

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
Second Grade	Fitness	Introduce Safety Rules, Review Travel/Stop, Own Space And The Cardiovascular Cards	Control Cones, Cardiovascular Cards, Stretching cards, Stereo, Music, Large Benefit Cards, Aerobic Activity Picture Chart

### 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. Do the seven cardiovascular exercises safely using correct form.
6. Verbally discuss why we need to exercise the heart.
7. Write down two types of cardiovascular exercise they can do outside of school.
7. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Introduce Safety rules	5	<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"> <li><b>1. Do your best.</b></li> <li><b>2. Be safe so that you don't hurt yourself or anyone else.</b></li> <li><b>3. Be respectful of each other, the equipment and the play area.</b></li> </ol> <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 rules are, letting them tell you what the rules are and the consequences for breaking those rules.)</p> <p><b>BENCHMARKS</b>  <u>Self Responsibility</u>            5.1 Participate in diverse group settings without interfering with others.            5.2 Accept responsibility for one's own behavior in a group activity.</p>	Meet them seated in a circle or square, all in a group, facing away from the sun. (Not in a straight line)
Part 2 Review Travel/Stop	2 - 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" 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. 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. "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 <b>do</b> 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 they can travel, or even tell the students the different ways you see them traveling, as they are traveling around the space. Examples are; walk crawl, jump, slide on their bottom, travel on hands and feet, etc. Each time they stop, remind them to try another way of traveling. Once you are satisfied with the way your students stop when you say</p>	

Review finding own spaces	1-3	<p>stop, you can move on to the own space review.</p> <p><b>BENCHMARKS</b>  <u>Movement Concepts</u>  2.1 Define “open space.”  1.1 Move to open spaces within boundaries while traveling at higher rates of speed.</p> <p>After I notice that they are stopping when I ask them to, I will move onto the next part.</p> <p>When I say go, find an own space inside our boundaries. Ready, “Be Active!”. 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 five, this will encourage them to get to a space quickly. Emphasize that they should be in an own space before you get to five, and praise the students who do so.  <i>Example: Wow, Julie got to her own space before I even counted to three!</i></p>	<p>While the students are doing the exercises I will talk about the benefits of having a healthy heart.</p> <ol style="list-style-type: none"> <li>1. Less of a chance of heart disease.</li> <li>2. Less of a chance of High Blood Pressure.</li> <li>3. Boosted Energy Levels</li> <li>4. Less Stress or Tension.</li> <li>5. Better Sleep.</li> <li>6. Better self image.</li> </ol>
Review Cardiovascular Cards	5-10	<p>Once you are satisfied that your students have a good grasp of own space, move on to the cardiovascular cards.</p> <p>This time, when you get to a new own space, stay in your own space and perform this cardiovascular activity:</p> <ol style="list-style-type: none"> <li>1. Jogging</li> <li>2. Ski Jumps</li> <li>3. Jumping Jacks/Elbow to Knee</li> <li>4. Jump Rope</li> <li>5. Step Ups</li> <li>6. High Stepping</li> <li>7. Twisting</li> </ol> <p>During these exercise reviews, point out that they are cardiovascular, what that means. These exercises are called cardiovascular because they help your heart. Cardio means heart and vascular is your lungs, veins and arteries. Your lungs bring in the oxygen, that’s one of the important things your body needs for energy. The oxygen passes to your blood through your lungs. Then the blood is pumped around with fresh oxygen energy by the heart. The more blood you need the more your heart has to pump.</p> <p>After each of these exercises you can point out how to find the heart beat. The students can feel how fast their own heart beats during exercise.</p> <p>After they have practiced each one, I will place it on a control cone around the perimeter of our space.</p> <p>“Great Job doing the exercises and giving your heart a great workout. When you exercise your body gets hot, because your blood is moving around quickly your body has to find a quicker way to cool it off. That’s why you sweat; your body puts water on your skin, where the wind and air cause it to evaporate. As it evaporates it cools the skin, and the blood that is under it. Do you notice you get red in areas when you exercise hard? That is your blood traveling closer to the skin surface so that it can cool off. When you sweat your body has to use up water it has so it’s important to replace your water when you exercise by drinking water after and sometimes even during your workout.”</p> <p><b>BENCHMARKS</b>  <u>Fitness Concepts</u>  4.4 Explain that water is essential during physical activity to maintain normal body temperature and normal blood volume  4.7 Describe the relationship between the heart and lungs during physical activity.</p>	
Part 3	12	“When I say go, find a control cone to stand near. There should only be 6 people at each cone, you have five seconds to get to a cone, or I will pick one	Be sure to explain the concept of










		<p>for you! Go”.</p> <p>Once they are at the stations I will explain that they should do the exercise on the card while the music plays and when the music stops they will move to the next cone. I will point out the direction they should move, and have them all point to the next cone they will go to before moving the first time.</p> <p>After the six stations are all done, the students will turn the cone around and go around the circuit doing the stretching exercises. As the class is stretching, I will point out the students doing the stretches correctly.</p> <p><b>BENCHMARKS</b>  <u>Fitness Concepts</u>  3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.  <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.  <u>Self Responsibility</u>  5.1 Participate in diverse group settings without interfering with others.  5.2 Accept responsibility for one’s own behavior in a group activity.  <u>Social Interaction</u>  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.  <u>Group Dynamics</u>  5.7 Participate positively in physical activities that rely on cooperation.</p>	<p>stretching is to relax. Don’t hurt your muscles, just feel them stretching. Hold the stretch; do not make the muscle exercise.</p> <p>Benefit Cards should be at the stations to remind them of the Benefits</p> <p>Point out examples of groups and students who are working cooperatively, helping group-mates and being safe.</p>
Closure	5	<p>Tell me what type of exercise gives your heart a workout? Cardiovascular</p> <p>Find your pulse now? What is different about it now and how it was beating during exercise? Slower when resting.</p> <p><u>Assessment</u>  Aerobic Activities Picture Chart  On this sheet, draw or cut out pictures of things you could do outside of school that you can do to exercise your heart and raise your heart rate.</p> <p><b>BENCHMARKS</b>  <u>Fitness Concepts</u>  4.3 List ways to increase physical activity time outside of school.</p>	<p>Collect the sheets the next lesson.</p> <p>During the discussion, be sure to discuss ways that any students with disabilities move to raise their heart rate.  PB3.8</p>

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Activity 3.8

## Aerobic Activity Picture Chart

***Circle the activities that you do in the next week or in a blank space draw another activity that you do. How many days did you do this activity? If it is more than one, write that number by the picture.***

LEVEL	UNIT	LESSON Number 2	EQUIPMENT
Second Grade	Fitness	Stretching And Strength Concepts	Flags, Control Cones, Fitness Cards, Hoops, Dice, Stereo, Music. Benefit cards

### Objectives

1. Students will demonstrate the six cardiovascular exercises.
2. Students will find good own spaces.
3. Students will work safely.
4. The students will demonstrate six strength exercises safely with good form.
5. The students will have fun.
6. The students will verbally describe the benefits of exercise.

Activity	Time (Minutes)	Procedure	Comments/Set - up/ Diagram
Part 1 Warm Up Review the cardiovascular exercises with the station card workout.	8	We will review the safety rules while the class is seated as a group. Ask if anyone remembers what cardiovascular means? What are some exercises that will make your heart stronger? Benefit Pick Up Review the benefits of cardiovascular exercise. Do a two minute run using the benefit cards. Play benefit tag with the cards the students have picked up during the warm up jog.  <b>BENCHMARKS</b> <u>Cardiovascular Fitness</u> 3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.	PB3.5
Part 2 Review and	15	After the workout is over, I will call the group over to me. We will review six of the strength cards and discuss why it is important to keep our muscles strong. After I explain the first card, I'll ask them to find an own space and demonstrate it for me. Then I will continue with the second, third and so on, each time asking the class to find a new own space to demonstrate the exercise.  Why do you think it matters that your muscles are strong? What can you think of that would be easier to do with stronger muscles?  <b>BENCHMARKS</b> <u>Muscular Strength/Endurance</u> 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency. 4.10 Identify muscles that are being strengthened while performing specific physical activities. 4.11 List activities or skills that would be accomplished more efficiently with stronger muscles.	As I review the card, I will place the card on the cone. I will have the cones set up around the space before the class starts, this way I can put up the new cards quickly.
Part 3 Practice the strength exercises and Stretch	5	When the class has reviewed all the strength cards, we will play workout dice: Each group will have 2 die and a hoop. One is numbered 1-6 this one will indicate which station you go to, see the station numbers on the control cones. The other has twelve numbers, which is the number of times you will do the exercise. The game begins with one person rolling both the die inside the hoop. As soon as the dice come to a stop, the team should run to the cone, and do the exercise that is on the opposite side, the number of times that the dice with twelve numbers indicated. When the team returns to the hoop, a different team mate should roll the dice. Continue through the team this way until everyone has had a turn, then begin in order again. The whole team must go together to the cone, and wait together until the last person finishes. There should be wonderful words of encouragement and no negative comments. Remember how you feel when someone tells you great things, that how you want your teammate to feel! Your team is finished when you have rolled each of the stations at least one time. If you roll a station a second	

		<p>time, you must do it again. The third time a station comes up, you may roll again until you come up with a station that you have not already done twice.</p> <p>When I say go, you will get in a group with anyone wearing the same color flag as you. Once you have your group you will need a hoop and dice to play the game. Decide who will get the hoop and who will get the dice. You have 15 seconds to get in your group and get your equipment. Then you can begin playing the game.</p> <p>Turn the cards over and have the students go back to the stations to do the stretches. As they are doing the stretches, I will talk about why it is important to stretch.</p> <ol style="list-style-type: none"> <li>1. Keep the muscles flexible.</li> <li>2. Helps to prevent torn and pulled muscles.</li> <li>3. Helps to prevent soreness after exercise.</li> <li>4. Decreased muscle tension</li> <li>5. improved coordination</li> </ol> <p><u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.  4.13 Identify the muscles that are being stretched during specific physical activities.  4.14 Explain why it is safer to stretch a warm muscle than a cold muscle.</p> <p><u>Self Responsibility</u>  5.1 Participate in diverse group settings without interfering with others.  5.2 Accept responsibility for one’s own behavior in a group activity.</p> <p><u>Social Interaction</u>  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u>  5.7 Participate positively in physical activities that rely on cooperation.</p>	
Closure	5	<p>Culmination:  Discuss activities that would be easier to do with stronger muscles. What kinds of things could you do outside of school to gain strength and endurance in your muscles?  Increased muscular strength - <i>able to push or lift my bike.</i>  Increased muscular endurance – <i>able to play a longer time without my legs or arms getting tired</i>  Prevention of injury – <i>hurt less often, fall less often because my legs are stronger</i>  Improved sports performance – <i>I will be better at a sport because my muscles are able to do more and last longer during play.</i>  Exercise during development means stronger bones and better bone growth all together – <i>bones will grow stronger.</i></p> <p><u>Assessment</u>  Muscular strength and endurance Activities Picture Chart  On this sheet, draw or cut out pictures of things you could do outside of school that you can do to exercise your muscles and make them stronger.</p>	<p>PB4.5  <u>Inclusion</u>  Be sure to include activities that students with disabilities can do outside of school.</p>

# **Aerobic Fitness Health Benefits**

- **Strengthens the heart (lower resting and working heart rate, faster recovery)**
- **Decreases blood pressure**
- **Strengthens muscles and bones**
- **Increases energy (to play longer)**
- **Allows performance of more work with less effort (carry my toys without becoming tired or needing help)**
- **Reduces stress and tension (get along better with others)**
- **Enhances appearance and feeling of well-being; improves quality of life**
- **Improves ability to learn (get homework done faster)**
- **Promotes healthy body composition**
- **Increases self-confidence and self-esteem (greater social opportunities)**
- **Enhances sleep**
- **Improves lipid profile**
- **Weight control**

## Healthy Heart

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Activity 3.5 Aerobic Fitness Health Benefits Cards  
From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.



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## Healthy Breathing

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Activity 3.5 Aerobic Fitness Health Benefits Cards  
From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.



## Stronger Muscles

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Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.



## Feel Better

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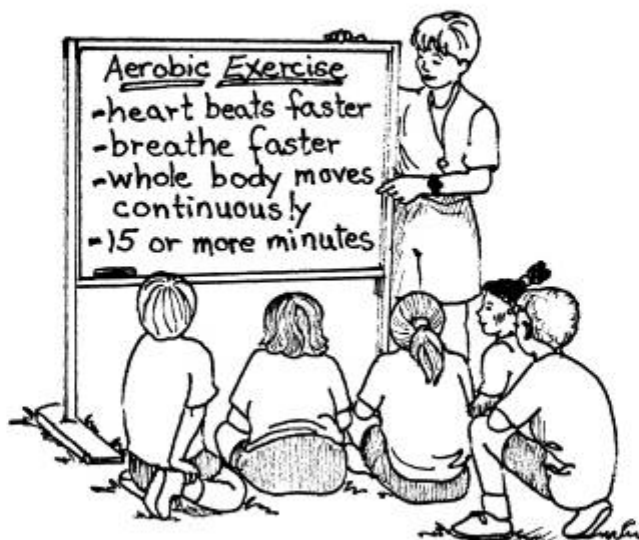


Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

## Learn Better

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Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

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## Play Harder

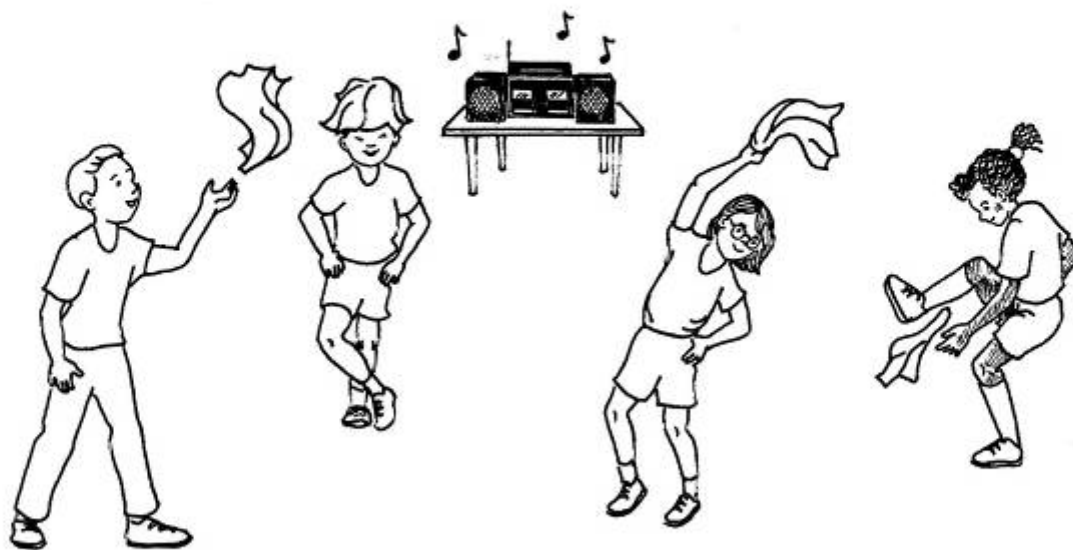


Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

## More Energy

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Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

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## Healthy Body Composition

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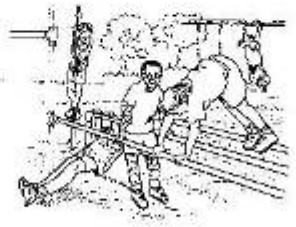






Activity 3.5 Aerobic Fitness Health Benefits Cards

From *Physical Best activity guide: Elementary level*, 2nd edition, by NASPE, 2005, Champaign, IL: Human Kinetics.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Activity 4.5 Muscular Strength and Endurance Activity Picture Chart

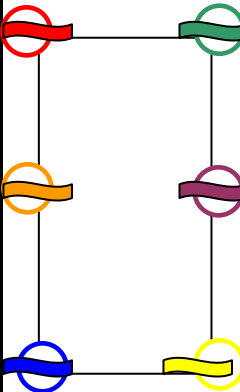
*Circle the activities that you have done in the past week or in a blank space draw an activity that you have done. How many days did you do this activity? If it is more than one, write that number by the picture.*

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
Second Grade	Fitness	Cardiovascular Games & Flag Belts	Flags, Control Cones, Hoops, Dice, clip boards, pencils, worksheets

### Objectives

1. Play the tag games safely.
2. Pull the flag off an opponent safely
3. Play the games fairly.
4. Have fun.
5. Review cardiovascular exercises.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Part 1 Warm Up	10	<p>Begin with Workout Dice using all cards, 12 stations.</p> <p>When the students come into the gym, have them get a flag and sit at the hoop that matches. There 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. Watch your students as they go to get the flag,. Compliment the students getting their equipment the way you expect them to. 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.</p> <p>Have the sheets out and will ask the students to write down the exercises on the sheet, deciding whether they are cardiovascular or strength. Collect the sheets as a way to assess basic understanding of the difference between the two types of exercises. Explain to the class what they will be doing to warm up and why you are having them do it.</p> <p><b>BENCHMARKS</b></p> <p><u>Muscular Strength/Endurance</u>  3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.  3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Self Responsibility</u>  5.1 Participate in diverse group settings without interfering with others.  5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u>  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u>  5.7 Participate positively in physical activities that rely on cooperation.</p> <p><u>Fitness Concepts</u>  3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</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.</p> <p><u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p>	<p>Set flags in hoops around the space.</p> 
Part 2-3 Flag Tag	15	<p><b><u>FITNESS CLUB TAG</u></b></p> <p>"When I say go, find an own space to stand inside our boundaries. Once yours students are standing in good own spaces, 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 or hand it to the person who you just pulled it from) and 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</p>	<p>As the students play the game, occasionally ask them to stop and check their pulse.</p>





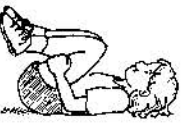
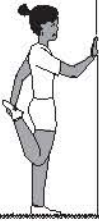
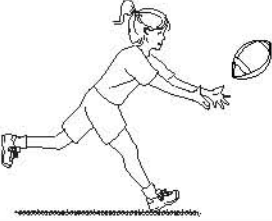
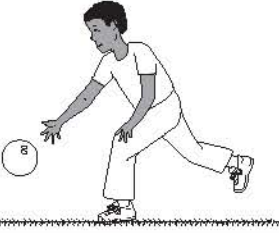



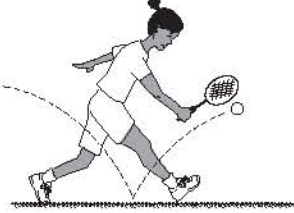
		<p>other trying to remove the flags from your classmates. If someone removes your flag, the person who took your flag off and you should go to one of the strength stations and do the exercise on the card ten times together. When you are finished you may put on your flag and come back and to the game. If you remove someone else's flag be sure to go with them to the fitness center to train them 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 who are not being safe.</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>Review or teach <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>Ask the class what type of exercise the running part of the game is? Cardiovascular.</p> <p>Have the person who was helped high five the helper to signal they are ready to start running again.</p>
Part 3	5	<p>Stretch to cool down What are ways you can stretch in every day life?</p>	
Culmination	2	<p>Discuss the different exercises they did today. What type were they? How do they know the exercise is cardiovascular? What are some clues? How do they know if the exercise is strength? What are some clues? Hand out the Flexibility Activity Picture Chart. On this sheet, draw or cut out pictures of things you could do outside of school that you can do to stretch your muscles and make them more flexible.</p>	PB5.7

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Activity 5.7

## Flexibility Activity Picture Chart

Circle the activities that you have done in the past week or in a blank space draw another activity that you have done. How many days did you do this? If it is more than one, write that number by the picture.

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Second Grade	Fitness	Jump Rope/Basic Jump	Jump Ropes, Control Cones, Flags, Music

Objectives: The students will

1. Demonstrate a basic jump, as described in the American Heart Jumps.
2. Demonstrate a jump with at least one variation from the basic jump.
3. Have fun.
4. Work safely

Activity	Time (Minutes)	Procedure	Comments/Set - up/ Diagram
Part 1 Warm Up	5	<p>Bridge Tag – Push ups</p> <p>Game from last week that we didn't get to play very long! During this game, when your flag is pulled, do 5 push ups and then stay in your bridge until someone crawls under you. After bridge tag we will move onto part 2. What part of this game is cardiovascular? What was the strength exercise we focused on? Push Ups. What muscles did you strengthen? Triceps, Pectorals, Deltoids, Lats, Abdominals.</p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on their performance.</p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another during physical activity.</p>	When the class puts away their flags they can get their jump rope and go to an own space.
Part 2 Basic Jump (from American Heart Jumps)	10	<p>Jump Rope Basic Jump</p> <p>[AT]</p> <p>When I say go, get a rope and find an own space. Make sure that you find a spot that is far away from others so you don't hit someone with your rope. Once your in your own space, begin jumping rope. See how many times you can jump without missing. When I say freeze, drop your rope to the ground and look for me.</p> <ol style="list-style-type: none"> <li>1. This time when you are jumping, I want you to think about how your arms are turning the rope. Which part of your arm should be doing most of the work turning the rope so that your arms don't get too tired out? Don't answer me now. I want you to try it out first. When I stop you next time you can tell me. (Elbows bent, mostly the wrist and elbow do the work, not the shoulders) <i>When I stop them, I will ask them for the answer. If they do not get it, I will ask them to try again, but this time, try having your shoulders do the work and then have your elbows do most of the work.</i></li> <li>2. This time when you're jumping, I want you to think about how high you should jump each time if you want to have enough energy to keep jumping? (1 to 3 inches)</li> </ol> <p>When I stop them we will talk about how high they discovered was most effective. We will also discuss why it is harder to jump too high.</p> <ol style="list-style-type: none"> <li>3. OK this time I want you to concentrate on the timing of your jump. When exactly do you want to jump so that you jump over the rope as it is moving under you? (When the rope is just about to hit the ground in front of your feet)</li> <li>4. What kind of exercise is jumping rope? Cardiovascular</li> </ol> <p>After these questions, we will move onto part three.</p>	Working in own space




<p>Part 3 Practice Jumping</p>	<p>10</p> <p>3</p>	<ul style="list-style-type: none"> <li>○ When you are jumping this time, Jump with your legs in a wide shape. (this could be forward and back or side straddle)</li> <li>○ When you are jumping this time, jump alternating your legs wide then together then wide...</li> <li>○ Can you jump alternating from two feet landing to one foot landing, two foot, one foot, then two feet etc.?</li> <li>○ Can you jump with your body in a different level than high?</li> <li>○ Show me a jump with a trick that you make up.</li> </ul> <p>Have the students check their pulse occasionally, stop them and give them the time. If you have time, have the students record their pulse each time.</p> <p>Stretch. Let the students stay in their own space. Ask them to do a stretch for their hamstrings, quadriceps, deltoids, biceps and triceps. (post pictures around the gym of the muscles with their names for students to refer to when doing their stretches.)</p> <p><b>BENCHMARKS</b>  <u>Manipulative Skills</u>  1.16 Jump a turned rope repeatedly.  <u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.  <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.</p>	<p>During the lesson, have the students check their pulse. Are they in their training heart rate range? What does the student have to do in order to slow their heart rate down? What if their heart rate isn't fast enough?</p>
<p>Closure</p>	<p>2</p>	<p>Were you able to find a speed to jump rope that kept your heart rate within your training range?</p>	

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
Second Grade	Fitness	Long Rope Turning And Jumping	Long Ropes, Short ropes, Hoops

Objectives

1. Work cooperatively to form groups while playing the warm-up game and doing the jump rope activities.
2. Play Safely.
3. Have fun.
4. Verbally describe the answers to questions 1-4.
5. Demonstrate a two foot to two foot jump, Two feet to one foot jump and one foot to two feet jump, while jumping rope with two other people turning the rope.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up Shipwreck	10	<p><b>SHIP AHOY!</b></p> <p><b>FOCUS:</b> Listening; alertness      <b>EQUIPMENT:</b> None</p> <p><b>ORGANIZATION:</b></p> <p>• Have players imagine that the play area is a ship. You are the ship's Captain and they teach the players the meaning of the nautical terms "Bow," "Stern," "Starboard," etc. Then as Captain, give two signals: a signal to run to different parts of the ship such as the stern, and then a signal to perform an action. Explain and demonstrate signals before begins. At first, point in the direction players should move when they forget which part is which. When learned, mix up the signals to keep players alert.</p> <p><b>DESCRIPTION OF ACTIVITY:</b></p> <ol style="list-style-type: none"> <li>1. <b>Run to the Bow!</b> (Run to front end of play area.) <i>Lifeboat!</i> Form groups of three players and pretend to row to shore.</li> <li>2. <b>Hop to the Stern!</b> (Hop to other end of play area.) <i>Captain's coming!</i> Stop and salute your captain.</li> <li>3. <b>Skip to Port!</b> (Skip to left side of the play area as you face the bow.) <i>Periscope!</i> Lie on your back and raise one leg.</li> <li>4. <b>Jump to Starboard!</b> (Clump to right side of play area as you face the bow.) <i>Crew overboard!</i> Grab someone's arm and hold on.</li> <li>5. <b>Power-walk to the bow!</b> <i>Crow's Nest!</i> Climb up any object.</li> <li>6. <b>Leap to the Stern!</b> <i>Radarf!</i> Run with hands up and make beeping noises.</li> <li>7. <b>Roll to Starboard!</b> <i>Sharks!</i> Link a body part with another player until everyone is joined together.</li> </ol>  <p><b>BENCHMARKS</b></p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others. 5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.4 Encourage others using verbal and non-verbal communication. 5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>	<p>Additional Commands:</p> <p>Fishnet: The whole class holds hands.</p> <p>Sardines: Then whole class lays down touching either feet or hands</p> <p>Light House: in groups of three, standing, two people hold hands while the third persons stands inside the circle the two people's arm make, spinning around with hands above head, fingers opening and closing</p> <p>I will teach the class the game of shipwreck.</p>
Part 2 Refine the skills of turning the rope	15	<p>I will finish the game of shipwreck with the class in partners. Person overboard. The partner kneeling will be able to go get the rope.</p> <p>You are going to work on the skill of rope turning and jumping. As you are working I am going to ask you questions. Listen to the question and then work</p>	

		<p>on it. I will stop you to find out the answer after you have worked with your partner to find the answer.</p> <ol style="list-style-type: none"> <li>1. What to look at as you turn the rope? (Your partner, the turning arm.)</li> <li>2. How do you time it to start turning the rope together? (Work together with your partner to decide on a sign or lead up. IE: count 1,2,3.)</li> <li>3. What action does the turning arm do? (Straight arm, moving in a circular motion.)</li> <li>4. How close or far apart should the two ends of the rope be? (Close enough so in the down motion the rope hits the ground and in the up motion it is higher than the jumper.)</li> </ol> <p>I will call out a shipwreck command that gets the students into groups of three. "Lighthouse".</p> <p>"One person in your group go get a long rope. The other two people should rosham-bo to see who will get to jump first."</p> <p>Each person should get five jumps and then take the place of one of the turners.</p> <p>Questions for the jumpers.</p> <p>As you are jumping I will ask you some questions about your jumping.</p> <ol style="list-style-type: none"> <li>1. What do you look at as you jump? Watch the rope or the turners arm.</li> <li>2. What action do your knees and feet do? Bend and jump as you take off and bend as you land.</li> <li>3. How high should you jump? Where should you jump in relation to the rope? About 1-3 inches off the ground. Just as the rope hits the ground, jump into the air to let the rope pass underneath your feet.</li> <li>4. Rope Turners: What can you do to help the jumper with timing? Turn the rope with a steady rhythm or beat.</li> </ol> <p><b>BENCHMARKS</b>  <u>Manipulative Skills</u>  1.16 Jump a turned rope repeatedly.</p>	
Part 3 Practice Long Rope Jumping  Stretch	10  5	<p>After you have gone through these points, you can have them try jumping the three jumps that they did last lesson, while they are long jumping. (2 feet to 2 feet, 2 feet to 1 foot, and 1 foot to 2 feet.)</p> <p>How many jumps can you do before missing? How far through the alphabet can you get?</p> <p>In the class groups of three, have the students stretch. Each person in the group should lead one stretch for their own group.</p> <p><b>BENCHMARKS</b>  <u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.  4.13 Identify the muscles that are being stretched during specific physical activities.</p>	Periodically check heart rate as the students jump. Is there a difference between jumping when you turn your own rope and jumping when someone else is turning the rope? What is the difference? Why do you think that is?
Culmination	2	How do you know when to jump when other people are turning the rope for you? Watch the rope, the rope turner's arm, and jump just after the rope hits the ground so the rope can pass under your feet.	

LEVEL	UNIT	LESSON Number 6	EQUIPMENT
Second Grade	Fitness	Directions (Body Surfaces) And Levels	Long roped, Clips, Hoops, Control cones, Stretch Cards, Music

Objectives

1. Travel using each of the three levels and directions.
2. Demonstrate at least three different ways to travel through the hoop.
3. Have fun.
4. Verbally describe the three levels and directions.
5. Travel safely.
6. Work cooperatively with their partner and other classmates as they hold the hoop.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm up Cardiovascular activity and cooperation.	10	<p align="center"><u>SNEAKIN' THROUGH THE FRONT DOOR</u></p> <p>Activity: To move under a swinging rope while holding hands in as large a group as possible.</p> <p>Equipment: Several Long Ropes and carabineer clips. (Clip the end of the rope to a fence and then one person at a time will be able to turn the rope.) To begin the students will be in three's. When they begin working with groups of three two groups will join to create groups of six.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>Improve spatial awareness.</li> <li>Improve effort awareness.</li> <li>Increase understanding of timing.</li> <li>Use positive interactions to move collectively.</li> </ul> <p>Description:</p> <p>Beginning with students as individuals, students sneak (run) under a long jump rope that is being turned. After sufficient practice, change grouping pattern to paired and holding hands, then to three and then to four students holding hands and running under the rope. Continue practicing and increasing size of the groups. Students may need prompts to help them to know when to "sneak under". (With the rope turning toward the runner, just as the rope hits the ground and begins moving away from the student, they should begin running through.) As students' skill levels increase, use a variation by changing locomotor skill (hopping, galloping, sliding, etc.) used to travel under.</p> <p><b>BENCHMARKS</b></p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Aerobic Capacity</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>To get the most participation, have the students begin in three's, with one person turning a long rope that is anchored to a fence or something stable, on the other end of the rope. Have the students change roles after a couple runs under.</p> <p>How can you make your activity more cardiovascular challenging?</p>
Part 2 Review Directions and Levels	5	<p>Seated.</p> <p>Who can tell me what the three levels your body can be in while traveling or in your own space? (Low, Medium and High)</p> <ul style="list-style-type: none"> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a low level. Go."</li> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a high level. Go."</li> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a medium level. Go."</li> </ul> <p>Seated in own spaces.</p> <p>Who can tell me the three directions your body can travel or move through</p>	<p>Have the class do each of the tasks at least two times or until you are satisfied that they remember the concept.</p> <p>As they are working, point out the students who are</p>

		<p>space? (Forward, Backward and Sideways)</p> <ul style="list-style-type: none"> <li>❖ “When I say go, use forward traveling to go to a new own space, when you are there, choose a level to make a shape in.”</li> <li>❖ “When I say go, use backward traveling to go to a new own space, when you are there, choose a different level to make a shape in.”</li> <li>❖ “When I say go, use sideways traveling to go to a new own space, when you are there, choose a different level to make a shape in.”</li> </ul>	<p>making cool and different shapes in the correct level. Don’t leave the students in their own spaces for more than 10 seconds or so.</p>
<p>Part 3 Creative Practice of Levels and Directions</p>	10	<p>When I say go, Get a partner and sit back to back. One partner stand and the other remain seated. The seated partner may go get a hoop and the standing partner should get the own space you will work in.</p> <p>“In your own space, one partner will hold the hoop for the other partner who will go through the hoop using one of the three directions. Let your partner know how high or low to hold the hoop so that you can travel through safely. After you finish going through, hold the hoop for your partner. Each time that you go through the hoop, choose a different direction. Go.”</p> <p>After a couple minutes I will change the task. “This time, one partner will hold the hoop while the other partner will travel around to all the hoops! You must choose a level to travel to each hoop. Each time you travel, you should use a different level and a different way of traveling in that level. When you get to a hoop, choose a direction to go through the hoop and then begin traveling to the next hoop. After a couple minutes, I will stop you and you will switch with your partner. Be sure to watch out for others, if a hoop is crowded, just travel to a different one. Remember if you are holding the hoop, it is your job to help keep the traveler safe by holding the hoop where they would like you to. Be sure not to move the hoop as they travel through!”</p> <p>Periodically, stop the group to check their pulse. If they are not in their training zone, ask them to find a way to do this task that causes their heart rate to beat in their training heart rate zone.</p>	<p>As the students are working, I will go around pointing out the cool ways they are traveling through the hoop.</p> <p>Again for the second activity, I will watch to see point out students who have a good grasp of the concept. If time allows, I will choose at least one student to demonstrate how they are traveling to and through the hoops.</p>
Stretching	5	<p>Have the students go to the stretching stations so there are four or less at a station. Go through the six stations.</p> <p><b>BENCHMARKS</b>  <u>Fitness Concepts</u>  3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.  <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.  <u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.  <u>Self Responsibility</u>  5.1 Participate in diverse group settings without interfering with others.  5.2 Accept responsibility for one’s own behavior in a group activity.  <u>Social Interaction</u>  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.  <u>Group Dynamics</u>  5.7 Participate positively in physical activities that rely on cooperation.  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.  5.6 Demonstrate how to solve a problem with another during physical activity.</p>	
Closure	2	What are the three levels? The three directions? What is the difference	

		between resting and exercising in regards to your heart rate? Why? You did a stellar job today! See you next time.	
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**BENCHMARKS**

Aerobic Capacity

4.8 Compare and contrast changes in heart rate before, during, and after physical activity.

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
Second Grade	Fitness	Spud/Ball Handling Rolling	Playground balls, Control Cones, and various targets. Aerobic Fitness Activity Log worksheet

### 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.
  - E. farther the target, the more force to roll the ball
5. Play by the rules of spud in a group of 6 people.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: <u>Warm up</u> Cardio Circuit	10	At this point, have your class get flags and use that to organize them for all of the activities today. Set up six of the cardiovascular cards and warm up with the cardiovascular circuit for six minutes. (Don't do the stretches at this time.) <b>BENCHMARKS</b> <u>Fitness Concepts</u> 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging. <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. <u>Muscular Strength/Endurance</u> 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.	
Part 2: <u>Rolling the ball</u>	5	(This process should be quick if your class learned this in first grade.) 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!  [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."  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.  (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	

		<p>concept, ask the next question and set them off to work again.)</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>1. What do you look at as you roll the ball toward your target? (The target)</li> <li>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.)</li> <li>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?</li> <li>4. How can you use your arm's back swing to help get more power in your roll? (swing it back farther)</li> <li>5. What should your arm be pointing toward when you release the ball to roll to your target? (The target)</li> <li>6. As you roll the ball back and forth, try rolling it from different distances. What do you notice that you do differently when you roll it closer as opposed to being farther away? (Have to roll it harder to get it to go farther. Speed also keeps the ball on target better.)</li> </ol> <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><b>BENCHMARKS</b></p> <p><u>Manipulative Skills</u></p> <p>1.7 Roll a ball for distance using proper form.</p> <p><u>Manipulative Skills</u></p> <p>2.8 Compare changes in force and speed when rolling a ball, and when rolling a ball for distance.</p> <p><u>Body Composition</u></p> <p>3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 3:	15	<p>Explain how to play spud. Use their flag colors to make teams quickly, and play the game.</p> <p style="text-align: center;"><b>SPUD</b></p> <p>All players form a circle (you can use your markers, one set of seven per team, for each team to use to mark off their playing circle.) One player is chosen to go first and is given a playground ball. S/he throws the ball high up into the air, taking care to throw it so that it will land within the boundaries of the playing circle, and calls out another player's number or name. Everybody runs away except for the player with that number. S/he must run to the ball. When s/he gets the ball, s/he calls, "Spud!" very loudly (if the ball doesn't land within the circle, the receiver can request a do over!). Everybody must freeze, facing the roller with legs at least shoulder width apart, when they hear, "Spud!" Then, the player with the ball can take three big steps (or you can choose a locomotor move to be used to step) towards any player and roll the ball at his/her aiming to roll the ball between their feet. If it does go through their legs, s/he gets one of the four letters of spud. If the person rolling the ball misses the player, the roller receives the letter. If the rolled ball touches any part of the body the person rolling the ball receives the letter. If the person who is being rolled at moves before the ball gets to them, they automatically receive the letter, even if the ball wasn't going to hit them. Either way the person, who was rolling the ball, tosses the ball the next turn. Encourage your students to choose someone different each time they toss.</p> <p><b>Additional Rules: Fitness Spud</b></p> <p>In addition to the letter, if the person rolls the ball through your legs, you must do 5 push ups. If they miss, the roller must do 5 push ups! Each game you can use a different strength exercise.</p>	<p>Use the flags to make teams.</p> <p>Have the markers and ball set out in groups so the teams can quickly get their equipment and begin the game.</p>



		<p><b>BENCHMARKS</b>  <u>Social Interaction</u>  5.3 Acknowledge one’s opponent or partner before, during, and after an activity or game and give positive feedback on their performance.  5.4 Encourage others using verbal and non-verbal communication.  5.5 Demonstrate respect for self, others, and equipment during physical activities.  5.6 Demonstrate how to solve a problem with another during physical activity.  <u>Group Dynamics</u>  5.7 Participate positively in physical activities that rely on cooperation.  5.1 Participate in diverse group settings without interfering with others.  5.2 Accept responsibility for one’s own behavior in a group activity.</p> <p>Stretch stations to cool down.</p> <p><b>BENCHMARKS</b>  <u>Flexibility</u>  3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p>	
Culmination:	5	<p>How do you know you are getting more fit? FREQUENCY (“F” in FITT) how often should you do cardiovascular activity? Have you been active outside of school? Remember when we talked about what you could do outside of school to get a cardiovascular workout? For one month keep a journal. Resting heart rate each morning. Activity log and THR.  <u>Assessment</u>  Aerobic Fitness Activity Log – worksheet</p> <p><b>BENCHMARKS</b>  <u>Assessment</u>  3.7 Measure improvements in individual fitness levels.</p>	<p><b>INCLUSION:</b>  Provide parents and students with community parks and places that students and families can go to exercise and play. Be sure to include places that students with disabilities can go to as well.  PB3.9</p>



LEVEL	UNIT	LESSON Number 8	EQUIPMENT
Second Grade	Fitness	Two Square/Striking A Ball To A Partner	Playground balls, Chalk, 6 hoops, Control Cones

Objectives

1. Work safely.
2. Have fun.
3. Stop when told to.
4. Work in working space.
5. Hit the ball after one bounce.
6. Hit the ball back and forth with a partner, at least three times in a row.
7. Play cooperatively with their partner in a game of two square.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	10	<p><u>Clean Up Your Back Yard</u> Have the balls spread out in 4/6 hoops, one on each corner of the working area. This will enable you to instruct the students to all get a ball at once, keeping them spread out as they do it.</p> <p>"When I say go, get a ball from the hoop, find an own space on the same side of the gym that the ball you have is on, and put the ball on the ground between your feet. When ever I say stop, I want you to put your ball down like this.</p> <p>Divide the children into two even groups. One quick way to do this is to say you have 5 seconds to sit back to back with a partner in an own space, ready go. One partner stand, and the other remain seated, go. the partner that is standing, go to the red side of the field, and the partner sitting stay on the blue side (or whatever way you can distinguish the two sides from each other) Once they are in own spaces on each side of the field, explain the game.</p> <p>This space is really your back yard, and this space is your neighbor's. These balls (playground games) are garbage. You have garbage into both yards. Your job is to clean up your yard. You get to roll the garbage into your neighbor's yard! You cannot pick up or hold the balls; you must only roll them on the ground with your hands. But they will be rolling the garbage into your yard too! At the end of the 5 minutes we'll stop and see who has the cleanest back yard. Remind them to watch where they throw the ball. Only rolling is allowed. At the end of the game, conveniently forget to count how many balls are left!</p> <p><b>BENCHMARKS</b></p> <p><u>Fitness Concepts</u> 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</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.</p> <p><u>Body Composition</u> 3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	<p>If any student kicks or throws the ball, be sure to sit them out of the game right away. This will reinforce your rule regarding rolling the ball.</p> <p>During this game, stop the class to check heart rate. How can you get your heart rate higher if you are not in your training zone?</p>
Part 2 Review striking the ball to a partner	10	<p><b>ACTION TASK:</b> When I say go, drop the ball down to the ground, and when it comes back up, hit it to your partner using an underhand motion. Your partner should let the ball bounce once, and hit it back to you using an underhand motion. . Try to stay in your working space while you work. Keep hitting back and forth until I say stop or freeze.</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</p>	

		<p>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> <ol style="list-style-type: none"> <li>1. What do your eyes look at when you are trying to hit the ball? (The ball) Alternate question: This time when you try to catch the ball, try keeping your eyes closed. This time try looking only at the ceiling. This time try looking at the ball. Which one worked best?</li> <li>2. When you hit the ball underhand, where are your palms facing? (Toward the direction the ball is coming from.) Alternate question: This time when you hit the ball, look at where your palms are facing. Are they facing the ground, floor, or your target?</li> <li>3. When you hit the ball that falls below your waist ,where do your fingers point when you are hitting the ball?(out away from you) Alternate question: This time when you hit the ball, look at where your fingers are pointing before you move your hands, do your fingers point away from you or toward you when you hit a ball that falls below your waist?</li> <li>4. When you hit a ball that is still above your waist, where do your fingers point when you are hitting the ball? (Toward yourself and upward) Alternate question: This time when you catch the ball, look at where your fingers are pointing before you move your hands, do your fingers point away from you or toward you when you catch the ball above your waist?</li> </ol> <p>4.1 What do you step toward as you hit the ball to your partner? (Toward your partner) Alternate Question: This time when you hit the ball, step into your hit. I want you to think about the direction you are stepping. Do you step backwards, forwards or stay in the same spot as you hit the ball to your partner?</p> <p><b>BENCHMARKS</b> <u>Manipulative Skills</u> 1.13 Strike a ball using correct grip and side orientation.</p>	
<p>Part 3 2 Square</p> <p>Stretch</p>	<p>15</p> <p>3</p>	<p><i>I will have a 2 square court drawn on the ground to show as a demo. I will bring all the students into the circle, and explain the next task.</i></p> <p>We are going to play a game now called two squares. The rules are:</p> <ol style="list-style-type: none"> <li>2. You cannot catch the ball. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>3. To serve the ball, you must first drop it, and then hit it into your opponents square. The other person gets the serve.</li> <li>4. You cannot hit it more than once to get it into your partner=s square. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>5. If the ball hits the line, or outside the line, the other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>6. You cannot hit the ball so that it bounces over your opponents shoulder. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> </ol> <p>When I say go, you and your partner will draw a two square court, about the same size as the one I have drawn here, and then play a game of two square. If you get to five points, you can look for another set of partners who have finished their game, and challenge a new person. Remember to be patient as you get your chalk to draw the 2 square court. Ready go.</p> <p>Stretch with partners before coming to the circle. Each partner should lead two stretches. Hold the stretches for 30 seconds each.</p> <p><b>BENCHMARKS</b> <u>Flexibility</u> 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps. <u>Self Responsibility</u></p>	<p>As they are working and drawing, I will go around to each set of partners, making sure that they are remembering the rules, and help coach them on their technique. I will also remind them to get new partners if they finish their game.</p>

		<p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on their performance.</p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another during physical activity.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>	
Closure	2	<p>Freeze. Please bring the ball in, and any left over chalk and come sit in the circle. Who can tell me what I should look at when I'm hitting the ball?</p> <p>We didn't talk about this before, but if you don't want your partner to be able to hit the ball back to you, where in the square should you hit the ball?</p> <p>What would you step toward in that case?</p> <p>Did you have fun?</p> <p>Thanks for working so hard, and playing fair. It was a pleasure to teach you today!</p>	