Demonstrate a jump beginning on two feet and ending on two feet.
3. Demonstrate a jump beginning on two feet and landing on one foot.
4. Demonstrate a jump beginning on one foot and landing on two feet.
5. Demonstrate a jump beginning on one foot and landing on the same foot.
6. Travel using a combination of the three jumps done in class during a game of hopscotch.
7. Verbally discuss the basic points of throwing to a target.
8. Play a game of hopscotch cooperatively with a partner.
9. Have fun.
10. Play safely.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up Locomotor Review	10	<p>Seated review of the 8 Locomotor moves. Make sure to name the eighth moves. (Run, Walk, Jump, Hop, Skip, Gallop, Leap and slide) Sit back to back with a partner and then we will play Locomotor Follow the Leader. Afterwards we will play a quick game of Locomotor tag. Everybody is it and as they are playing I will call out different locomotor movements to use while traveling. If they do a great job, I will pick a color to be the taggers and let them choose the way everyone should travel!</p> <p><u>Locomotor Follow the Leader</u></p> <p>“When I say go, find a partner and sit on the ground back to back with your partner. You have five seconds to do this.” When everyone has a partner I will explain the game. One partner will choose a locomotor move and the other partner will follow them copying their partner and following them. Who will tell me one locomotor move? After we review the moves, I will ask one partner to stand and one to remain seated. The seated partner will choose first. During the game, stop the students and have them check their pulse.</p> <p><u>Fitness Concepts</u></p> <p>3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><u>Body Composition</u></p> <p>3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Hop vs Jumping Review	5	<p>When I say go, get a hoop and find an own space. When you get to your own space, try some tricks with your hoop until I say freeze. Ready, go. Have your hoops spread out around the area you are working in, this will keep your students from all running to one spot and smashing into each other!</p> <p>Freeze, I want you to show me how you can stand in your hoop with two feet on the ground. Jump with both your feet leaving the ground at the same time so that you land outside the hoop on two feet. Ready, go. This is called a two foot jump, you start and land on two feet. Show me a two foot jump back into your hoop. Can you jump in and out of your hoop, using a two foot jump, backwards? What about sideways? Great job! Point out the students who are working safely. Call out the names of the students doing an excellent job.</p> <p>Now I want you to stand in your hoop on two feet, jump out of your hoop and land on one foot. Ready, go. This is called a two foot to one foot jump. Try it again, jumping back into your hoop. Try a two foot to one foot jump sideways, and the backwards. As your students are working, and you’re giving directions, be sure to walk around watching and complimenting individual students.</p> <p>This time I want you to start on one foot inside your hoop, jump out and land on two feet. This is a one foot to two foot jump! Try jumping in and out of your hoop using a one foot to two foot jump, in each of the three directions.</p>	

LEVEL	UNIT	LESSON Number 6	EQUIPMENT
First Grade	Fitness	Swaying A Rope/Jumping Over The Rope/Rhymes	Jump Ropes, Hoops, Control Cones, Poly spots

Objectives

1. Work cooperatively with partner turning the jump rope.
2. Travel, leading their partner, using at least two different locomotor moves.
3. Have fun.
4. Verbally identify the eight locomotor moves.
5. Play safely.
6. Jump over a swaying rope at least two times in a row before missing.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: Warm Up	10	<p>Carpool Travel Stop Objective: Movement and Cooperation Equipment: Control Cones, Poly Spots, Hoops</p> <p>Activity: Have children find their own space with the hula hoop. Begin with asking them how their parents drive on the freeway? In a school zone?</p> <p>“Ok, put on your seat belts, start your engines”</p> <p>Utilize the following commands:</p> <ul style="list-style-type: none"> • Freeway: Running • School Zone: Walking • Carpool: Travel with another person shoulder to shoulder • Emergency: Step to the right and stop • Garbage Truck: Travel backwards while beeping • Bus: At least 5 people in a line traveling in own space • Hydraulics: High level to low level • Slippery Road: Zig Zag through space <p>During the game, have them check their engines, to see how fast they are running! Compare the different heart rates and why it changes with the different different ways of moving.</p> <p>Variation:</p> <ul style="list-style-type: none"> • Send each color group to get gas (water break) • Teacher is the police officer checking to make sure that they are driving safely-can receive a ticket (sit out) if break any of the driving laws <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2 Review - Jumping over a moving rope	10	<p>“When I say go, the partner that was the follower first will go get a jump rope. With your partner, one of you will move the rope back and forth along the floor while the other partner tries to jump over it.”</p> <p>Review the points to jumping over. (Look at the rope, jump when it comes toward you).</p> <p>After both partners have had a chance to practice begin working on swaying the rope together. One partner holding each end of the rope. Be sure to explain how to work together to swing the rope. Once the students have a good idea of how to sway the rope, have them work in 4's with one set of partners (one at a</p>	Be sure the students all have good own spaces.

		<p>time) jumping over with the other set of partners swaying rope. Each student should take at least five jumps, even if they miss, and then switch roles. Be sure to remind the partners to work together swaying the rope.</p> <p><u>Locomotor Movement</u> 1.9 Jump a swinging rope held by others.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p>	
Part 3	10	<p>Once everyone has a good idea of how to jump over the swaying the rope I will teach them a jump rope rhyme to try as they jump. After they all try that, you can see if anyone else knows any jumping rhymes and then try those!</p> <p>Jump Rope Rhymes:</p> <p style="text-align: center;"><u>Engine Engine Number Nine</u> Engine Engine number nine Running down the Chicago line If the train falls off the track How many cars will go back? One, Two....(count)</p> <p style="text-align: center;"><u>Bubble Gum</u> Bubble Gum bubble gum in a dish How many pieces do you wish? One, Two,(count)</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting. 5.4 Invite others to use equipment and/or apparatus before repeating a turn.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
First Grade	Fitness	Direction Review	Flags, Hoops

Objectives

1. Play the warm up game safely
2. Demonstrate at least two different ways to travel in each of the three directions.
3. Demonstrate at least two different ways to travel through the hoops in each of the three directions.
4. Work cooperatively with their partner and other students while holding the hoop and traveling through the hoop.
5. Have fun.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1: Push-Up Flag Bridge Tag	10	<p>Warm up the class with Push- Up Flag Bridge Tag. If you did not get to teach this game, go ahead and teach it now. If you change taggers every couple minutes, you will be able to have everyone be it during this game. When the flag is pulled off, do 5 modified push ups in your own space, and then hold the position for a bridge. When anyone crawls under your bridge, that saves you, and you can safely put on your flag and begin moving again.</p> <p>As usual, when it's appropriate, have the students count their pulse.</p> <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2: Directions Review	5	<p>The concept of directions were taught in kindergarten of this unit. Have your class seated for a quick review of the three directions, and then have them travel using the different directions as a physical review. "When I say go, I want you to find an own space. Ready, go. When I say go, show me one way to travel in a forward direction. Ready, go." After 30 seconds ask the class to continue traveling in a forward direction, but change the way they are traveling. "What is another way to travel in a forward direction?" After 30 seconds, ask the class to freeze. "Freeze. This time when you begin traveling, show me one way to travel in a backwards direction. Be sure to look where you are going and lead with the back side of your body. Ready, go." As the class is traveling backwards, you can point out unique ways students are moving. You can also praise the students who are traveling safely. After 30 seconds, ask the class to choose another way of traveling backwards. Once the class has traveled two different ways backwards, ask them to freeze. "Freeze. This time when you travel, show me a way to travel sideways. Ready, go." Again, continue moving through the class, pointing out ways of traveling, and after 30 seconds, ask them to try a different way of traveling sideways. Once you are sure your class remembers how to travel in the different directions, you are ready to move on to part 3. This whole part two should last 5 to 10 minutes.</p>	
Part 3: Problem Solving: Directions	15	<p>"When I say go, you will have five seconds to find a partner, and sit back to back with them. Ready, go." Begin counting to five, when you have finished, if anyone is still without a partner, pick a partner for them. "Decide who will stand up, and who will remain seated." Again, you can count to five to limit how much time is spent deciding who will do what. "The partner who is seated will get a hoop, and the partner who is standing will find a good spacious spot to work in. Ready, go." As soon as all the partners have hoops and a place to work, give the class the first problem. Remind the students as they work together to solve these problems, they must cooperate holding the hoop, so the partner traveling can go through the hoop safely.</p> <ol style="list-style-type: none"> 1. The partner holding the hoop, choose the direction the other partner must use to travel through the hoop. After the person goes through the hoop, switch roles. Let the other person hold the hoop and decide which direction must be used. Each time you travel through the hoop, you must use a different direction. 2. One person holds the hoop while their partner travels in any direction through the hoop. Once they get to the other side, they must travel back through the hoop, using a 	

Stretch		<p>different direction. After one partner goes, switch roles. Each time you take turns going through the hoop, try to think of different combinations of directions.</p> <ol style="list-style-type: none"> 3. One person holds the hoop while their partner goes through a total of three times, using a different direction each time. Since there are three directions, you will use all three of them this time. After the first partner goes, the second partner should take a turn. You can continue taking turns, each time trying new ways of traveling in the different directions through the hoop. 4. One partner holds the hoop. All the partners not holding the hoop will begin traveling through all the hoops. Each time they go through a hoop, they must change the direction they are traveling in. Use that same direction to go through the next hoop, and then change directions to travel to the next hoop. Try to travel through all the hoops before the time signals to switch. After a minute or so, ask the students to go back to their partner and switch roles. <p>With their partner, have the students think of three stretches that use the three directions. For example, hamstring stretch is forward or a triceps stretch could represent backward.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting. 5.4 Invite others to use equipment and/or apparatus before repeating a turn.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	
Closure	2	Discuss the different stretches they used and why they felt they represented the direction they chose.	

LEVEL	UNIT	LESSON Number 8	EQUIPMENT
First Grade	Fitness	Rolling a Ball to a Target	playground balls, cones, and various targets

Objectives

1. Have fun
2. Play safely
3. Use an underhand motion to roll the ball at the target.
4. Verbally discuss the key points of rolling;
 - A. eyes look at the target.
 - B. palm faces target at the moment of release.
 - C. arm swings out toward target.
 - D. opposite foot steps toward target.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	10	<p><u>Clean up Your Backyard.</u> <i>Use the playground balls that you will use for the lesson. This will also work on arm strength, modify this game by having all the children use the crab walk or crawl on hands and feet, to get to the ball. In order to get the ball over to the opposite side, they must push it with their hands from a crab position. The key is, they must travel using the crab walk, and stay in a low or medium level when sending the ball into the other teams back yard. If you are only able to play outside, the students may travel on feet, however they may not pick up the ball or use anything but their hands to push the ball to the other yard.</i></p> <p>Equipment: Playground Balls and dividing markers. Control cones work really well as the fence!</p> <p>Divide the children in half. (One way is to have your students get a ball first and then tell them which side the students with red, yellow and orange balls should go to, and the opposite side for the students with purple, blue and green balls.) You can also have them get a partner and sit back to back. One partner stand and one sit, sitting partners go to side A, the standing partner to the other side! The balls can be up across the back of each team's yard.</p> <p>One half should be on one side of the playing area and the other half on the other side of the playing field. Have a line, cones or something divide the field into two halves. You will need at least one ball for each child playing the game. The balls are garbage. The garbage will be littering up the teams yards. The object is for each team to clean up their back yard by emptying the garbage (balls) into the other team's yard. The game is over when one of the teams has completely cleaned their yard, or the teacher says so!</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Fitness Concepts</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate.</p>	I always forget to count who has the most garbage!
Part 2 Learning to Roll a ball to a target.	10	<p><u>Rolling the ball</u> If you can have your students set up their targets so they are rolling the ball toward a fence or a wall, this will save time and chaos when having to retrieve the ball after they roll it!</p> <p>[AT = Action Task] "When I say go, you will get a ball and a target and find an own space. After setting your target down in your own space, stand a few steps away from your target and roll your ball on the ground toward your target. The object is to hit your target."</p>	You can save Juice Jugs, Milk Jugs, Chip Cans, Etc. to be used as targets. Tape the lids on to help keep the shape of your targets.

		<p>As everyone is working, walk around and watch the students as they roll. Remind the class to watch out for others when they are moving to get the ball as well as when they are rolling the ball. Once everyone is working and is on task move onto the guided discovery questions.</p> <p>(Guided discovery questions. These questions should be asked one at a time. After each question at least 2 minutes of time should be allowed for the students to physically practice bouncing the ball while concentrating on the question. While the students are working during this two minute period, the teacher should walk among the class, asking the students if they have discovered the answer. Rephrasing the question may be necessary for those students who do not understand or cannot figure out the answer without a more specific guideline. Before moving on to the next question, stop the class and ask them for the answer. It is safest to choose students that you know have discovered the correct answer. Then, once they understand the concept, ask the next question and set them off to work again.)</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What do you look at as you roll the ball toward your target? (The target) 2. What can your weak, or opposite leg do as you roll the ball to help direct the ball to the target? (Step toward the target.) 3. In order to get low enough to roll the ball, and still look at your target, what part of your body should bend to help lower your arm and hand closer to the ground. (Your knees, not your waist.) What happens when you bend at the waist, is it easy to see the target? 4. How can you use your arm's back swing to help get more power in your roll? (swing it back farther) 5. What should your arm be pointing toward when you release the ball to roll to your target? (The target) <p>Once you are satisfied that your students have a good grasp of the concept of rolling a ball at a target, you can move onto part three.</p> <p><u>Manipulative Skills</u></p> <p>1.14 Underhand toss and catch a ball to self.</p> <p>2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction an object travels</p> <p>2.6 Explain that when using the underhand throw, the position of the fingers at the time of the release influences the direction an object travels.</p> <p>2.5 Identify examples of underhand and overhand movement patterns.</p> <p>1.10 Demonstrate the underhand movement (throw) pattern.</p>	
<p>Part 3 Rolling Practice</p>	<p>10</p>	<p><u>Rolling Creative</u></p> <p>Following activities are individual tasks that allow the students to practice rolling the ball. Each one should be presented one at a time, with at least 2 minutes to work on each one. Some may last longer, if you do not use all the ideas, use them in future lessons.</p> <ol style="list-style-type: none"> 1. A. With a partner, set up your two cones so there is a space for you to roll the ball between. Each of you stand on opposite sides, and try to roll the ball through the cones. If it is too easy, try standing farther away, or make the cones closer together. B. See if you can do it with your weak hand. C. Before you catch it see if you can do a trick. 2. With your partner come and get three more cones or targets, set up your targets in a pattern or design, and try to roll the ball to knock them over, see if you can pick just one out and knock it without touching the others, or see if you can knock them all over with one hit. 3. What kind of game can you and your partner come up with using the targets you have, and rolling the ball? 	

Stretch		<p>Have the two partners each lead two stretches one each for upper and lower body.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting. 5.4 Invite others to use equipment and/or apparatus before repeating a turn.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p>	
Closure	2	<p>What do you look at when you are rolling a ball to a target? What does your rolling arm swing toward? What does your weak leg step toward? What part of your body do you bend so that you can look at the target and keep the ball low as you roll it?</p>	