



**WELCOME TO THE WORLD
OF LET ME PLAY**

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WELCOME TO THE WORLD OF LET ME PLAY.

WHAT IS LET ME PLAY?

LET ME PLAY is Nike's new global community effort to unleash human potential through sport. The initiative evolves our work around getting kids physically active through NikeGO, and focuses all new efforts around the power of sport to better communities and change lives. While the initiative will continue advocacy work around physical activity programs for kids, the focus of the initiative will be to get young people, who have typically been left on the sidelines, into sports and on to a better life.

WHY IS LET ME PLAY NEEDED?

National guidelines recommend that young people accumulate at least 60 minutes of physical activity each day for proper growth, development, and overall health. Many children participate in PE classes irregularly and/or choose to be inactive during recess or lunch breaks. Therefore, it cannot be assumed that children receive their recommended dose of daily activity from these traditional school-based sources. It is important to supplement them with PA opportunities at and away from school. Classroom activity breaks, after school programs, sport leagues and classes, and activities that can be done at home, must all contribute to a child's accumulation of 60 minutes a day.

WHAT ARE THE GOALS OF LET ME PLAY?

The goals of Let Me Play are to encourage children to participate in physical activity opportunities, and to increase the quantity and quality of their movements in a variety of environments. To achieve these goals, NIKE is providing physical activity lesson plans (in written format, via CD, and online at www.letmeplay.com) hands-on staff development, and age-appropriate equipment to schools and after school programs in various regions of the country. After providing these tools and services, NIKE hopes each recipient makes a concerted effort to schedule more physical activity time into every day.

WHO ARE THE PARTNERS?

The SPARK (Sports, Play, and Active Recreation for Kids) Programs have teamed with NIKE to create this easy-to-use physical activity guidebook for teachers, activity leaders, and parents. SPARK is a research-based organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. SPARK Certified Trainers will conduct hands-on workshops, and SPARK staff will provide extensive follow up support to schools, organizations, and individuals trained in Let Me Play (www.sparkpe.org).

The focus of Let Me Play is the development of motor skills, movement knowledge, and social and personal skills. It is our hope that physically educated children become lifelong movers and model the behaviors necessary to achieve healthy lifestyles.

WHAT ARE THE OBJECTIVES?

NIKE and SPARK advocate for quality, daily physical activity for children -- anywhere and anytime it is appropriate to provide it. The Let Me Play Playbook provides activities that can be taught in a classroom, gymnasium, on the playground or field, or at home – indoors or out.

It is expected that Let Me Play participants will:

- Enjoy and seek out physical activity
- Develop a variety of basic movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits, particularly as they relate to individual and team sports
- Develop and maintain acceptable levels of physical fitness
- Develop the ability to get along with others in movement environments (e.g., share space and equipment, employ the golden rule of competition -- be a good sport, and demonstrate cooperative behavior)

HOW IS THE PLAYBOOK DESIGNED?

A focus of each Let Me Play session is to activity engage every child, regardless of her/his ability, in developmentally appropriate movement. However, Let Me Play is also designed to reach other outcomes, including the attainment of motor skills and knowledge, and social values. Active participation and practice are the means for improving a child's skills, fitness, and enjoyment of physical activity.

The Playbook's activity lesson plans are divided into two parts:

1. Grades K-2: Activities for children ages 5-7
2. Grades 3-5: Activities for children ages 8-11

Both the K-2 and 3-5 sections are divided into three themes:

1. (Let) ME Play: Ten activities that can be done by a single child; 5 in limited space (e.g., in a classroom, at home, in a small room at their after school program, etc.) and 5 when more space is available (indoors or outside).
2. WE Play: Six activities that can done in pairs; 3 limited space, 3 unlimited space.
3. 3 Play: Four activities that can be done with groups of 3 or more; 2 in limited space, 2 in unlimited space.

Let Me Play activity sessions (Playdays) are designed to be approximately 10-15 minutes long, not including warm-up and cool-down. However, some sessions, particularly sport activities, may be played for longer durations. Let Me Play lessons may be repeated anytime, and teachers are encouraged to modify and enhance them.

Warm-up and cool-down activities that require little explanation should be integrated into the session if activities are rigorous. For example, children can warm up for a tag game by walking, then progress to running. In this manner, Let Me Play reduces both the number of different activities a teacher needs to plan, and the possibility of child inactivity due to unnecessary transitions.

The Introduction section of the Playbook provides important information to help activity leaders provide physical activity sessions for individuals, pairs, and groups. These include: establishing a positive learning environment, instructing social skills, and strategies for session preparation.

HOW DO I USE THE PLAYBOOK?

The Let Me Playbook is designed to be used by a variety of people. Here are a few examples:

1. **Classroom Teacher:** A second grade teacher wants an “energizer” her students can do in the classroom. She would look under Grades K-2, 3’s Play, inside.
2. **After School Youth Leader:** A parks and recreation staff person wants to find an activity that 4th and 5th graders can pair up to do outdoors. He would look under Grades 3-5, WE outside.
3. **Parent:** A parent has a 7-year old who is home alone on a rainy Saturday afternoon. She would look under Grades K-2, ME, inside.
4. **Child:** Children should be encouraged to visit the Let Me Play website and find activities to do alone (ME), with a family member (WE), or with two or more friends (3).

SPARK presenters will demonstrate lessons during Let Me Play workshops, and show how they can be expanded to provide many enjoyable variations.

IF I NEED ASSISTANCE, WHOM DO I CALL?

SPARK wishes to assist those implementing concepts and lessons from the Let Me Playbook. Call or write SPARK with questions, concerns, and suggestions. With the opinions of those using this document, NIKE and SPARK hope to continue to improve the Let Me Play program in the years to come.

Let Me Play Website: www.letmeplay.com

SPARK Website: www.sparkpe.org

SPARK Phone: 800sparkpe

SPARK e-mail: spark@sparkpe.org

Holding children accountable for their behavior is not always an enjoyable task, but it is necessary. Creating an environment conducive to learning, playing, and enjoying movement is a priority. Consistent leadership and adherence to established protocols is necessary to maintain it.

INCREASING APPROPRIATE BEHAVIOR

First attempts at decreasing inappropriate behavior should be to increase **appropriate** behavior. Here are some techniques for doing so:

Treat Everyone Fairly: Although every group leader may feel this is being done, observations of activity sessions frequently tell otherwise.

Here are a few “do’s:”

- Use both girls and boys to demonstrate
- Have individuals of varying skill levels model activities
- Call on girls as often as boys
- Don’t favor some children over others
- Provide positive/specific comments to every participant
- Make comments that are non-gender specific (e.g., Good Sporting Behavior rather than Good Sportsmanship).

Positive Interactions: These may be verbal or non-verbal. For example:

Verbal positive statements

Terrific
Right
Nice job
Way to go
You did it

Non-verbal positive interactions

High 5
Smiling
Clapping
Thumbs-up
Handshake

If a leader gives **positive and specific** verbal feedback, the behavior is more effectively shaped and/or reinforced. For example, “Jose, your wrist snap is perfect on that follow through; way to go.” Or, “Tameka, that high kick you added to your dance is terrific!”

Complimenting those doing well has also been shown to be effective. Leaders should give attention to those on task and following directions, rather than those that are not.

Prompts: Prompting is a leader behavior that reminds individuals what is expected of them. For example, it is better to say, "Remember to walk as you go to pick up equipment," rather than, "I told you to WALK!"

Selective Ignoring: Children may misbehave to draw attention to themselves. If the learning/playing environment is not being disrupted, simply ignoring the child may be sufficient. Criteria for selective ignoring:

- Short duration and not likely to spread (e.g., child talking softly to friend)
- Minor deviation (e.g., looking away briefly during instruction)
- Your reaction to it would interrupt a lesson or call attention to the behavior

Proximity Control: If the behavior continues after selective ignoring, try moving physically closer to the child. This is best done when other participants are active and not aware of the misbehaving child.

Person to Person Dialogue: Arrange to meet with a child away from the session. You might say, "Rasheed, you don't seem to be enjoying our activity time. I'd like to meet with you later to talk about it." Away from the influence of others, it may be easier to find out why the child is disruptive. Once a leader understands why a child is reluctant to participate, an informed decision about the appropriate action can be made.

DECREASING INAPPROPRIATE BEHAVIOR

Although our first approach is to increase appropriate behavior, this does not always work. There are times when a leader must decrease inappropriate behavior. The following techniques may be useful:

Desists: A desist is a verbal statement that tells a child to stop doing something. A desist must be:

- **Clear:** "Leticia, stop doing that" isn't enough. "Leticia, stop hitting the basketball with the softball bat; you'll ruin the ball," is clear and specific.
- **Firm:** Use body language that shows your seriousness -- move closer, look directly at the child, keep a straight face.
- **Well Timed:** Provide the desist immediately before it spreads.
- **Appropriately Targeted:** Direct desists at the original defender, not a second or third party.
- **Time-outs:** A time-out is like a penalty box in hockey. During a time-out, a child is removed from the group for a specified time. Time-out protocols should be explained at the beginning of the year.

An individual in time-out should:

- Leave the boundaries of the activity area and go to a location designated for a time-out
- Not have any equipment with her/him
- Be alone
- Continue to listen and observe

A leader giving a time-out should:

- Use it only when it will serve as a deterrent
- Ensure the time-out is in a designated place where contact with others is impossible
- Let the child know what the consequence will be if the behavior is repeated

Note: Time-outs are not an effective deterrent with the child who does not enjoy participating.

Planning Time: Planning time is a peer-directed alternative to time-outs, designed for inappropriate behavior involving two or more people. When children are separated in a time-out, they are alone, and do not have the opportunity to discuss and resolve their conflict. During planning time, pairs (or groups) go to a planning area where they are required to develop a resolution. To be allowed to join the others, they must present to the leader a verbal plan on how to work together or how to change their behavior. In other words, “No plan, no play.”

Behavior Contracts: A behavior contract is a formal agreement between a child and an activity leader. It should include a statement of the desired behavior, contingencies (e.g., how long, how much), and rewards that will be earned if the behavior and contingencies are met. Children must have a role in defining all aspects of the contract: behavior, contingencies, and rewards.

Contacting a Parent: Desists, time-outs, planning time, and behavior contracts work with some children but not with others. When a child continues to misbehave, a written report or phone call to a parent can be effective. This technique should be used only after other approaches have been unsuccessful. The report should list specific violations, be signed by a parent, and returned to the teacher. It is suggested that a phone call to the parent informing her/him that a report is coming home be done first.

Every physical activity session instructed should include these **B-A-S-I-C-S**:

B BOUNDARIES AND ROUTINES

Boundaries refer to the physical borders of the activity area. If no existing lines or clear area designations exist, cones or other objects may be used to identify perimeters. In the Playbook, this is often referred to as “Four cones for boundaries.”

An example of a routine is always allocating 2 to 3 minutes at the end of every session for cool-down/closure.

A ACTIVITY FROM THE GET-GO

Children should begin moving as quickly as possible. For example: “Pick up a beanbag, find your personal space, and explore safely while the music plays.”

S START-AND-STOP SIGNALS

Children must be taught to respond quickly and consistently to start and stop signals. Use music whenever appropriate (e.g., music begins, children move/practice; music stops, children stop) although other sound producing objects (e.g., tambourine, chimes) and visual signals (e.g., hand, number of fingers) may be used.

I INVOLVEMENT BY ALL

Are all children participating? Ensure LET ME PLAY sessions provide ample practice opportunities for everyone – regardless of size, gender, or ability.

C CONCISE INSTRUCTIONAL CUES

How few words can you use to initiate activity? “The object of the game is _____; you do that by _____; ready, go!” Use the 80/20 Rule: After instruction, assume 80% of the children “get it.” Instead of using valuable time to answer questions, get started. Then, once all are active, be a “plumber”— move and fix leaks.

S SUPERVISION

Once children are moving, teachers have much to do. In addition to being plumbers, an instructor should keep her/his back to the wall inside (to remain open and facing the group), and face the sun when giving instructions outside. Additionally, it is important to provide positive, specific feedback at least 4:1 over a corrective statement.

Teaching children how to pair and group quickly and equitably is an integral management skill for activity instructors. SPARK encourages using the following strategies:

1. **Back to Back:** Play Back to Back to pair children. E.g., “How quickly can you stand back to back with someone nearby? Hands at your sides; stand straight and tall.” Once Back to Back is learned, try toe to toe (two students touch toes); elbow to elbow, thumb to thumb, etc.
2. **Mingle-Mingle:** Play Mingle-Mingle to form groups. When you say Mingle-Mingle, children move within boundaries without bumping or touching until a number is called. Children hurry to form a group of that size (e.g., 3’s, 4’s, 5’s). SPARK encourages small size groups; try not to exceed 3’s unless necessary. Once Mingle-Mingle is learned, try Body Parts. As before, now teacher says a number and a body part. E.g., “Threes! Knees!” Children form a group of 3, then all touch knees in the middle. Finally, Hi-Low variation is “Three’s! Knees! Hi-Low!” Group of 3, touching one knee high and the other knee to the floor/ground.

3. **Other ways to group children include:**

Hand out sticks or cards that have characteristics to identify different groups.

Use specific characteristics to determine groups:

- Birthdays: January-June vs. July-December
- Names: First or last names A-L vs. M-Z
- Clothing: White tops vs. colored tops
- Pets: Those with pets vs. those without
- Youth select partners. One squats, the other remains standing. Squatters go to one group, those standing are in the opposite group. Variations include: “A,” the other is “B,” “pitcher and catcher,” “chariot and driver,” “noun and verb,” etc.).

Tips: When possible, use pre-existing pairs or groups to reduce inactive time and provide for a smooth transition. If pre-existing groups don’t exist, create your own. Do not let children choose groups. This takes time and causes many other problems.

Locomotor skills are used to move the body from place to place, or to project the body upwards (as in jumping or hopping). They form the foundation of gross motor coordination and involve large muscle movement.

WALK:

Feet move alternately, with one foot always in contact with the ground or floor. The stepping foot must be placed on the ground before the other foot is lifted. Body weight is transferred from the heel to the ball of the foot and then to the toes for a push-off. Toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes are looking ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms.

RUN:

In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a sprint.

JUMP:

Jumping is taking off from two feet and landing on two feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent.

HOP:

Hopping is done on one foot at a time. The body lean, the other foot, and the arms serve to balance the movement.

GALLOP:

Students face forward, lead with one foot, then bring the other up to it (step-together-step). The same foot always leads, so the movement should be practiced with students changing the lead foot.

SKIP:

Skiping is a series of step-hops done with alternate feet. To teach skiping, have children take a step followed by a small hop. Skiping is done on the balls of the feet with the arms swinging to shoulder height in opposition to the feet.

SIDE-SLIDE:

Similar to gallop, but the direction is sideways with a step-together-step movement. The same foot always leads, so side-slide must be practiced in both direction.

LEAP:

Leaping uses an elongated step used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space. To execute a leap, children take off and land on the opposite foot.

NON-LOCOMOTOR MOVEMENTS

Non-locomotor skills are performed without moving from place to place. Non-locomotor skills include bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, and circling, among others.

LEVELS OF MOVEMENT

Students must understand the levels (or planes) in space in which movement may occur and be able to place their bodies at the appropriate level. Levels in the Playbook are referred to as low, medium, or high.

DIRECTIONS

When moving in general space, students need to develop the ability to avoid others and/or re-orient which way their bodies face and move. Directions include: right, left, forward, backward, up, and down.

RATES OF MOVEMENT/TEMPO

Controlling the rate of movement (or tempo) is important for demonstrating body control and transferring movement into games and activities which demand variations in speed and/or intensity. A few examples of words which describe the rate of movement are: quickly, slowly, fast, half-speed.

PATHWAYS

Pathways are specific movement patterns. Once children are taught locomotor skills, they should learn to change directions and move within established patterns. Sample pathways are: straight, curved, diagonal, and zigzag

MOVEMENT CHALLENGES

Use the chart below to create "Movement Challenges". Sequence two, three, or four components together. Sample: "Can you..."

1 = "Skip?"

3 = "Skip quickly at a low level?"

2 = "Skip quickly?"

4 = "Skip quickly at a low level in a zigzag pathway?"

LOCOMOTOR SKILLS	TEMPOS	PATHWAYS	LEVELS	DIRECTIONS
WALK	fast	straight	low	right
JUMP	medium	curved	medium	left
HOP	slow	diagonal	high	forward
SKIP		zigzag		backward
SIDE-SLIDE				up
GALLOP				down
LEAP				clockwise
RUN				counter-clockwise

INTRODUCTION: TOURNAMENTS

In order to maximize activity, provide age appropriate challenges, and increase session enjoyment, instructors are encouraged to progress to higher level sports and games when children are ready. (Remember: Keep groups small, minimize or eliminate score keeping, encourage switching positions, and ensure participants understand game rules.)

Tournaments offer a fun and exciting way to promote game play. Once children have a basic knowledge of the rules and strategies of the game or sport, their groups are selected/assigned, and they have received instruction regarding “good sporting behavior” (participating and having fun is the objective, not winning), they are ready for tournament play.

The following two types of tournaments are recommended because they do not eliminate teams, are easy to organize and supervise, and are fun.

Round Robin: In this format, each team plays each other once (single round robin) or twice (double round robin). **EXAMPLE:** For 30 participants, you may elect to have 6 groups of 5 players each. The rotation for 5 days would be as follows:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
1 vs 2	1 vs 3	1 vs 5	1 vs 6	1 vs 4
3 vs 4	5 vs 2	6 vs 3	4 vs 5	2 vs 6
5 vs 6	6 vs 4	4 vs 2	2 vs 3	3 vs 5

Group one “stays” while others rotate clockwise

Royal Court: (Also known as King’s Court) Participants attempt to progress to the Royal Court. Playing fields/courts are assigned and numbered with 1 being the highest, 2 the next highest, and so on. At the beginning of the tournament, teams are placed on all courts. At the end of the allocated time, whoever is **ahead** moves closer to the Royal Court (e.g., court 3 winner moves to court 2, court 5 winner moves to court 4, and so on). The team **behind** moves down, one court further away from the Royal Court. See diagram below:

ROYAL COURT Team ahead: stay Team behind →	↑ #2 ← Team ahead Team behind →	↑ #3	↑ #4
↑ #5	↑ #6	↑ #7	↑ #8 ← Team ahead Team behind: stay

INTRODUCTION: TROUBLESHOOTING

CONCERNS	SUGGESTIONS
<p>1. “How can I manage set up if I don’t have time before the session starts?”</p>	<ul style="list-style-type: none"> • Have one or two responsible children or volunteers set up (or assist with setup) for the session. • Have one or two children lead a warm-up routine for the group while you (and a helper) set up. • Have children “walk and talk with a friend” while you and a helper set up.
<p>2. “Should I follow the Let Me Playbook lesson plans in any particular order?”</p>	<ul style="list-style-type: none"> • Because each PLAYBOOK section is written in a progression, try to follow the order established. However, do not hesitate to repeat a challenging skill drill to provide additional practice and foster students success, and/or lead an activity again just because it is popular with the students.
<p>3. “How can I minimize my prep time for Let Me Play sessions?”</p>	<ul style="list-style-type: none"> • In conversations with hundreds of teachers and activity leaders, we have found that preparation time varies with the individual instructor. Speak with a SPARK Consultant: (800) SPARK PE or write spark@sparkpe.org. She/he will provide suggestions to streamline preparation.
<p>4. “I have some children who are very skilled, well coordinated and knowledgeable (in soccer, basketball, etc.). How do I keep them on task and motivated?”</p>	<ul style="list-style-type: none"> • Recruit highly-skilled participants to be helpers and/or assistants. They can give individual attention to those in need. Also, explain that at all levels, fundamentals and review are done repeatedly. The best coaches say, “You can never be too good at the fundamentals.” • Using inclusion strategies (e.g., choices of levels of participation within an activity: “nice and easy, recreational, hard core”) fosters differentiated learning and helps keep all children moving and challenged.
<p>5. “How do I prevent children from complaining and arguing?”</p>	<ul style="list-style-type: none"> • Before introducing children to techniques that may raise the competitive level, speak with them about cooperative behavior, reinforce it with praise when you observe it, and reward individuals or groups who demonstrate it. • Ensure participants know game rules. Appoint group leaders to briefly discuss any rule questions. No other youth may intervene. If they cannot agree within 15 seconds, they should speak with the activity leader. • Be certain children have progressed through developmentally appropriate drills and lead-up routines before attempting more sophisticated sporting activities. Participation in even a simple game prior to proper skill development may cause frustration and lead to disagreements.

K-2 LET ME PLAY EQUIPMENT LIST

Based on class size of 30

60 balloons
 60 scarves
 30 beanbags (fruit and veggie preferred)
 15 fluffballs
 30 4" foamballs
 30 8" utility balls
 30 8" foamballs
 30 scoops
 30 scoop balls
 30 hoops
 4 6" cones
 4 12" cones
 Whistle
 Ball pump
 Storage bags
 Music player

Music

"Toss It High, Let It Fly" in CAN COCKATOOS COUNT BY TWO'S CD
 "Beanbag Boogie II" in KIDS IN MOTION CD
 "Shadow Dancing" in KIDS IN MOTION CD
 "Kuma San" in J.U.M.P. CD
 "Kid Star" in J.U.M.P. CD
 "Where Are You" in ALLIGATOR PURSE CD
 "The Chicken" in ALL-TIME FAVORITE DANCES CD
 "Hokey Pokey" in ALL TIME FAVORITE DANCES CD (optional)
 "Sweet Georgia Brown" in _____ (optional)

Optional (sites can supply)

Variety of balls with different sizes, shapes, weights, textures, ones that bounce
 15 additional fluffballs
 10 tennis balls

3-5 LET ME PLAY EQUIPMENT LIST

Based on class size of 30

30 8" utility balls
 15 8" foamballs
 15 footballs
 30 8" playground balls
 30 rag softballs
 30 beanbags
 30 8' or 9' ropes
 90 scarves (3 different colors)
 15 pinnies
 1 Jump Bands Box (6 pairs of movement bands inc.)
 1 Bonkerball set (6 bats and matching balls inc.)
 30 hoops
 12 18" cones
 12 6" cones
 Whistle
 Ball pump
 Storage bags
 Music player

Music

"Pata Pata" & "Tinikling" in International Folk Dance Mixer; "Around the World" in Red Hot Peppers

Optional

15 foamballs
 30 junior size basketballs
 15 tennis balls
 30 hockey sticks, 30 plastic pucks, 30 small hockey balls
 30 balls of various shapes, sizes and weights (for juggling; throwing & catching; back-to-back activities; foot strike/trap)
 30 junior size soccer balls
 Trash cans, waste paper baskets
 6 tees (for batting)

Training Tools

Stunt Cards 1-11
 30 BINGO cards
 Dance jigsaw cards
 1 pencil/pen per person

K-5 LET ME PLAY EQUIPMENT LIST

Based on class size of 30

90 scarves (3 different colors)
 60 balloons
 30 beanbags (fruit and veggie preferred)
 30 fluffballs
 30 4" foamballs
 30 8" foamballs
 30 8" utility balls
 30 8" playground balls
 15 rag softballs
 30 scoops
 30 scoop balls
 30 hoops
 30 8' or 9' ropes
 15 pinnies
 1 Jump Bands Box (6 pairs of movement bands included)
 1 Bonkerball set (6 bats and matching balls included)
 12 18" cones
 12 6" cones
 4 12" cones
 Whistle
 Ball pump
 Storage bags
 Music player

Music

"Toss It High, Let It Fly" in CAN COCKATOOS COUNT BY TWO'S CD
 "Beanbag Boogie II" in KIDS IN MOTION CD
 "Shadow Dancing" in KIDS IN MOTION CD
 "Kuma San" in J.U.M.P. CD
 "Kid Star" in J.U.M.P. CD
 "Where Are You" in ALLIGATOR PURSE CD
 "The Chicken" in ALL-TIME FAVORITE DANCES CD
 "Hokey Pokey" in ALL TIME FAVORITE DANCES CD (optional)
 "Sweet Georgia Brown" in _____ (optional)
 "Pata Pata" & "Tinikling" in International Folk Dance Mixer
 "Around the World" in Red Hot Peppers (included in Jump Bands box)

Optional

6 12" cones
 15 more rag softballs
 15 footbals
 25 footbals
 30 fluffballs
 30 junior size basketballs
 30 junior size soccer balls
 15 tennis balls

Training Tools

Stunt Cards 1-11
 30 BINGO cards
 Dance jigsaw cards
 1 pencil/pen per person

ORIENTATION

PURPOSE:

- Introduce the Let Me Play Program
- Explain activity session format and schedule
- Begin to establish a positive learning environment for physical activity (PA)
- Establish behavioral objectives
- Practice environmental transitions
- Solicit parental support

MATERIALS:

Let Me Play PLAYBOOK

ORGANIZATION:

Meet indoors in any comfortable room

1. INTRODUCE THE LET ME PLAY PROGRAM:

Speak with children about Let Me Play:

Let Me Play is a special physical activity (PA) program. Physical activity is important for everyBODY. We will schedule Let Me Play sessions ____ times per week from ____ to _____. Our Let Me Play days will be _____.

2. OUTLINE/DISCUSS THE BENEFITS OF PHYSICAL ACTIVITY:

Ask children, “Why is it important to be physically active?” After hearing their input, supplement with:

- Health benefits include improving muscular strength, heart and lungs (cardiovascular system), strong bones (bone density), body’s defenses against disease (such as heart disease, Type II diabetes, and some forms of cancer)
- Improves participation in lifetime sports and recreation (learn new sports, continue playing forever)
- Provides opportunities to play and get along with others, make new friends, and have fun
- Increases energy levels (more productive and alert)
- Better equipped to handle emergency situations
- Helps reduce stress levels and improves our mood
- Assists in weight control
- Helps people to look and feel better about themselves (increases self-confidence, self-esteem, and positive self-image)

3. SESSION FORMAT:

- What will we do in Let Me Play? Participate in active games and sports. Let Me Play sessions are designed to be really fun!
- What should you wear to a Let Me Play class? Athletic shoes and comfortable clothing.

4. RULES AND BEHAVIORAL REQUIREMENTS FOR CLASS:

Show the "Student Expectation Cards." Lead an interactive discussion about your behavioral goals for students and the consequences for inappropriate actions.

5. TRANSITION TO ACTIVITY AREA (if necessary):

- Let your class know how you would like them to prepare for a Let Me Play session
- Escort children to the activity area
- "This is where we will meet for Let Me Play"
- If time, teach lesson one from the appropriate section

6. DISTRIBUTE PARENT/GUARDIAN LETTER FOR STUDENTS TO BRING HOME:

Sample copy master provided on the next page.

SAMPLE LETTER TO PARENTS

Note: Verbiage in parenthesis indicates the need for your input.

Dear parent(s),

A exciting, new, quality physical activity (PA) program is going to be offered to your child soon at (_____ school, or after school program). Nike has teamed up with SPARK (Sports, Play, and Active Recreation for Kids) to create a curriculum for Let Me Play. Let Me Play is Nike's new global community effort to unleash human potential through sport. The initiative evolves our work around getting kids physically active through NikeGO, and focuses all new efforts around the power of sport to better communities and change lives. While the initiative will continue advocacy work around physical activity programs for kids, the focus of the initiative will be to get young people who have typically been left on the sidelines, into sports and on to a better life.

Nike and SPARK care about the health and learning readiness of children. SPARK research has shown that children who participate in SPARK classes at least three times per week for 30 minutes, are not only more active, more skilled, and physically fit, but also perform as well or better on standardized academic test scores. SPARK concepts and methods have been incorporated into Nike's Let Me Play program.

Let Me Play evolved from years of research and field-testing with PE and after school programs nationwide. Let Me Play is designed to help teachers conduct activities for children that are inclusive, highly active, and fun. Additionally, Let Me Play lessons are designed to develop a child's motor, personal, and social skills.

Let Me Play is different from traditional activity classes. Children will not stand in long lines waiting for a turn, or be a target for others to throw balls. The less skilled will have similar opportunities to learn and play as those that are very advanced. My goal will be for everyone to feel successful each time we meet and participate in Let Me Play.

Your child will participate in Let Me Play sessions on _____. Our first class will occur _____. In addition to regularly scheduled activity time, I will also be using Let Me Play activities for classroom activity breaks whenever I feel our children need a spark.

To provide the best possible activity experience for your child, we must all work together as a team. Please remind your child to dress appropriately for physical activity each scheduled Let Me Play day. For comfort and safety purposes, he/she should wear shoes with rubber soles and loose fitting clothing.

Physical activity must be done regularly to achieve the health benefits. Therefore, your child's consistent participation is important. If she/he is sick or unable to participate in all/some activities, please let me know (via note or phone call) prior to the scheduled class. Inform me of the specific nature of the ailment and your recommended activity restrictions.

If you have any questions or concerns, please don't hesitate to contact me at _____.

Thank you very much,

(Teacher's name here)

ESTIMADOS PADRES DE FAMILIA

Un Nuevo y emocionante programa de actividad física pronto sera ofrecido a su hijo/hija en la _____ escuela o en el programa de despues de escuela. Nike a colaborado con la asociación SPARK (Sports, Play and Active Recreation for Kids) para crear un curriculum para el programa Let Me Play (Dejame Jugar). El programa Let Me Play (Dejame Jugar) es el esfuerzo de Nike en la comunidad global para desarrollar la mayor potencial humana por medio del deporte. Esta iniciativa desenvuelve nuestro trabajo en animar a los niños a participar en actividad física por medio de NikeGo y también enfoca todos los nuevos esfuerzos alrededor del deporte para mejorar a la comunidad y cambiar vidas. Aunque la iniciativa continuara su trabajo en crear programas de actividad física para niños, el enfoque de la iniciativa será en apoyar y ayudar a los jovenes que tipicamente se quedan sin participar en el deprote para que puedan participar y continuar con una manera de vida mas sana.

Para Nike y Spark la salud y preparación del aprendizaje de los niños es muy importante. Investigaciones sobre el programa SPARK han demostrado que niños que han participado en clases de SPARK tres dias por treinta minutos, no nada mas son mas activos y saludables pero también anotan igual o mejor en exámenes estandarizados academicos. Los conceptos y metodos de SPARK han sido incorporados en el programa Let Me Play (Dejame Jugar) de Nike.

El programa Let Me Play (Dejame Jugar) se a desarrollado despues de años de investigaciones y pruebas en programas de educación física y programas de despues de escuela en toda la nación. Let Me Play (Dejame Jugar) está diseñado para ayudar a los maestros conducir actividades para niños que incluyen a todos y que son altamente físicos y divertidos. Adicionalmente, las clases de Let Me Play (Dejame Jugar) estan diseñadas para desarrollar las habilidades mentales, personales y socials de los niños.

Le Me play (Dejame Jugar) es diferente de programas tradicionales de actividad física porque incluye a niños de todo nivel físico sea alto o bajo. Los niños de nivel bajo tendran las mismas oportunidades de aprender y jugar al igual como los niños de nivel avanzado. Mi meta es que todos se sientan exitosos cada vez que participen en el programa Let Me Play (Dejame Jugar).

Su hijo/hja participará en una sesión de Let Me Play (Dejame Jugar) el _____.

Nuestra primer clase se llevará acabo el _____. En adición del tiempo normalmente programado para actividad física, también estare usando actividades en el salon de Let Me Play (Dejame Jugar) cuando piense que sea necesario para motivar a los niños.

Tenemos que trabajar juntos para poder facilitar la mejor experiencia de actividad para sus niños. Favor de recordar a su hijo/hija de vestirse apropiadamente para actividad física cada dia programado para el programa Let Me Play (Dejame Jugar). Para comodidad y seguridad su niño o niña debe de traer zapatos con plantillas de hule y ropa floja y comoda.

Actividad física se debe llevar acabo a diario para mantener una vida sana. Por eso mismo la participación de su hijo es importante. Si el o ella está enfermo o no puede participar en una o todas las actividades, favor de informarme por medio de una nota o por teléfono antes de la clase programada. Informeme la razon de la efermedad o de el problema y sus restricciones recomendadas.

Si tiena alguna pregunta o preocupación sobre este programa, porfavor no deje de llamar al _____.

Muchas gracias,

(nombre del maestro)

Let Me Play Expectation Cards

LET ME PLAY



Listen
and
follow
directions

LET ME PLAY



Keep all
body parts
to yourself

LET ME PLAY



Respect
others and
equipment

LET ME PLAY



Be a
good sport

LET ME PLAY 

Let Me Play Consequences

1. 1 MINUTE TIME-OUT
2. 3 MINUTE TIME-OUT
3. PHONE CALL HOME



A goal of all physical activity providers is to create a physically and emotionally safe and supportive environment; one in which children learn and have opportunities to practice positive social interactions. To achieve this goal, teaching social skills, not just during Let Me Play sessions, but school/program wide, is highly recommended.

There are two social skills per grade level in the Let Me Play program; a total of 12 from Kindergarten through 5th grade. It is recommended that teachers introduce a new social skill each semester (two per year). However, feel free to repeat and reinforce previously learned skills from any grade level.

TIPS FOR TEACHERS:

1. Introduce the social skill
 - Define/discuss the skill (e.g., Kindness)
 - Establish the need for the skill in society
 - Introduce the T-Chart by asking group, "What might "Kindness" sound like? What might it look like?" Be ready to offer several responses in each category. List student answers (with yours) on the chart. Post it and monitor their use of "Kindness."
2. Process the social skill (after students have the opportunity to demonstrate they are kind during class)
 - "Who was kind to someone today?"
 - "How do you feel when someone is kind to you?"

KINDERGARTEN (AGE 5)

Kindness

"We like smiles! Will you share a smile with a friend? When someone is kind to you, how does that make you feel?"

Caring

"Everyone needs to know they are loved and cared for. How can you show others in our class YOU care about them?"

GRADE 1 (AGE 6):

Courtesy

"Will you remember to say please, excuse me, and thank you -- share and take turns?"

Showing Appreciation

When someone shares their beanbag, or invites you to join their group, how could you show your appreciation for them?

GRADE 2 (AGE 7):

Self Control:

"Will you stay calm in a stressful situation? Can you avoid using bad language?"

Respect for Others/Equipment:

"Can you treat each person and our PE equipment with great care?"

GRADE 3 (AGE 8):

Responsibility:

"What might your personal and group responsibilities be in this class?" (E.g., listen and follow directions, give your best effort, maintain a positive attitude even if the activity that day isn't your favorite, etc.).

Helpfulness:

"Will you offer to be a partner to someone who needs one? Invite others into your group? Assist with putting away equipment after class?"

GRADE 4 (AGE 9)

Encouragement:

"Encouraging others is a sign of personal strength and confidence. See if you can make at least one encouraging statement every class."

Acceptance of Personal Differences:

"Can you respect people that may be less skilled than you in an activity? Will you work to build them up instead of put them down?"

5TH GRADE (AGE 10):

Competition:

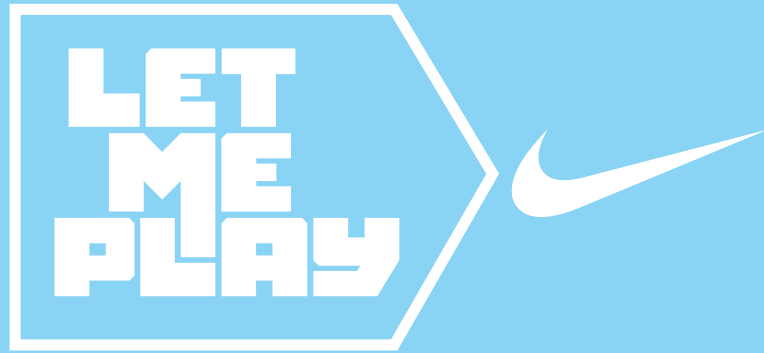
"Whether your group is ahead or behind when our time ends is not important. How you handle it is. What are appropriate ways to behave when ahead? When behind?"

Positive Disagreement:

"It's easy to lose your cool. It takes courage and self-control to keep it. Can you settle differences by listening, talking, and compromising? Use rock, paper, scissors to decide."

SAMPLE T CHART

COURTESY	
HEAR	SEE
"Please and thank you" "Excuse me" "I'll share my ball with you"	Inviting someone to join you Letting a person go first Passing to everyone



ME – Inside

LESSON 1:
STRIKING BALLOONS

LESSON 2:
BALANCE, TOSS AND CATCH SCARVES

LESSON 3:
TOSS AND CATCH BEANBAGS

LESSON 4:
ROLL, BOUNCE AND CATCH BALLS

LESSON 5:
TOSS AND CATCH BALLS

ME: INSIDE - STRIKING BALLOONS

OBJECTIVES

- Striking
- Catching
- Levels
- Timing

EQUIPMENT

- 2 inflated balloons/student
- Music and player
- 4 cones for boundaries

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

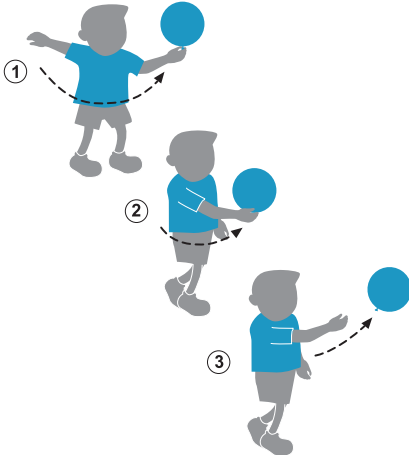
BALLOON EXPLORATION AND CHALLENGES

- Scatter students within activity area (20x20 paces); each with a balloon. (Have 1 extra balloon per person.)
- Give students 2–3 minutes to explore (play creatively) with their balloons.
- Practice starting and stopping until learned.
- Pose challenges, give students time to practice and improve.
- Move to help those in need.

- Today, we'll begin playing with balloons!
- First, I'll give you a few minutes to play with your balloon. Touch it gently so it doesn't pop.
- On music stop, hold your balloon between your knees (or feet), listen, and look at me. Let's practice this a few times.

Challenges – Can you keep your balloon in the air by touching it with:

- The top of your hand?
The top of your other hand?
- The palm (explain) of your hand?
Other palm?
- Your arm? The other arm?
- Your elbow? The other elbow?
- Your knee? The other knee?
- Your thigh (point)? Switch thighs.
- Your head? Your foot? The other foot?
- Two fingers? 3? 4? Thumb only?
- **Each finger** on 1 hand? Each finger on the other hand?
- Without using your hands?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>BALLOON STRIKING CHALLENGES (CONTINUED)</p> 	<ul style="list-style-type: none"> • Explain/demonstrate striking. Show students how they can strike an object with their hand(s), with their feet (kicking a ball in soccer), and holding an implement (e.g., batting in baseball). • As before, now students strike the balloon with their hands. 	<ul style="list-style-type: none"> • Striking is moving a body part towards an object to send it into space. • We can strike with our hands (show with a balloon), our feet (show with a soccer style kick) and even with an object in our hands (show with a paddle). <p>First, we'll practice striking with our hands:</p> <ol style="list-style-type: none"> 1. Hold the balloon in 1 hand around shoulder high. 2. Reach back with your other hand. 3. Let go of the balloon and watch it drop slowly. 4. Swing your hand to strike the balloon up in the air. <ul style="list-style-type: none"> • Can you strike it up in the air a few feet? • Run under the balloon and catch it. Try again. • Drop – strike – catch. Drop, strike, catch. Keep practicing. • Try striking the balloon with your other hand. • Now try drop – strike – strike. Have your hand back, move under the balloon, strike it again, and catch it.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALLOON STRIKING CHALLENGES (CONTINUED)	<ul style="list-style-type: none"> • Pose challenges, give students time to practice. • Move to offer help to those in need. • Encourage and allocate time near the end of the lesson for creative play. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Strike the balloon from a low level? Medium level? High level? Squat position? Crab position? From your knees? • Strike your balloon up from a low level? Down from a high level? • Strike your balloon from hand to hand? • Toss your balloon in the air, then jump and strike it with 1 hand? The other hand? • Jump in the air and strike your balloon with a different body part? • Strike the balloon with an elbow, knee, shoulder, then catch it? What other combinations can you do? • Make your balloon go under a body part? 2? • What other ways can you strike your balloon? <p>After Trials:</p> <ul style="list-style-type: none"> • Play “Keep It Up.” How many times in a row can you strike your balloon up without a miss?

OBJECTIVES

- Tossing
- Catching
- Locomotor skills
- Rhythm and timing

EQUIPMENT

- 1 scarf/student
- Music and player: "Toss It High, Let It Fly" CAN COCKATOOS COUNT BY TWO'S CD
- 4 cones for boundaries
- **Optional:** 1 spot marker or hoop / student to establish homebase

ACTIVITY

WHAT YOU DO


WHAT YOU SAY

SCARF INTRODUCTION AND EXPLORATION



- Scatter students (within activity area 20x20 paces) each with a scarf.
- Introduce playing with scarves.
- Allow 2–3 minutes of exploration time while the music plays.
- Practice start and stop cues until learned.

- Today we'll begin playing with scarves! Be careful not to step on a scarf; they can be slippery.
- Be gentle with your scarf; they are very delicate.
- You have a few minutes to play with your scarf while the music plays.
- When the music stops, show how well you freeze. Let's practice that a few times.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SILLY SCARVES I</p> 	<ul style="list-style-type: none"> • Explain/demonstrate “Silly Scarves.” • Reference Locomotor Skills and Movement Challenges in Introduction section as needed. • Provide challenges and allow students to practice to music. • Change locomotor skills each time children move to new spots. • Change the movements children do when they arrive at their spots. <p>Extension:</p> <ul style="list-style-type: none"> • Teach “near” and “far.” Prompt students to find a new spot near them, or far from them. 	<ul style="list-style-type: none"> • Now we’ll play “Silly Scarves.” • I’ll give you a locomotor skill to do. While moving, wave and play with your scarf. • When you hear “Silly Scarves,” move safely to an open spot. Once you’re there, I’ll give you a challenge to do. <p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Make giant circles in front of you? Over your head? To your side? The other side? Side to side in a big loop? Try it all again with the other hand! • Silly Scarves! Side-slide to a new spot. • Make a big square with your scarf? A triangle? A smaller triangle? A teeny, tiny triangle? Switch hands and try again. • Silly Scarves! Gallop to a new spot. • Make a zigzag with your scarf moving from low to high? High to low? Switch hands and try again. • Silly Scarves, skip to a new spot. • Place your scarf on top of your head and balance on 1 foot? Try the other foot. Huff and puff and blow it off? Swing it overhead side to side in the shape of a beautiful rainbow? • Silly Scarves, jump to a new spot.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>TOSS IT HIGH LET IT FLY</p> <p>LYRICS</p> <p>When you toss your scarf up high Like a bird it rises to fly Then gently it falls toward the floor, til' you catch it and toss it once more.</p> <p>Let it fly and land on your arm. Let it fly and land on your leg. Let it fly and land on your elbow. Let it fly and land on your foot.</p> <p>Toss it high, let it fly, and float down to the floor.</p> <p>Now you leap and fly over the scarf.</p> <p>Then fetch it and toss it once more.</p> <p>Let it fly and land on your hand. Let it fly and land on your head.</p> <p>Let it fly, fly, as you turn underneath.</p> <p>Toss it up high and spin, spin around.</p> <p>Let it fly, fly as you turn underneath.</p> <p>Now throw it and catch it and slowly sit down.</p> <p>© 1996, 2001 HAP-PAL Music, Inc.</p>	<ul style="list-style-type: none"> • Cue/play the song. 	<ul style="list-style-type: none"> • The song "Toss It High Let It Fly," will tell us fun things to do with our scarves. • Listen and follow along!


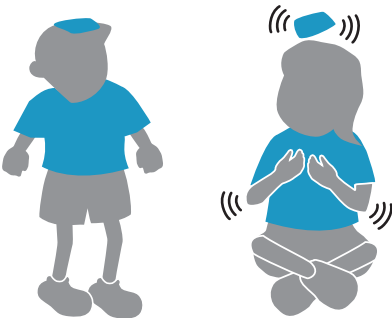
ME: INSIDE - TOSS AND CATCH BEANBAGS

OBJECTIVES

- Rhythm and timing
- Tossing
- Catching
- Levels

EQUIPMENT

- 1 beanbag/student
- Music and player
- 4 cones for boundaries
- **Optional:** "Hokey Pokey" ALL TIME FAVORITE DANCES CD)

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
EXPLORATION TIME 	<ul style="list-style-type: none"> • Scatter beanbags (or crumple up newspaper) within activity area (30x30 paces). • Send students to a beanbag; allow 2–3 min. of exploration time while you play music. 	<ul style="list-style-type: none"> • Can you skip quickly at a low level to a beanbag, then establish your home base? • You have 2–3 minutes to explore while the music plays. • When the music stops, show how quickly you can freeze and set your beanbag on the floor/ground.
HOKEY POKEY BEANBAG ROUTINE (SIMILAR TO "THE HOKEY POKEY" DANCE) 	<ul style="list-style-type: none"> • Teach moves to the tune of "The Hokey Pokey." If the recording is not available, have a sing-along. • Repeat several times, increasing the pace. <p>Extension:</p> <ul style="list-style-type: none"> • Encourage students to move their feet during the routine, either with R ft. out and in, L ft. out and in, or jog in place to the beat. <p>Tip:</p> <ul style="list-style-type: none"> • Use this routine anytime for a fun warm-up or cool-down. <p>Music Integration:</p> <ul style="list-style-type: none"> • Do the "Hokey Pokey" dance from the ALL TIME FAVORITE DANCES CD. 	<ul style="list-style-type: none"> • Let's warm up to our version of the "Hokey Pokey." <p>"You hold your beanbag high"</p> <ul style="list-style-type: none"> • Can you stretch on tip-toes and raise your beanbag high over head? <p>"You hold your beanbag low"</p> <ul style="list-style-type: none"> • Can you squat and softly touch beanbag to floor/ground? <p>"You place it on your head, then you shake it to and fro"</p> <ul style="list-style-type: none"> • Can you take the beanbag off your head and shake it left and right? <p>"You do the Hokey Pokey and you turn yourself around"</p> <ul style="list-style-type: none"> • Can you shake your hips and move your arms while turning a full circle? <p>"That's what it's all about"</p> <ul style="list-style-type: none"> • Can you "little (low) toss" your beanbag in the air and catch it?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SELF TOSS AND CATCH CHALLENGES	<ul style="list-style-type: none"> • Explain/demonstrate tips for tossing/catching as needed. • Show the difference between low (level), medium, and high tosses. <ul style="list-style-type: none"> • Give catching prompts as needed; students should: <ol style="list-style-type: none"> 1. Have hands up, fingers spread, and be ready to catch. 2. Watch the beanbag all the way into "soft" hands then close fingers around it. 3. Reach to "capture" the beanbag and bring it into their body. 	<ul style="list-style-type: none"> • Let's keep practicing "low tosses" and catches with our beanbags. • Low tosses go no higher than the top of your head. Can you low toss side to side, hand to hand? Keep going – can you count your catches? How high can you count? • Raise 1 hand as high as you can. That's as high as you can go on "medium tosses." Try those, and watch your beanbag come down into both hands. Keep going. • How many 2-hand catches can you make before the music stops (or "Freeze!")? • "High tosses" go just beyond your extended arm and fingertips (point and/or demonstrate). Be ready to move your feet to make the catch. • Start with low tosses, and if you make 2 catches in a row, you may toss a little higher. Can you keep going until you are practicing high tosses?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SELF TOSS AND CATCH CHALLENGES (CONTINUED)</p>	<p>For Advanced Learners:</p> <ul style="list-style-type: none"> • Allow students to exchange their beanbag for a small, soft, ball if/when ready; then repeat challenges. <p>Math Integration:</p> <ul style="list-style-type: none"> • Students count when they catch. 	<p>2-Hand Catch Challenges – Can you toss your beanbag:</p> <ul style="list-style-type: none"> • Touch your ears, then catch it? Touch your knees, then catch it? • Clap before you catch it? 2x? 5x? • And catch it at a very low level? • And show me others ways to catch it? <p>1-Hand Catch Challenges – Can you:</p> <ul style="list-style-type: none"> • Low toss and catch with 1 hand? The other? How many can you do in a row? • Medium toss and catch with 1 hand? Try the other hand? How many can you do in a row? • High toss and catch with 1 hand? The other? • Make 3–5 1–hand catches in 30 seconds? Ready, go! • Hold your beanbag high, drop it, catch it below your waist? Below your knees? Just before it hits the floor/ground?



ME: INSIDE - ROLL, BOUNCE AND CATCH BALLS

OBJECTIVES


- Rhythm and timing
- Agility
- Rolling
- Catching from a bounce

EQUIPMENT

- 1 4" ball/student
- Music and player
- 4 cones for boundaries
- **Optional:** Have a variety of balls available, different sizes, shapes, weights, textures

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL EXPLORATION 	<ul style="list-style-type: none"> • Scatter students within activity area (30x30 paces), each with a ball. • Allow 2–3 minutes of exploration time then practice stop and start cues until learned. 	<ul style="list-style-type: none"> • Explore with your ball near home base (while the music plays). • When the music stops, show how well you freeze and place your ball between your feet on the floor/ground (model). • Let's practice that a few times.
HEAD, SHOULDERS, KNEES, AND TOES 	<ul style="list-style-type: none"> • Teach the jingle and have a sing along. • Repeat several times, increasing the pace. <p>Tip:</p> <ul style="list-style-type: none"> • Use this routine anytime for a fun warm-up or cool-down. 	<ul style="list-style-type: none"> • Who knows the song, "Head, Shoulders, Knees, and Toes?" • Can you touch your ball to the body part when it's called? Let's practice together; sing with me: • Head, shoulders, knees and toes; knees and toes. • Head, shoulders, knees and toes; knees and toes. • Eyes and ears, chin and nose. • Head, shoulders knees and toes; knees and toes.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL HANDLING	<ul style="list-style-type: none"> • Provide challenges, start and stop activity with music (or "Go" and "Freeze"). • Allow 10 seconds or so of practice before giving prompt to change direction. 	<ul style="list-style-type: none"> • Can you do these activities without dropping the ball? If you do, just pick it up and keep going. <p>Challenges – Can you hold your ball:</p> <ul style="list-style-type: none"> • Above your head with both hands? One hand? The other hand? Freeze like a statue for a count of 3? • Between your ankles? Between your elbows? • On your right hip – using your elbow to pin it there? Left hip? • Against your left ankle? Can you roll the ball up your leg, up your side, over your head, down the other side of your body to your right ankle? Go back the other way? <p>Can you balance the ball on the/ your:</p> <ul style="list-style-type: none"> • Back of your hand? Side of your arm? Knee? Foot? Thigh? Top of your head? Forehead? <p>Can you:</p> <ul style="list-style-type: none"> • Hold your ball overhead and make little passes side to side, hand to hand? • Keep going and bring your arms down slowly? Back up? <p>Can you circle your:</p> <ul style="list-style-type: none"> • Head? Go in the other direction? • Waist? Other direction? • Ankle? Other ankle? • Let's try it again from the top. If you're ready, try going faster.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>BALL ROLLING</p>	<ul style="list-style-type: none"> • Continue giving challenges. • Move to help those in need. <p>Extension:</p> <ul style="list-style-type: none"> • Create a routine by sequencing some or all of the challenges and practice to music. 	<p>Can you roll your ball:</p> <ul style="list-style-type: none"> • In the shape of a circle? • In the shape of a square? • In the shape of the letter A? B? C? • Can you roll your ball around 1 foot? The other foot? • Try it again, this time with your eyes closed? • Can you roll your ball in a figure 8? That's once around 1 foot, then around the other foot in the other direction.
<p>BALL BOUNCE AND CATCH</p> 	<ul style="list-style-type: none"> • Pose drop and catch challenges; give ample time for student practice. 	<ul style="list-style-type: none"> • Let's try catching the ball after a bounce. • Can you drop the ball in front of you, let it bounce, then catch it with both hands? • Move your arms underneath the ball to trap it and keep it from dropping. Give the ball a hug. • Try that a few times. Can you drop and catch it 2-3x in a row? • Three-5x in a row?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL BOUNCE AND CATCH (CONTINUED)	<ul style="list-style-type: none"> • Pose challenges; move to help those in need. 	<p>Challenges – Can you drop, bounce and:</p> <ul style="list-style-type: none"> • Clap your hands once, then catch the ball? • How many times can you clap your hands before you catch it? Count out loud. • Catch the ball with your eyes closed? • Can you hold the ball above your head, drop it, let it bounce once, then catch it? • How many times in a row can do that without a miss? Count out loud. • Can you “low toss” the ball, no higher than your head, let it bounce once and catch it? • How many times in a row can you low toss, and catch it after it bounces?



ME: INSIDE - TOSS AND CATCH BALLS


OBJECTIVES

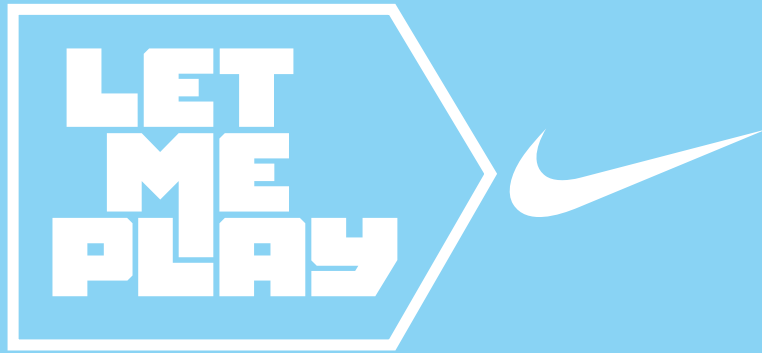
- Agility
- Balance
- Tossing and catching
- Levels

EQUIPMENT

- 1 8" utility ball/student OR 1 8" foamball/student
- Music and player
- 4 cones for boundaries
- **Optional:** Have a variety of balls available, different sizes, shapes, weights, textures (they do not need to bounce); and music: "Sweet Georgia Brown"

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL EXPLORATION 	<ul style="list-style-type: none"> • Scatter students within activity area (30x30 paces), each with a ball. <p>Tip:</p> <ul style="list-style-type: none"> • For safety indoors, a foam or very soft ball is recommended. It does not have to bounce. 	<ul style="list-style-type: none"> • Explore with your ball at your home base (while the music plays). • When the music stops, show how well you freeze and place your ball between your feet on the floor/ground (model). • Let's practice that a few times.
BALL ROUTINE 	<ul style="list-style-type: none"> • Instruct/lead ball routine 1 part (4 counts) at a time. • If suggested recording (Sweet Georgia Brown) is not available, whistle the tune, or choose a different 4-beat music selection. • After each part, add music for that segment. Practice until students can sequence all 4 parts. • Repeat several times. 	<ul style="list-style-type: none"> • Join me, whistle with me! • Counts 1–4: Slap the ball 4x, • Counts 5–8: Shake the ball 2x to the L, then 2x to the R, • Counts 9–12: Bounce and catch the ball 2x, • Counts 13–16: Toss the ball as high as your head and catch 2x.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<h2>BALL CHALLENGES</h2>	<ul style="list-style-type: none"> • Provide challenges, start and stop activity with music (or “Go” and “Freeze”). 	<ul style="list-style-type: none"> • Hold your ball in both hands and don’t let go! • Can you step over it? • Try to step backwards over it! • Can you pin the ball behind your neck, let it roll down the middle of your back, then catch it before it hits the floor/ground? • Keep practicing – can anyone do it 2x in a row? • Can you toss the ball as high as your head, and catch it so softly that it hardly makes a sound? You have to “give” with the ball as it lands in very soft hands and fingers.
<h2>BALL TOSS AND CATCH</h2> 	<p>Tip:</p> <ul style="list-style-type: none"> • Increase the distance between students before starting this activity. • Review the difference between low tosses and medium tosses. • Explain/demonstrate tips for tossing/catching as needed. <p>Review catching prompts as needed; students should:</p> <ol style="list-style-type: none"> 1. Have hands up, fingers spread, and be ready to catch. 2. Watch the ball all the way into “soft” hands then close fingers around it. 3. Reach to “capture” the ball and bring it into their body. <p>Literacy Integration:</p> <ul style="list-style-type: none"> • Read “Great Day For Up” by Dr. Suess. 	<ul style="list-style-type: none"> • Remember, “low tosses” are no higher than your head • Can you low toss and catch your ball in the air? • Keep going – can you make 2–3 catches in a row? Three–5? Five or more? • “Medium tosses” go no higher than you can reach. • Try those, and watch your ball come down into both hands softly. • How many 2-hand catches can you make before the music stops (or “Freeze!”)? Start with low tosses, and if you make 2 catches in a row, try tossing a little higher. • Can you keep going until you are doing medium tosses? • “High tosses” are just above your extended arms. Can you practice them safely and stay near your homebase?



ME – Outside

LESSON 1:
TOSS AND THROW TO TARGETS

LESSON 2:
BOUNCE AND CATCH BALLS

LESSON 3:
TOSS AND CATCH BALLS

LESSON 4:
DRIBBLING BALLS

LESSON 5:
TOSS AND CATCH WITH SCOOPS



ME: OUTSIDE - TOSS AND THROW BEANBAGS TO TARGETS

OBJECTIVES

- Rhythm and timing
- Underhand toss
- Overhand throw
- Throwing accuracy
- Throwing for distance

EQUIPMENT

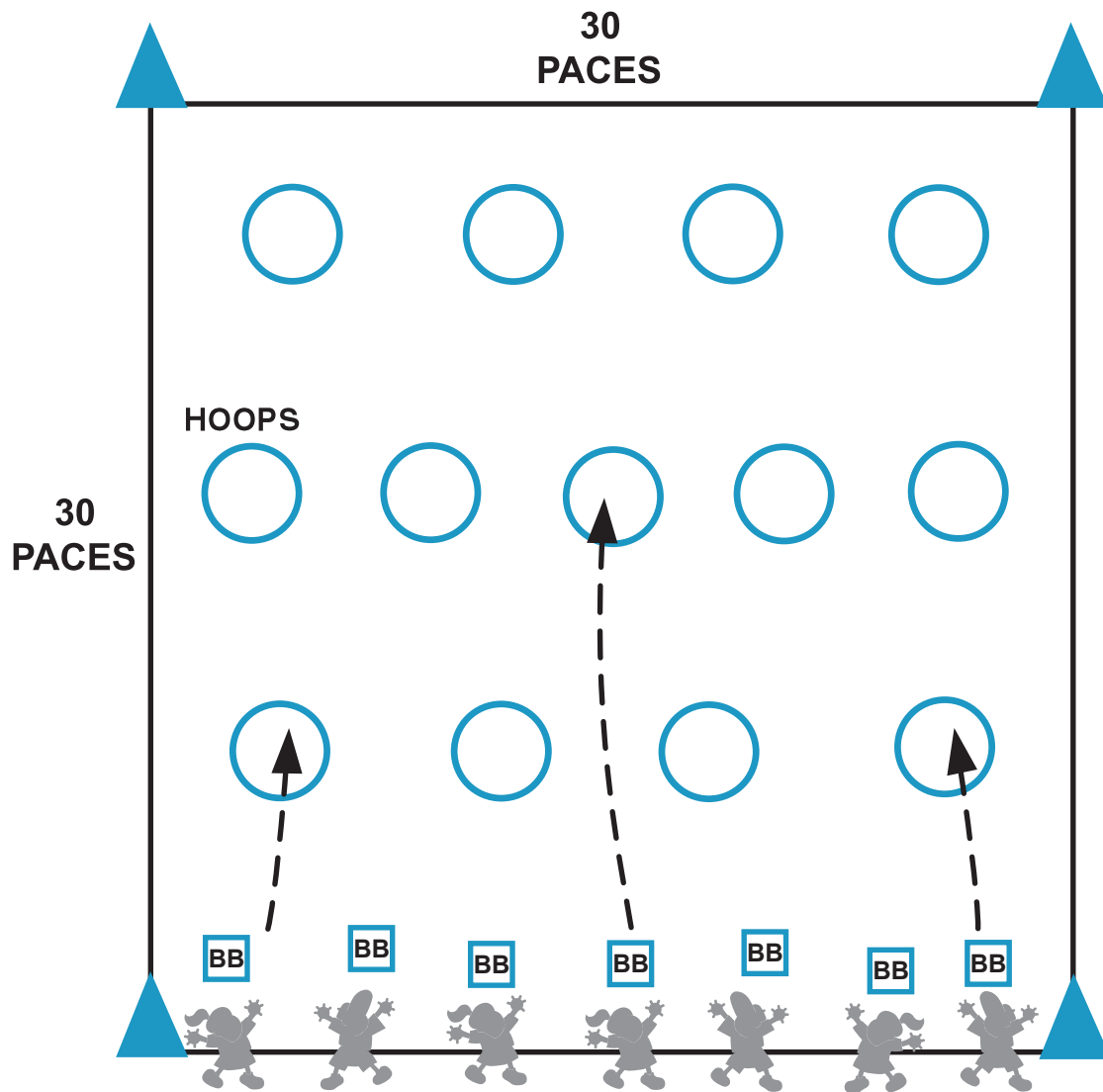
- 1 beanbag/student
- Music and player
- All available hoops
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BEANBAG EXPLORATION 	<ul style="list-style-type: none"> • Scatter beanbags along boundaries of activity area (30x30 paces). 	<ul style="list-style-type: none"> • On the music start (or "Go!") walk quickly – in a zigzag pathway – to select a beanbag, and take it to your homebase. • You have 1 minute to safely "explore" (play) with your beanbag around your homebase. • On the music stop (or "Freeze!") set your beanbag on the floor/ground next to you.
OLIVER TWIST BEANBAG ROUTINE 	<ul style="list-style-type: none"> • Teach the jingle, "Oliver Twist." Have children move their beanbag to touch each body part mentioned in the song. • Repeat several times increasing the pace. • Use this anytime for a fun warm-up or cool-down. <p>Tip:</p> <ul style="list-style-type: none"> • This activity may be taught indoors in limited space. <p>Literacy Integration:</p> <ul style="list-style-type: none"> • Read "From Head To Toe" by Eric Carle. 	<p>This beanbag routine is called, "Oliver Twist." Follow me:</p> <p>Oliver Twist, twist, twist</p> <ul style="list-style-type: none"> • Can you twist at the waist while holding your beanbag? <p>Can't do this, this, this</p> <ul style="list-style-type: none"> • Can you jump each time I say "this?" <p>Touch his knees, knees, knees</p> <ul style="list-style-type: none"> • Can you touch your beanbag to your knees? <p>Touch his nose, nose, nose</p> <ul style="list-style-type: none"> • Can you touch your beanbag to your nose? <p>Touch his hair, hair, hair</p> <ul style="list-style-type: none"> • Can you touch your beanbag to your hair? <p>Touch his toes, toes, toes</p> <ul style="list-style-type: none"> • Can you touch your beanbag to your toes?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TARGET BEANBAG	<ul style="list-style-type: none"> • Move students so they stand on a sideline of the activity area (30x30 paces), facing 3 rows of scattered hoops; beanbags on the floor/ground. • Explain/demonstrate 1-hand underhand toss without a beanbag and allow student practice. • Move to assist those tossing with wrong foot forward. • For safety, all students throw and retrieve on cue. • After tosses to the first row of hoops, have students throw to next row, finally last row. 	<ul style="list-style-type: none"> • Let's practice the motion of the 1-hand underhand toss together. <p>Cues for 1-Hand Underhand Toss:</p> <ul style="list-style-type: none"> • Feet close together, hold bean bag with 1 hand. • Reach your throwing arm back behind your body. • Step towards target with your opposite foot. • Swing your arm forward. • Let go of the beanbag when your hand points at your target. • The object of "Target Beanbag" is to (1-hand underhand) toss your beanbag into a hoop. • On "Throw!" underhand toss your beanbag to a target within the 1st row of hoops. • On "Go!" fast walk (gallop, skip) to retrieve your own beanbag and fast walk back. • The faster you retrieve your beanbag and get ready, the more tosses you get. • Let's try the 1st row of hoops again. <p>After Trials:</p> <ul style="list-style-type: none"> • Are you ready for the 2nd row of hoops? Third row?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>TARGET BEANBAG (CONTINUED)</p>	<ul style="list-style-type: none"> • For longer tosses, prompt 1-hand overhand throwing. <p>Cues for 1-Hand Overhand Throw:</p> <ul style="list-style-type: none"> • Stand sideways with opposite shoulder towards a hoop. • Reach back behind head with throwing arm. • Step toward hoop with front foot forward (if R hand throw, L foot forward). • Keep your eye on the target; release your beanbag in the direction of the target. <p>Extensions:</p> <ul style="list-style-type: none"> • Substitute balls for beanbags. May also foot strike (soccer style) to targets. • Assign different point values to rows and have students strive for their personal best score • Can also throw for distance. All on 1 edge; all throw and retrieve. 	<p>Throw for distance cue:</p> <ul style="list-style-type: none"> • Can you throw your beanbag past the 1st row of hoops? The 2nd? The last row?

TARGET BEANBAG




ME: OUTSIDE - BOUNCE AND CATCH BALLS

OBJECTIVES


- Eye-hand coordination
- Balance
- Agility

EQUIPMENT

- 1 8" utility ball/student
- Variety of other balls that bounce
- Music and player
- 4 cones for boundaries
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL EXPLORATION	<ul style="list-style-type: none"> • Scatter balls along boundaries of activity area (30x30 paces). 	<ul style="list-style-type: none"> • On the music start (or "Go!") skip quickly – at a low level to select a ball, and take it to your homebase. • You have 1 minute to safely "explore" (play) with your ball around your homebase. • On the music stop (or "Freeze!") hold your ball in the Ready Position.
BALL CHALLENGES (CATCHING AFTER A BOUNCE) 	<ul style="list-style-type: none"> • Scatter students, each with a ball, within activity area (30x30 paces). • Provide challenges at a developmentally appropriate pace. • Encourage and compliment students on task and doing their best; move to help those in need. 	<ul style="list-style-type: none"> • Today, we're focusing on ball skills. I'll give you a challenge and turn on the music (or say "Go!"). Practice until the music stops (or "Freeze!"). <p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Hold the ball with your elbows; let it drop and catch it with your hands before it hits the floor/ground? • Hold the ball between your elbows and skip around general space without dropping it or touching anyone? • Hold the ball between your knees and jump in general space?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>BALL CHALLENGES (CATCHING AFTER A BOUNCE CONTINUED)</p>	<p>Tips for catching:</p> <ul style="list-style-type: none"> • Students should: <ol style="list-style-type: none"> 1. Have hands up and fingers spread ready to catch. 2. Watch the ball into “soft” hands. 3. Reach out to “capture” the ball and bring it into the body in a “relaxed” motion. <ul style="list-style-type: none"> • Each student with a ball standing approx. 3–4 paces from a wall. 	<ul style="list-style-type: none"> • Hold the ball between your knees and walk forward? • Drop your ball in front of you, let it bounce once, then catch it with both hands? Hug it. Move your arms underneath the ball to trap it and keep it from dropping. <p>Can you drop your ball, let it bounce once and:</p> <ul style="list-style-type: none"> • Catch it with both hands? • Catch it twice in a row without missing? Three–5xs? Five–10xs? • Clap your hands once, then catch the ball? How many times can you clap your hands before you catch it? Count out loud. • Catch the ball with your eyes closed? • Can you toss the ball just above your head, let it drop, let it bounce, then catch it? If you make the catch, you may toss it a little higher the next time. <p>Wall Challenges (if a wall is available) – Can you:</p> <ul style="list-style-type: none"> • Underhand toss your ball against the wall, let it bounce once, then catch it? • How many times in a row can you toss, bounce, and catch? • How quickly can you toss, bounce, catch, 2–3xs? Five or more?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<h2>BRIDGES AND BALL CHALLENGES</h2>	<ul style="list-style-type: none"> • Pose challenges, give students ample time to practice. • Move to help those in need. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Make a bridge over your ball with your stomach pointed down? Now lower your body to touch your ball. Can you move your body up and down to touch the ball 3 times? • Make a bridge over your ball with your stomach pointed up? Now, lower your body to touch your ball. Can you move your body up and down to touch the ball 3 times? • Can you balance the ball on your stomach and move around on all fours (crab walk)? How far can you go?
<h2>CRAB TAG</h2> <p>(TO PUT BALLS AWAY)</p> 	<ul style="list-style-type: none"> • Students in the crab position (stomach up, 4 pt. bridge on hands and feet) holding the ball between their knees. • All students must crab walk (unless putting a ball away after being tagged.) <p>Extension:</p> <ul style="list-style-type: none"> • Designate students to skip, gallop, sideslide, etc. instead of walking to put ball away. 	<ul style="list-style-type: none"> • This game is called “Crab Tag.” Everyone will walk like a crab. • All “crabs” will hold a ball (“oyster”) between their knees. • I will select 3 people to be “fisherpersons.” They DO NOT have a ball and will try to safely tag (with 2 fingers) 1 crab at a time. • When tagged, crabs stand and walk to place their oyster in the “tank” (ball cart or bag), then become fisherpersons and help tag others. • When all oysters are in the tank, the game is over, and we will begin our cool-down.

ME: OUTSIDE - TOSS AND CATCH BALLS

OBJECTIVES

- Object manipulation
- Eye–hand coordination

EQUIPMENT

- 1 8" foamball/student
- 4 cones for boundaries
- Music and player

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

BALL EXPLORATION



- Scatter balls along boundaries of activity area (30x30 paces).

Tip:

- Have both foam and utility balls available to offer students choices. Begin catching activities with foamballs and progress

- On the music start (or "Go!") gallop slowly – at a high level – to select a ball, and take it to your homebase.
- You have 1 minute to safely "explore" (play) with your ball around your homebase.
- On the music stop (or "Freeze!") hold your ball in the Ready Position.

BALL CHALLENGES

(CATCHING WITHOUT A BOUNCE)



- Review/demonstrate tips for catching, then pose challenges.

Students should:

1. Have hands up, fingers spread, and be ready to catch.
2. Watch the ball all the way into their "soft" hands.
3. Reach to "capture" the ball and bring it into the body in a "relaxed" motion.

- Today, we'll practice catching a ball in the air – without a bounce.

Challenges:

- Can you low toss your ball as high as your head and catch it? Twice in a row?
- If you catch it twice in a row, try for 3–5x.
- If you catch the ball 3x in a row or more, you can try tossing it as high as you can reach.
- Move under the ball to get in position. Show how well you move your feet.
- Can you catch it twice (without it dropping)? Three–5xs? Five–10x? How many times in a row? Count out loud.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL CHALLENGES (CATCHING WITHOUT A BOUNCE CONTINUED)	<ul style="list-style-type: none"> • Pose challenges, give students ample time to practice. • Move to help those in need. 	<ul style="list-style-type: none"> • For these next challenges, only toss the ball as high as you can catch. <p>Can you toss your ball:</p> <ul style="list-style-type: none"> • Touch your ears, then catch it? Touch your toes? • Clap before you catch it? Two-xs? Five-xs? • Progressively (define/demonstrate) higher and catch it? • And catch it at a very low level? • Can you think of other ways to toss and catch your ball?
BALL CHALLENGES	<p>Tip:</p> <ul style="list-style-type: none"> • Challenges where students turn to catch should only be attempted after many practice opportunities and/or with advanced learners. • After each challenge allow ample time (2–3 minutes) for student practice. 	<p>Can you toss your ball:</p> <ul style="list-style-type: none"> • Above your head, turn to a side (quarter turn), and catch it? Keep going until you are back where you started from? • Above your head, turn to face the other direction (half turn), and catch it? Do it again and you will be back in your original position! • Above your head, turn in a circle (full turn) and still catch the ball? • And catch it in the air 2xs in a row? Each toss must go at least a body length (explain/demonstrate) in the air. Don't let the ball hit the ground. Three–5xs? 5 or more? • Each time you catch it twice in a row you may toss it a little higher. If you drop it, try again with a toss of the same height.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL CHALLENGES (CONTINUED)	<ul style="list-style-type: none"> Each student with a ball standing approx. 3–4 paces from a wall. <p>Literacy Integration:</p> <ul style="list-style-type: none"> Play “Alphabet Step Up:” Students on a line, facing forward. After each successful catch, students take 1 step forward. Pose the challenge, “How far forward can you get in 1 minute?” 	<p>Wall Challenges (If a wall is available):</p> <ul style="list-style-type: none"> Can you toss your ball to the wall and catch it in the air? Try not to let it bounce. How many times in a row can you toss and catch your ball? How many times can you toss and catch your ball in 15 seconds? Count the catches only! Let’s try it again; see if you can beat your score! Remember, count only catches.
THE BEE CATCHERS (TO PUT BALLS AWAY)	<ul style="list-style-type: none"> Students hold ball in front of stomachs, pretending it is a “honey pouch.” Continue until all balls are put away. 	<ul style="list-style-type: none"> This game is called “The Bee Catchers!” Everyone will pretend they are a “bee.” Each bee has their own “honey pouch” (ball). I will select 3 people to be “bee catchers.” They will attempt to safely 2–finger tag 1 bee at a time. Tagged bees carefully place their honey pouch (ball) in the “hive” (ball cart or bag) and then become bee catchers. When all honey pouches are in the hive, the game is over and we will begin our cool-down.

ME: OUTSIDE - DRIBBLING BALLS

OBJECTIVES

- Eye-foot and eye-hand coordination
- Dribbling
- Trapping
- Tempo
- Pathways

EQUIPMENT

- 1 8" utility ball/student
- 1 8" foamball/student
- Music and player
- 4 cones for boundaries
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL EXPLORATION	<ul style="list-style-type: none"> • Scatter balls along boundaries of activity area (30x30 paces). 	<ul style="list-style-type: none"> • On the music start (or "Go!") jog slowly to select a ball, and take it to your homebase. • You have 1 minute to safely "explore" (play) with your ball around your homebase. • On the music stop (or "Freeze!") hold your ball between your feet.
SOCCER DRIBBLE WALK AND JOG	<ul style="list-style-type: none"> • Students scattered within activity area (40x40 paces) each with a foamball. • Teach/practice whistle cues several times until students respond quickly. <p>Tip:</p> <ul style="list-style-type: none"> • Begin with foamballs; allow students to progress to using utility balls when they demonstrate control. 	<ul style="list-style-type: none"> • Today we'll practice two kinds of dribbling. Soccer style, with our feet; and basketball style, with our hands. • Let's practice good starts and stops so we can move safely while we practice soccer skills. • When you hear 1 whistle = Freeze; place 1 foot on top of your ball and hold it still. • Two whistles = Pick up your ball, jog to me. • On music (or "Go!") walk, dribble the ball soccer style with your feet. Keep it 1-3 ft. away. • Keep your head up and watch for others. • Pay attention to your own ball. • When you hear a whistle cue, show you know what to do.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SOCCER DRIBBLE WALK AND JOG (CONTINUED)	<ul style="list-style-type: none"> • Pose movement challenges to vary tempos and pathways. • Prompt students to switch feet often. 	Challenges – Can you: <ul style="list-style-type: none"> • Jog slowly and keep your ball under control? • Fast dribble; slow! Slow dribble; fast! • Dribble quickly in a zigzag pathway? • How quickly can you dribble around 3 objects? Juggle the ball with your feet when you return.
BASKETBALL DRIBBLE WALK AND JOG	<ul style="list-style-type: none"> • Teach/practice whistle cues several times until students respond quickly. 	<ul style="list-style-type: none"> • Let's practice good starts and stops so we can move safely while we practice basketball skills. • When you hear 1 whistle = Freeze; hold your ball with both hands close to your chest. Are your elbows out? • This is called the "Ready Position." • When you hear 2 whistles = Dribble your ball (by bouncing it) in to me. • On music (or "Go!") stand and dribble basketball style – 1 hand at a time. Dribbling cues: <ul style="list-style-type: none"> • Back straight; knees slightly bent. • Use the pads of your fingers to push the ball down with 1 hand; don't slap at it. • Dribble low; around waist level. • Look up; not at your ball. • When you hear a whistle cue, show you know what to do.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BASKETBALL DRIBBLE WALK AND JOG (CONTINUED)	<ul style="list-style-type: none"> • Pose challenges and allow ample time for student practice. • Move to help those in need. • Prompt students to switch hands often. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Walk slowly and dribble? Switch hands! • Slow jog and keep your ball under control? • Stand and V dribble? Bounce the ball to the same spot on the floor while switching hands. • Dribble quickly in a zig-zag pathway? • Run forward; hesitate and keep your dribble going; run forward again; hesitate?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
DASH AND DRIBBLE	<ul style="list-style-type: none"> Students dribble ("dash") in general space, then return to homebase on cue. <p>Extensions:</p> <ul style="list-style-type: none"> Students dash for 8 counts, then stop and dribble the ball in place for 8 counts. Play again, this time with soccer style dribbling. 	<ul style="list-style-type: none"> This activity is called "Dash and Dribble!" Where you're standing right now is your homebase. On music (or "Go!"), everyone will "dash" to practice dribbling basketball style with 1 hand anywhere within the boundaries of our activity area. When you hear "GO HOME!" dribble back to homebase, then dribble in place. Watch where you're going! Try to dribble low to the ground when in general space. Try dribbling with the other hand. Change directions. Stop moving, but keep your dribble going.

ME: OUTSIDE - TOSS AND CATCH WITH SCOOPS

OBJECTIVES

- Eye–hand coordination
- Balance
- Bouncing
- Throwing
- Catching

EQUIPMENT

- 1 scoop and ball/student
- Music player and music
- 4 cones for boundaries
- **Optional:** 1 beanbag or fluffball/student

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

SCOOP AND BALL INTRODUCTION AND SELECTION

- Scatter scoops and plastic balls (1/student) along boundaries of activity area (30x30 paces).
- Share your expectations with the class **before** sending them to select a scoop and ball.
- Review safety, boundaries, and start and stop cues.
- Send students to select a scoop and ball, and establish their homebases.

- Playing with scoops and balls is fun! Before we begin, there are some things everyone should know:
 1. On music start (or “Go”) you may begin playing with your scoop and ball.
 2. When you hear the music stop (or “Freeze”) place your scoop on the floor and the ball between your feet; stop, look, and listen.
 3. What other things can we do to be safe when we play with scoops? (Stay within our boundaries, be far from others, look before we toss our ball, watch where we’re going, etc.)
- On music start, side–slide quickly to select a scoop and ball and take them to a homebase.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SCOOP AND BALL CHALLENGES I</p>	<ul style="list-style-type: none"> • Have beanbags and fluffballs available for students to use. • Allow students to practice each challenge for 1–2 minutes before posing the next one. • During play, it is not necessary for students to set the scoop and ball down each time. • When posing a new challenge, have students their hold ball in 1 hand, scoop in the other; stop, look, and listen. • Direct students to switch ands (both ball and scoop in non–dominant hands) and repeat challenges. • Repeat challenges, this time students catch the ball before it bounces. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Pick up your ball from the ground with your scoop? • Hold the ball in your scoop and move slowly in general space without dropping it? If you hear, “Go Home!” return to home base. • Toss your ball, let it bounce (once or twice), catch it with your scoop? Do it twice in a row? 3? 4? • Toss low, let ball bounce, catch it at a low level? • Toss high, let ball bounce, catch it at a high level? • Toss your ball a little higher, let it bounce twice, catch it? • Toss your ball, turn around, let it bounce, catch it? Can you do it twice in a row? • Now we’re ready to try the challenges again; this time, toss and catch with the other hand! <p>After Trials:</p> <ul style="list-style-type: none"> • Now we’ll try catching the ball with the scoop before it bounces. • Can you toss with 1 hand, change the scoop to the other hand, and catch it? • Can you toss, spin around 1 time, catch the ball after 1 bounce? • Try again, this time catch it in the air!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SCOOP AND BALL CHALLENGES II	<ul style="list-style-type: none"> Prompt return to dominant hand and pose new challenges; this time, using the scoop to toss. <p>Extensions:</p> <ul style="list-style-type: none"> If a wall is available, student's toss their ball against the wall, let it bounce, then catch it with the scoop. Have students switch hands, repeat challenges. 	<p>Challenges Using Scoop To Toss Can you:</p> <ul style="list-style-type: none"> Place the ball in your scoop, toss ball low, let it bounce, catch it? Can you catch it at a low level? Medium level? High level? How low can you go? Put ball in scoop, toss it high, let it bounce, catch it? After each successful catch, try tossing it higher. Ball in scoop, toss it, catch it in the air before it bounces? How many times can you toss and catch your ball before a miss? How quickly can you toss and make 5 catches? How many catches can you make in 15 sec.? What new ways can you toss and catch with your ball and scoop?
SCOOP EM' UP	<ul style="list-style-type: none"> After everyone sets their ball down, students move within general space to pick up someone else's ball with their scoop. 	<ul style="list-style-type: none"> Place your ball on the floor/ ground. On music start, move and pick up someone else's ball with your scoop. Watch where you step and look around before you change directions. Safely and carefully put your equipment away.



WE – Inside

LESSON 1:
STRIKING BALLOONS

LESSON 2:
BALANCE, TOSS AND CATCH
WITH SCARVES

LESSON 3:
BEANBAG GAMES

WE: INSIDE - STRIKING BALLOONS

OBJECTIVES

- Striking
- Agility
- Timing
- Cooperation

EQUIPMENT

- 2 inflated balloons/student
- Music and player: "Shadow Dancing"
KIDS IN MOTION
- 4 cones for boundaries

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

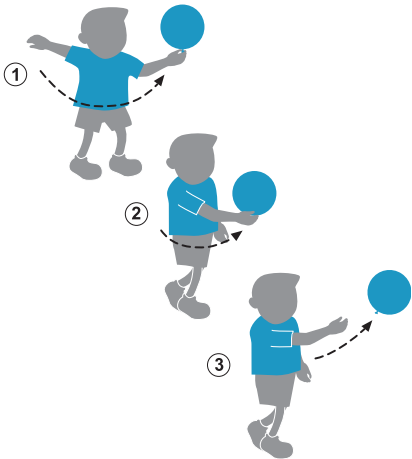
BALLOON EXPLORATION AND CHALLENGES IN PAIRS

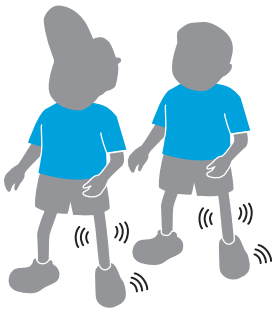
- Scatter pairs within activity area (20x20 paces); each with a balloon. (Have 1 extra balloon per person.)
- Give students 2–3 min. to explore (play creatively) with their balloons.
- Practice starting and stopping until learned. For more control, have children hold the balloon between knees/feet or place it on the floor nearby.
- Pose challenges, give students time to practice and improve.
- Move to help those in need.
- Change partners and play again.

- Today, you and your partner will play with balloons. Show how well you take turns and share.
- First, I'll give you a few minutes to play with your balloon together. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon, listen, and look at me. Let's practice this a few times.

Challenges – Can you and your partner take turns keeping your balloon in the air by touching it with:

- The top of your hand? The top of your other hand?
- The palm (explain) of your hand? Other palm?
- Your arm? The other arm?
- Your elbow? The other elbow?
- Your knee? The other knee?
- Your thigh (point)? Switch thighs.
- Your head? Your foot? The other foot?
- Two fingers? Three? Four? Thumb only?
- **Each finger** on 1 hand? Each finger on the other hand?
- Without using your hands?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>KEEP IT UP</p> 	<ul style="list-style-type: none"> • Pairs take turns striking the balloon up in the air, then back and forth. • Switch partners every 3–5 minutes. <p>Extensions:</p> <ul style="list-style-type: none"> • Double Trouble: Add a 2nd balloon and challenge pairs to keep both in the air. • Over the Line: As pairs back up, place a line between them (to stay behind and hit over i.e., striking back and forth over a tennis net). 	<ul style="list-style-type: none"> • Time to play Keep It Up! • Using any body part, how many times in a row can you and partner take turns striking the balloon up in the air? • Count each touch out loud. If you miss, begin again! <p>After Trials:</p> <ul style="list-style-type: none"> • Each of you take a step back and try again.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SHADOW DANCING</p>  <p>LYRICS</p> <p>We're gonna play a game called "Shadow Dancing."</p> <p>All you have to do is follow me.</p> <p>Just watch me closely and be my shadow.</p> <p>Can you move your body just like me?</p> <p>CHORUS</p> <p>Shadow Dancing... do what you see.</p> <p>Shadow Dancing... exactly.</p> <p>Shadow Dancing... do what you see.</p> <p>Shadow Dancing... do it just like me.</p> <p>INSTRUMENTAL VERSE</p> <p>CHORUS</p> <p>Come on, let's play a game called "Shadow Dancing."</p> <p>All you have to do is follow me.</p> <p>Well, you're to watch me closely and be my shadow. Can you move your body just like me?</p> <p>1987 Youngheart Records</p>	<ul style="list-style-type: none"> Send children to put their balloons away, then scatter everyone within the activity area. Caution children not to follow their partner too closely. <p>Tip:</p> <ul style="list-style-type: none"> Change switch signals (e.g., drum, tambourine, soft whistle, hand signal, etc.). <p>Tip:</p> <ul style="list-style-type: none"> Use this dance as a warm-up any time children are paired. <p>Science Integration:</p> <ul style="list-style-type: none"> In the classroom, discuss how shadows are created. Take children near the window or outside and ask if they can see their own shadow. Allow time for exploration and using their shadows to make different shapes. 	<ul style="list-style-type: none"> Today we'll learn a partner song called "Shadow Dancing." It's like follow the leader set to music. Whoever's head is closest to the ceiling will be the first leader. Leaders: Be creative with your movements during the song. The words will give you good ideas to act out. Followers: Shadow whatever your partner does and stay nearby. When you hear "Switcheroo!" switch roles with your partner.

WE: INSIDE - BALANCE, TOSS AND CATCH WITH SCARVES

OBJECTIVES

- Tossing
- Catching
- Locomotor skills
- Rhythm
- Timing
- Cultural awareness

EQUIPMENT

- 2 scarves/student
- Music and player: "Toss It High, Let It Fly" CAN COCKATOOS COUNT BY TWO'S & "Kuma San" J.U.M.P.
- 4 cones for boundaries
- **Optional:** If no scarves, substitute plastic bags

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

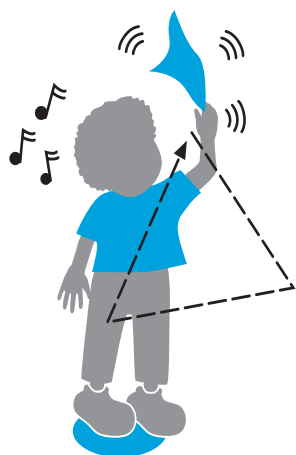
SCARF INTRODUCTION AND EXPLORATION



- Scatter pairs within the activity area (20x20 paces) each with a scarf.
- Allow 2–3 minutes of exploration time while the music plays.
- Practice start and stop cues until learned.

- Today we'll play with scarves! Be careful not to step on a scarf; they can be slippery.
- Be gentle with your scarf; they are very delicate.
- You and your partner have a few minutes to play with your scarf while the music plays.
- When the music stops, show how well you freeze. We'll practice that a few times.


SILLY SCARVES II



- Have 2nd scarves available nearby for children to pick up.
- Explain/demonstrate "Silly Scarves."

- Now we'll play "Silly Scarves."
- You and your partner will stand by one another and listen for my challenges. Perform those challenges while the music plays.
- When you hear "Silly Scarves!" it's time for the 2 of you to find a new place to play. I'll give you a locomotor skill to get you there.
- While moving, wave and play with your scarves. When you arrive at your new play space, I'll give you different challenges to do.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SILLY SCARVES II (CONTINUED)</p>	<p>1. Provide challenges and allow students to practice to music.</p> <p>2. Change locomotor skills each time children move to new spots.</p>	<p>Challenges:</p> <ul style="list-style-type: none"> • Can you toss your scarf and catch it with the same hand you tossed it with? While you march in place? • How many times in a row can you toss and catch it? • Who can toss and catch 3–5x? More than 5? • Silly Scarves! Side-slide together to a new spot. • Can you toss your scarf and catch it with your opposite hand? While you jog in place? • Can you and your partner toss your scarves and catch the others person's scarf? While jogging in place? • Silly Scarves! Gallop to a new spot. • How quickly can each of you select another scarf and change partners? • Can you toss R-L, and catch R-L? Can you toss L-R and catch L-R? • Can you work with your partner so you toss and catch your scarves at the same time? Try it facing each other. How well can you time your tosses and catches? • Silly Scarves! Skip to a new spot.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SILLY SCARVES II (CONTINUED)</p>		<ul style="list-style-type: none"> • Face your partner. Can you work with your partner so you catch each other's scarves? One person tosses, the other catches that scarf. Take turns until you've used all 4 scarves and repeat the same pattern. • Can you keep it going? Count your catches out loud. <p>After Trials:</p> <ul style="list-style-type: none"> • Try again, this time side by side. • Try again, this time one behind the other.
<p>KUMA SAN (SONG FROM JAPAN) (LYRICS ON FOLLOWING PAGE)</p> 	<ul style="list-style-type: none"> • Play Back to Back for children to find a new partner. Each partner with 2 scarves. • Cues in the song will explain what to do; however, have students practice moves without the music first. <p>Tip:</p> <ul style="list-style-type: none"> • Practice first with students staying near their home bases; if/when ready, allow them to move within activity area boundaries. 	<ul style="list-style-type: none"> • The name of this song is, "Kuma San." Kuma San is Japanese for "teddy bear." • The music is soft and low. • We will use our scarves to help us tell the story of the dance.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>KUMA SAN (SONG FROM JAPAN) (CONTINUED)</p> <p>LYRICS</p> <p>VERSE 1</p> <p>Kuma San, Kuma San, can you turn around?</p> <p>Kuma San, Kuma San, can you touch the ground?</p> <p>Kuma San, Kuma San, can you move your feet?</p> <p>Kuma San, Kuma San, can you keep the beat?</p> <p>VERSE 2</p> <p>Kuma San, Kuma San, can you turn around?</p> <p>Kuma San, Kuma San, can you touch the ground?</p> <p>Kuma San, Kuma San, can you jump up high?</p> <p>Kuma San, Kuma San, can you touch the sky?</p> <p>© 1995 music & lyrics, Lee Campbell-Towell, Cat Paws in Motion™</p>	<p>Extension:</p> <ul style="list-style-type: none"> Use pairs of chopsticks (or streamers) instead of scarves. Children tap them together while performing moves to produce a quiet and delicate sound. 	<p>Let's practice the movements together:</p> <p>"Turn around"</p> <ul style="list-style-type: none"> At your home base, can you and your partner turn and move your streamer in giant circles? <p>"Touch the ground"</p> <ul style="list-style-type: none"> Can you both sweep your scarves along the floor in a figure 8 (model)? <p>"Move your feet"</p> <ul style="list-style-type: none"> Can you walk together forward and back a few feet while moving your scarves up and down? <p>"Keep the beat"</p> <ul style="list-style-type: none"> Move your scarves any way you wish. Try and keep the beat. Let's try the first verse with the music. <p>After Trials:</p> <ul style="list-style-type: none"> Try coordinating your movements and adding drama to them. Can you make big sweeping turns, add big leaps, or wave your arms high?

WE: INSIDE - BEANBAG GAMES

OBJECTIVES

- Hand-eye coordination
- Reaction time
- Rhythm
- Upper body strength

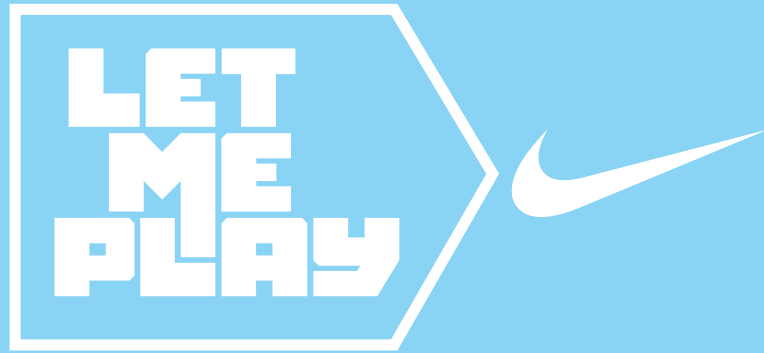
EQUIPMENT

- 1 beanbag/student
- Music and player: "Kid Star" J.U.M.P.
- 4 cones for boundaries
- **Optional:** Assortment of balls and fluffballs

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
GRAB THE APPLE	<ul style="list-style-type: none"> • Scatter beanbags in activity area (30x30 paces). • Pairs sitting cross-legged on floor facing each other, hands on knees. Beanbag between them. • Lead activity by giving group a task then playing music. When you stop the music, each person tries to grab the 1 beanbag. • Repeat each challenge with a cue to use the other hand. <p>Extension:</p> <ul style="list-style-type: none"> • Add other tasks for students to do before they grab the apple. 	<ul style="list-style-type: none"> • The object of Grab the Apple is to take the beanbag before your partner does. • I'll give you different things to do while the music plays. When it stops, reach quickly for the beanbag. • In this game, the beanbag represents a serving of fruit. Five servings of fruits and vegetables a day are recommended. How quickly can you get your 5 servings? <p>Ready:</p> <ol style="list-style-type: none"> 1. Hands on knees! Listen carefully, as soon as the music stops, grab the apple! 2. Same thing, opposite hand! 3. Hands on shoulders! 4. Thumbs in ears! 5. Snap your fingers to beat! 6. Slap your palms on floor on the beat! 7. Slap hands to floor twice, then clap twice. 8. Slap hands to floor twice, then with partner twice. Stay on the beat!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
GRAB THE APPLE (CONTINUED)	Social Studies Integration: <ul style="list-style-type: none"> Discuss where fruits and vegetables are grown in the world. 	<ul style="list-style-type: none"> How quickly can you find a new partner? Sit and place the beanbag between you. When I see everyone is ready, we'll play again.
BEANBAG HOCKEY	<ul style="list-style-type: none"> Pairs on hands and knees facing each other; 3–4 paces away. Tips: <ul style="list-style-type: none"> Play with a beanbag (plastic hockey puck, fluffball, or similar) indoors on a smooth surface; and balls small enough to grasp on dirt or grass. Switch partners every 1–2 minutes. 	<ul style="list-style-type: none"> The object of Beanbag Hockey is to score a goal. You do that by sliding the beanbag through the arms of your partner. You may defend your goal with 1 hand. After Trials: <ul style="list-style-type: none"> Increase the distance between your partner and you. Let's play again. This time you may continue to play on hands and knees, or try holding a 4pt bridge (pushup position).

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>KID STAR</p> <p>LYRICS</p> <p>KID STAR! KID STAR!</p> <p>CHORUS</p> <p>Kid Star shaking it, everybody's making a sound, Kid Star shaking it, everybody's moving around.</p> <p>I've got a serious devotion to motion, I've got a habit it's true, I've gotta keep my body physically fit and my mind will be there too!</p> <p>VERSE</p> <p>Gonna shake it high, gonna shake it low, shake it in the middle, shake it to and fro!</p> <p>CHORUS REPEATS</p> <p>Gonna shake it to the East gonna shake it to the West, shake it with the one that you love the best! Instrumental and Kid Star 8xs.</p> <p>1995 Lee Campbell towel, Cat Paws in Motion</p>	<ul style="list-style-type: none"> • Play Back to Back for new partners and send 1 to select another beanbag. • Each pair should have 2 beanbags. • Explain/demonstrate parts of the dance. First without the music. • Start the music and lead the dance movements in sequence. <p>Social Studies Integration:</p> <ul style="list-style-type: none"> • In the classroom, discuss what makes people special, or successful, or famous stars. Encourage children to share what is special about themselves. 	<ul style="list-style-type: none"> • This dance is called "Kid Star." You and your partner will be Hollywood movie stars; that happen to be very healthy and fit! • Stay near your partner during the dance and help one another with the moves. • When you hear the words "Kid Star!" pose for the camera! <p>Let's practice the movements together:</p> <p>"Kid star shaking"</p> <ul style="list-style-type: none"> • Shake your beanbags and your bodies to the beat! <p>"Moving around"</p> <ul style="list-style-type: none"> • Circle your waist with your beanbag. <p>"Serious devotion"</p> <ul style="list-style-type: none"> • Rock forward and back shaking your beanbag high and low. <p>"Keep my body physically fit"</p> <ul style="list-style-type: none"> • Jog in place and low toss and catch your beanbag. <p>"High, low, middle east, west"</p> <ul style="list-style-type: none"> • When you hear a descriptive word, move your beanbag the way it tells you. <p>"That you love the best"</p> <ul style="list-style-type: none"> • Touch the beanbag to your heart on the beat of the music.



WE – Outside

LESSON 1:
ROLL AND TRAP HOOPS

LESSON 2:
THROW AND CATCH BEANBAGS
AND BALLS

LESSON 3:
ROLL, TOSS AND CATCH BALLS
WITH SCOOPS

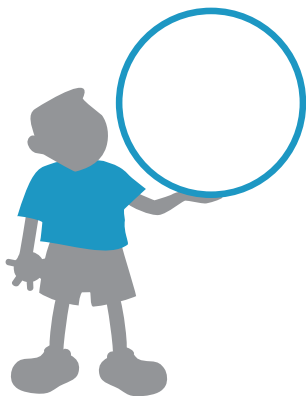
WE: OUTSIDE - ROLL AND TRAP HOOPS

OBJECTIVES

- Cooperative behavior
- Rolling
- Trapping
- Spinning
- Locomotor skills
- Agility
- Large object manipulation

EQUIPMENT

- 1 hoop/student
- 4 cones for boundaries
- Music and player
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
HOOP EXPLORATION 	<ul style="list-style-type: none"> • Scatter hoops within activity area (30x30 paces). 	<ul style="list-style-type: none"> • Can you side-slide slowly in a curved pathway to a hoop? • You have 1 minute to safely explore and play with your hoop.
CHARIOT DRIVERS	<ul style="list-style-type: none"> • Pair students. Have them identify 1 as a "Chariot," the other a "Driver." • Chariots stand in both hoops for extra rigidity. 	<ul style="list-style-type: none"> • This game is called, "Chariot Drivers!" Who will tell us what a Chariot is? • Chariots: Stand inside both hoops and hold the front of them with both hands. • Drivers: Stand outside the hoops, behind your partner, facing in the same direction. Hold the back of the hoops with both hands. • On music, drivers begin moving their chariots slowly and safely within our activity area. • When you hear, "New drivers!" switch roles.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
CHARIOT DRIVERS (CONTINUED)	<ul style="list-style-type: none"> • Give challenges while all are moving. • Vary locomotor skills, levels, tempos, and pathways. <p>History Integration:</p> <ul style="list-style-type: none"> • Teach Roman history; tell stories and show pictures of Chariot racing. 	<p>Challenges – Can you move:</p> <ul style="list-style-type: none"> • In a different direction? • Slower? Faster? • In a low level in a zig-zag pathway? • At a high level in a curved pathway? • Galloping in step with one another? • Jumping at the same time?
PARTNER ROLL AND TRAP (CATCH)	<ul style="list-style-type: none"> • Change partners quickly. • Have partners face each other standing 5 paces apart. • Students roll hoop back and forth at own pace. 	<ul style="list-style-type: none"> • How quickly can you find a new partner? • One is a Chicago Cub, the other a New York Yankee, decide now. • Yankees, return your hoop to _____. We'll only need 1 hoop per pair. • We'll practice rolling and catching our hoop with partners! • Try the "Alligator catch" to stop the rolling hoop. Clasp your hands together (like an alligator's jaws) around the hoop before it rolls past you. • Can you roll the hoop to your partner without making them move to catch it?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
PARTNER ROLL AND TRAP (CATCH)	<ul style="list-style-type: none"> Repeat challenges encouraging students to improve their previous totals. 	<p>Challenges:</p> <ul style="list-style-type: none"> Rolling the hoop only, how many catches can you and your partner make in 15 seconds? Count your clean catches! How long does it take you and your partner to make 10 catches? When finished, create a new trick! Practice catching with 1 hand! Now try the other hand. Use whichever is closest to the rolling hoop. Now we'll play "Partner Step Back." When each of you catches the hoop 1 time, both take a step back and try again. If you miss, continue at that distance until you make 2 catches in a row. How far back can you and your partner get in 2 minutes?
BOOMERANG (REVERSE SPIN)	<ul style="list-style-type: none"> Explain/demonstrate how to put reverse spin on a hoop. <p>For Novice Learners:</p> <ul style="list-style-type: none"> Students hold hoop on top; bottom is in contact with ground. Pushing down along edge closest to body creates reverse spin; this eliminates the need to toss hoop in air. <p>Language Arts Integration:</p> <ul style="list-style-type: none"> Read "Wheel Away" by Dayle Ann Dodds. 	<ul style="list-style-type: none"> This trick is called the "Boomerang." You toss your hoop away, but when you spin the hoop backwards, it comes back to you! Hold your hoop on top. Reach back, then swing your arm forward. As you let go, keep the hoop low and pull down with your wrist. The more backwards spin on the hoop, the further away you can toss it and still have it come back. <p>Challenges – Can you:</p> <ul style="list-style-type: none"> Catch your hoop when it returns? Move through it before it falls? Catch your hoop 3 times in a row? How many boomerang catches can you make in 30 seconds?

WE: OUTSIDE - THROW AND CATCH BEANBAGS AND BALLS

OBJECTIVES

- Small object manipulation
- Eye–hand coordination
- Throwing and catching

EQUIPMENT

- 1 beanbag/2 students
- 1 fluffball/2 students
- Other small soft balls to throw and catch
- Music and player
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL SELECTION	<ul style="list-style-type: none"> • Scatter balls along boundaries of activity area. • After having pairs select 1 fluffball and 1 beanbag, move them to partners face off, 5 paces apart, within activity area (30x30 paces). 	<ul style="list-style-type: none"> • How quickly can you find a partner? • On “Go!” skip at a low level with your partner to select 1 fluffball and 1 beanbag; then take them to your homebase.
PARTNER THROW AND CATCH	<ul style="list-style-type: none"> • Students practice safe tossing and catching the fluffball (or beanbag) in the air; no bounce in between. • On 1–hand tosses/throws, reinforce students stepping with 1 foot towards their target (opposite foot to hand, e.g., throw R, step L.). • Play “Step Back” for 2–3 minutes. Move to provide feedback and help those in need. 	<ul style="list-style-type: none"> • When the music starts (or “Go!”) practice tossing and catching the fluffball or beanbag. You choose the “tossable” with your partner. • Make your throws soft and easy to catch. Aim for your partner’s hands. • Watch the ball; have your hands up and ready to catch! <p>1–Hand Underhand Throws</p> <ul style="list-style-type: none"> • Feet close together, hold the ball with 1 hand. • Reach your throwing arm back behind your body. • Step towards your target with your opposite foot. • Swing your arm forward. • Let go of the ball when your hand points at your target. • When you and your partner each make a catch, take 1 step back and try again.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER THROW AND CATCH</p> <p>(CONTINUED)</p>	<ul style="list-style-type: none"> When teaching throwing with 1 hand, "Reach back, step and throw," may be all the auditory cues some can process. Play Step Back, this time with overhand throws. Switch partners every 3–5 min. 	<ul style="list-style-type: none"> You can try throwing and catching a different tossable anytime. Now let's practice the (1-hand) overhand throw: <p>1 – Hand Overhand (baseball throw):</p> <ul style="list-style-type: none"> Stand sideways to your target. Feet shoulder width apart. Point at the target with your opposite hand, reach back and point the ball directly behind you. Step towards your target with your opposite foot. Turn to face your target, bring throwing arm forward, extend it, and release the ball when it points at your target. Follow through. When you and your partner each make a catch, take a step back and try again. You can try throwing and catching another tossable anytime.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER THROW AND CATCH CHALLENGES</p>	<ul style="list-style-type: none"> • Vary the type of throw students use to practice or allow them to choose. • Allow 10 or more attempts before presenting the next challenge. • Prompt students to try throwing and catching different objects. Have other small, round balls available for children to practice with (e.g., wiffle ball, rag softball, small foam ball, etc.). • Switch partners every 3–5 min. <p>Extension:</p> <ul style="list-style-type: none"> • If walls are available: Have 1 partner throw ball against the wall for the other to catch it, first after a bounce, then in the air. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Toss the ball above your partner’s waist? Be ready to catch! Below their waist? At their knees? Chest? Nose? Right shoulder? Left shoulder? • Toss to 1 side of your partner? The other side? • Toss your ball high so your partner has to jump to catch it? • Toss it very low by your partner’s feet? Try not to let it hit the ground! • Throw the ball from under your leg? • What other ways can you toss or throw your ball? <p>After Trials:</p> <ul style="list-style-type: none"> • How many catches can you and your partner make in 10 seconds? Count the catches out loud. • Try again; see if you can beat your score. • How quickly can you and your partner make 5 catches? March in place when you’re finished. • When you make 2 catches in a row, each take a step back. How far back can you and your partner get in 2 minutes? • One slide the beanbag, the other throw it back in the air. Do 5 slides and throws in a row, then switch.

WE: OUTSIDE - ROLL AND CATCH BALLS WITH SCOOPS

OBJECTIVES

- Eye-hand coordination
- Balance
- Agility

EQUIPMENT

- 1 scoop and ball/student
- Music and player
- 4 cones for boundaries
- **Optional:** 1 beanbag and 1 ball/student

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SCOOP AND BALL SELECTION	<ul style="list-style-type: none"> • Scatter scoops and balls (1 scoop for each student, every other scoop with a ball inside) along boundaries of activity area (30x30 paces). • This lesson is best on a smooth surface (to roll balls). Avoid grass if possible. 	<ul style="list-style-type: none"> • How quickly can you find a partner? • On "Go" gallop quickly in a zig-zag pathway with your partner to select your scoops. Take your scoops to a homebase. • Set your equipment down near your feet.
PARTNER SCOOP AND BALL CHALLENGES I	<ul style="list-style-type: none"> • Have partners face off, (3–4 paces from each another). • Allow 2–3 minutes for student practice after each challenge. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Roll the ball back and forth catching it in your scoop? Each time you and your partner make a successful catch, both take 1 step back. • Toss your ball so it bounces (1 or 2 bounces) to your partner who catches it in scoop? • Toss your ball a little higher – now try catching the ball in your scoop before it bounces.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER SCOOP AND BALL CHALLENGES II</p>	<ul style="list-style-type: none"> When posing a new challenge, have students hold ball in 1 hand, scoop in the other; stop, look, and listen. Pose additional challenges and play “Step Back” after student practice. <p>Tip:</p> <ul style="list-style-type: none"> Have pairs spread out further before tossing overhead. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> Toss your ball low, partner catches ball in scoop? Toss your ball high, partner catches it while kneeling? Toss your ball from a sitting position, partner catches ball? Find a different way to throw and catch using scoop and ball? How many catches can you and your partner make in 15 seconds? How quickly can you and your partner make 10 catches? When each of you make a catch, both may take 1 step back. How far back can you get in 2 minutes? Stand back to back with your partner – then both take 1 step forward! Toss the ball back and forth overhead (without looking back) with your partner. Try to catch it in your scoops! Can you and your partner pass your ball back and forth while slow jogging around the outside of our activity area?
<p>SCOOP EM’ UP</p>	<ul style="list-style-type: none"> Students move within general space to pick up someone else’s ball with their scoop. 	<ul style="list-style-type: none"> Place your ball on the floor. On music start (or “Go!”) move and pick up someone else’s ball with your scoop. Watch where you step! Safely and carefully put your equipment away.



3's – Inside

LESSON 1:
DANCE AND RHYTHMS

LESSON 2:
STRENGTH AND SKILL CIRCUITS

3's: INSIDE - DANCE AND RHYTHMS


OBJECTIVES

- Rhythm
- Timing
- Cooperative behavior
- Cultural awareness

EQUIPMENT

- Music and player: "Where Are You" ALLIGATOR PURSE CD; "The Chicken" ALL-TIME FAVORITE DANCES CD
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<h3>WHERE ARE YOU?</h3> <p>LYRICS</p> <p>Where are you? Here I am!</p> <p>Are you ready? You bet!</p> <p>How ya' doing? Better and better!</p> <p>Give yourself a hand!</p> <p>Head, shoulders, knees, toes, legs, waist, chin, nose, head, shoulders, knees, toes, legs, waist, chin, nose (and you freeze!)</p> <p>© 1994 music & lyrics Lee Campbell-Towell, Cat Paws in Motion™</p>	<ul style="list-style-type: none"> • Scatter groups of 3 in activity area (20x20 paces) facing instructor. • Explain/demonstrate the basic movements before playing the music. • Practice movements with the music. • The last repetition slows so everyone feels successful. <p>Literacy Integration:</p> <ul style="list-style-type: none"> • Read "Here Are My Hands" by Bill Martin & John Archambault. 	<ul style="list-style-type: none"> • Today we'll warm up with "Where Are You?" • Let's practice the movements together. <p>When you hear:</p> <ul style="list-style-type: none"> • "Here I Am" Wave your hands in the air. • "You Bet" Tap knees 1x, clap hands 1x. • "Better and Better" Place 2 thumbs up in the air. • "Give yourself a hand" Reach 1 hand high in the air and give yourself a high 5! <p>This part will repeat. Then you'll hear:</p> <ul style="list-style-type: none"> • "Head, shoulders, knees, toes; legs waist chin nose" Touch each body part as you say the words. It repeats. • When I say "Go!" walk within our boundaries and keep moving throughout the song. • We're going to answer the singer's questions while moving our bodies.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>THE CHICKEN DANCE (GERMAN FOLK DANCE; INSTRUMENTAL)</p> 	<ul style="list-style-type: none"> • Have students form a new group of 3. • Explain/demonstrate the movements without the music. • Practice with the music. <p>Note:</p> <ul style="list-style-type: none"> • Partner and group variations require more space. Ensure students have room to move safely. <p>Extensions:</p> <ul style="list-style-type: none"> • Partner: Join hands or elbows with a partner, swing in a circle. • Group: Skip in R hand star for 8 counts, reverse with L hand star for 8 counts. • Dance in circle formation; change locomotor skills (e.g., gallop, side-slide). 	<ul style="list-style-type: none"> • Time to learn the “Chicken Dance!” • First, we’ll learn the movements and perform them together. <p>Let’s practice the movements together:</p> <ul style="list-style-type: none"> • Make a beak with your hands and fingers, then make ‘quack-like’ motions. Do this 4x. • Flap your arms like a chicken (elbows out, hands tucked into armpits). Do this 4x. • Bend your knees and wiggle your hips 4x. • Clap your hands 4x. • This repeats several times. Can you stay on the beat? Let’s practice. • When the music changes, skip around our activity area for 16 beats and give your friends a high 5. <p>Partner cue:</p> <ul style="list-style-type: none"> • Join hands or elbows with a partner, skip in the play area. <p>Group cue:</p> <ul style="list-style-type: none"> • With your group, each lift R arm into the center of the circle (right hand star) and skip for 8 beats. Reverse by lifting L hand into the circle and skipping around for 8 beats.

3's: INSIDE - STRENGTH AND SKILL CIRCUITS

OBJECTIVES

- Fitness
- Skill development
- Cooperative behavior

EQUIPMENT

- Fitness circuit cards
- 1 cone/station
- Music and player
- Whistle
- **Optional:** Assortment of equipment

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

FUN AND FITNESS STATIONS

- Select several fitness cards from the set provided. (Make copies and laminate or place them in plastic sheets.)
- Create a circuit with existing stations and/or cards.
- Explain Fitness Circuits and show students course and direction they will move from station to station.
- Describe station activities (if needed) while a student demonstrates.
- Create as many groups of students as there are stations. Assign each group a station and begin.

Station Examples:

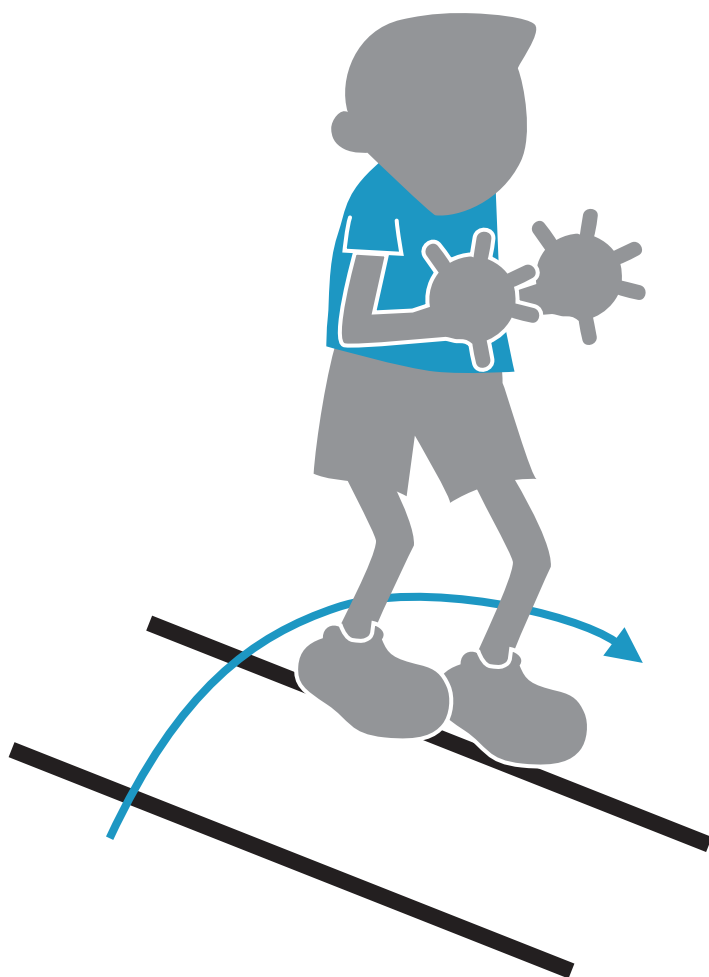
- Basketball dribble
- Imaginary soccer shoot on goal
- Curl-ups
- Push-ups
- Beanbag toss to targets (e.g., hoops, trash cans).
- What other active and fun stations can you and the students create?

- Today, we'll do "Fun and Fitness Stations!"
- I've established a health circuit with many stops along the way.
- The object is to move quickly to each station and be active with your group until you hear the music stop.
- When it does, move to the next station; and begin the activity when the music starts.
- We have 6 stations, so, how quickly can we form 6 groups? When your group is ready, jog in place.
- I'll send each group to a station. Read the card and be active until the music stops.
- Before moving on, prepare your station for the next group (put things away).

JUMPING JACKS



LINE JUMPS



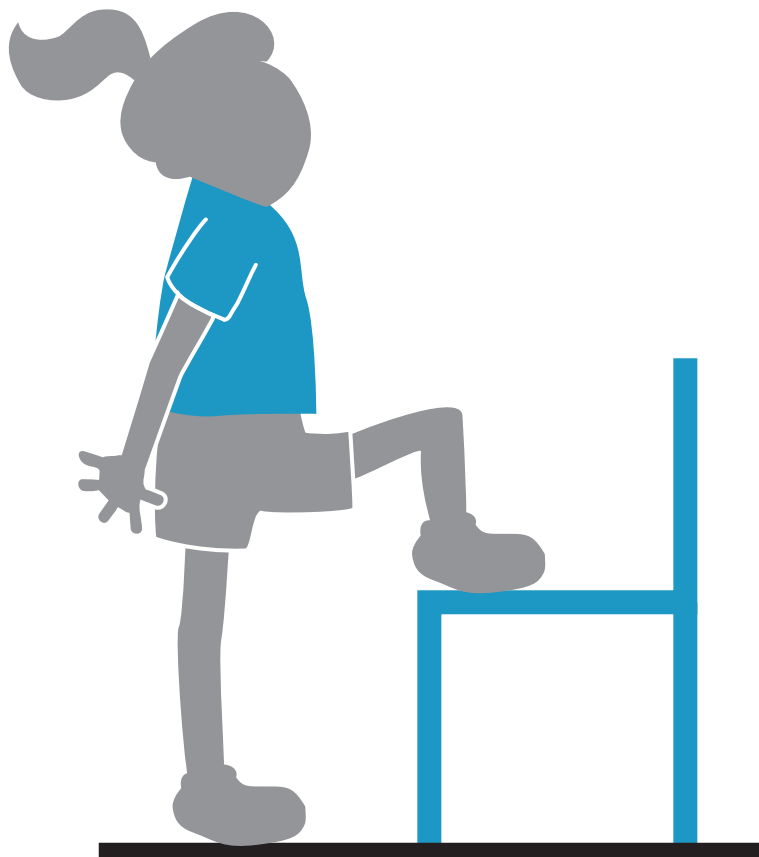
STRADDLE JUMP



FORWARD LUNGES



BENCH STEPS



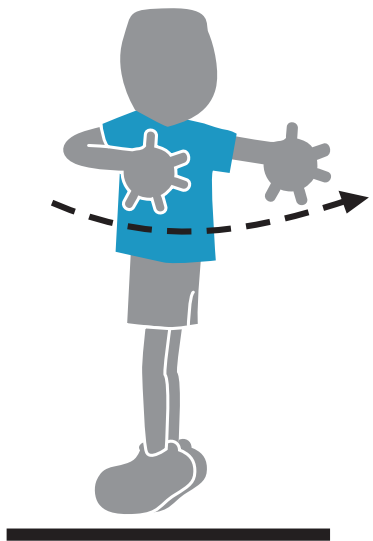
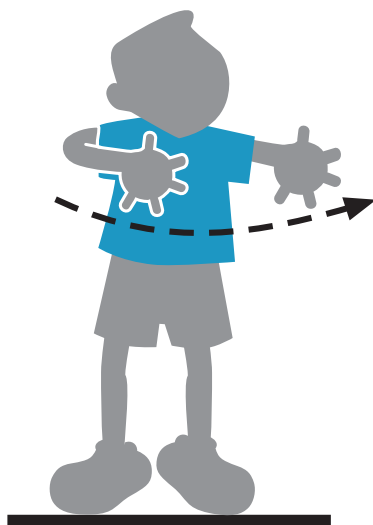
JOG IN PLACE



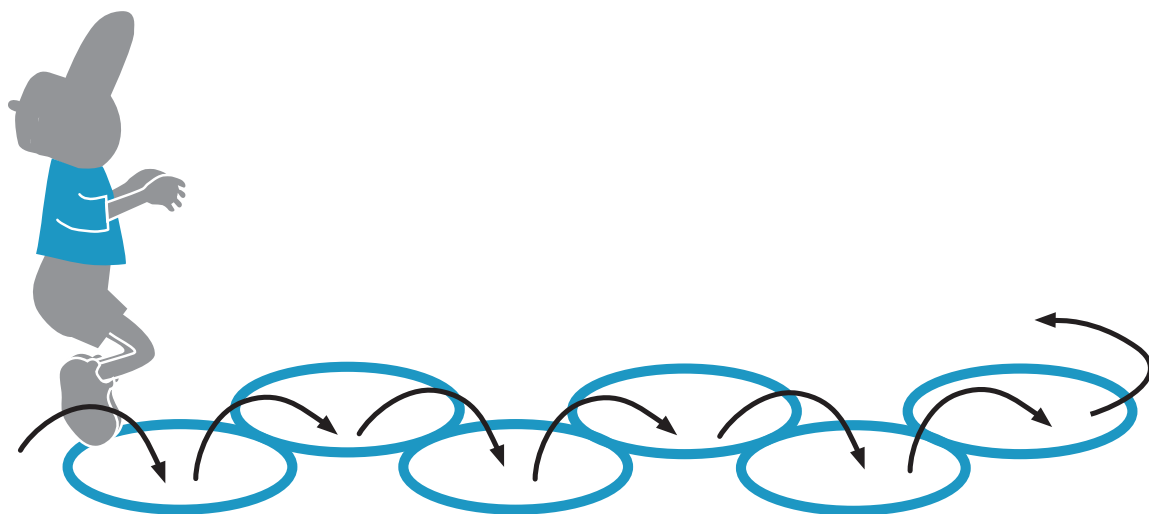
JUMP ROPE



JUMP AND TWIST



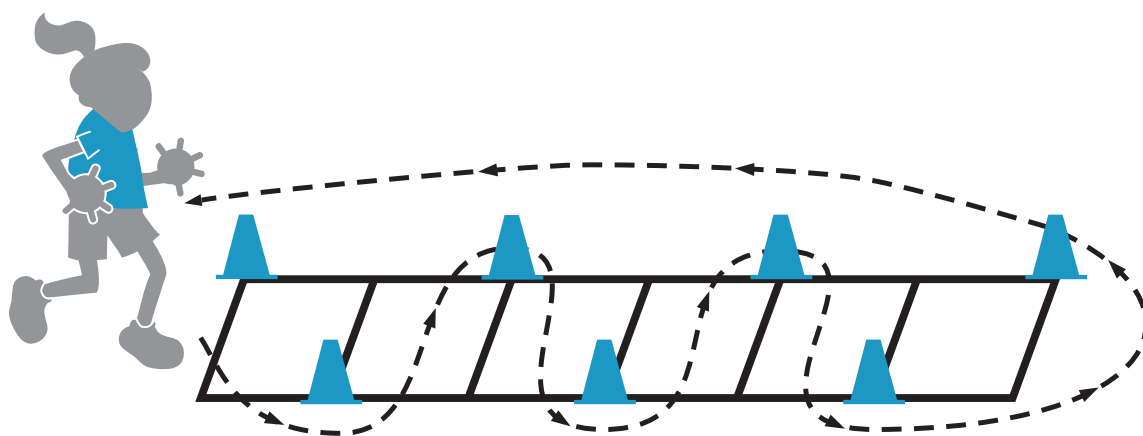
KANGAROO JUMPS



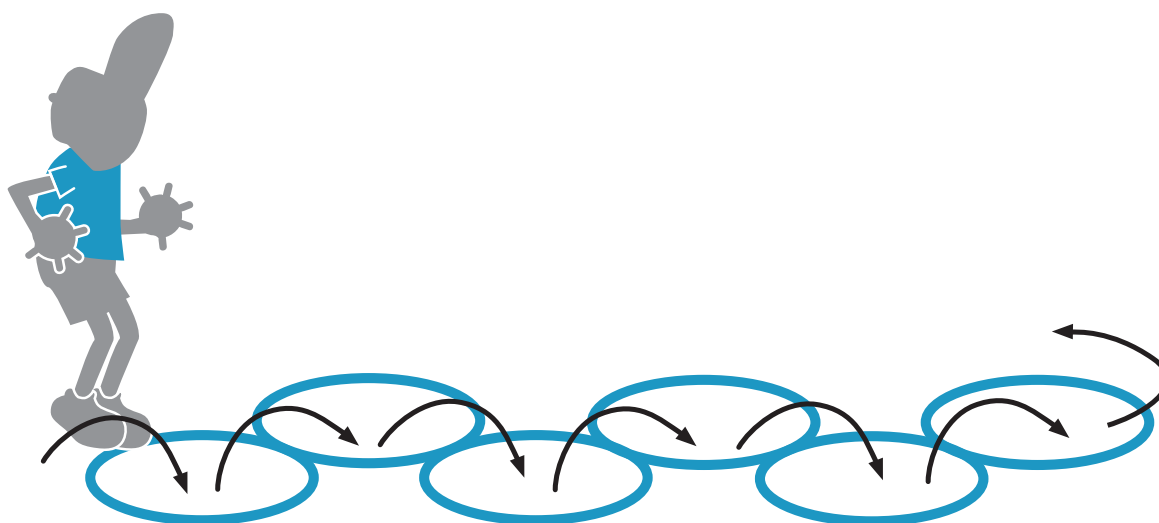
KNEE TUCKS



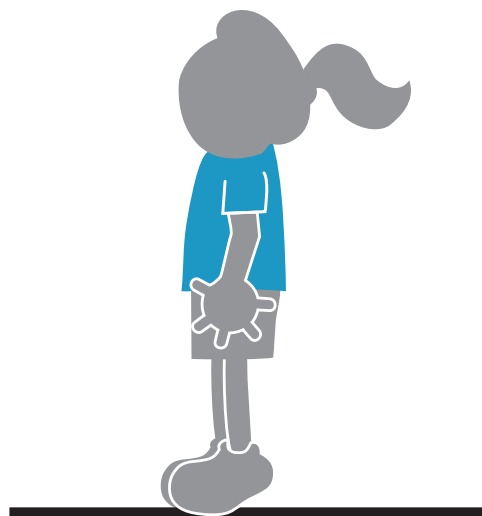
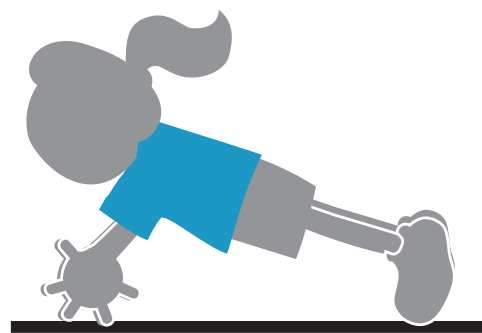
JOG AROUND CONES



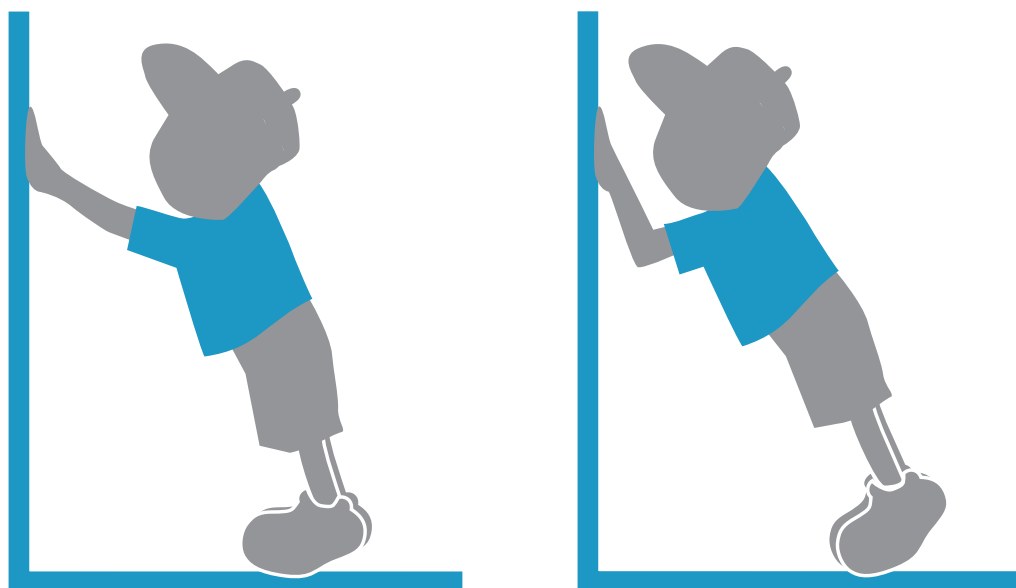
JUMPING HOOPS



BURPEES



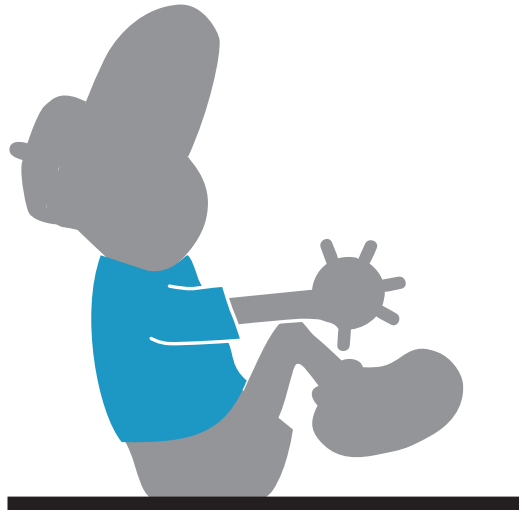
WALL PUSH-UPS



CURL-UPS



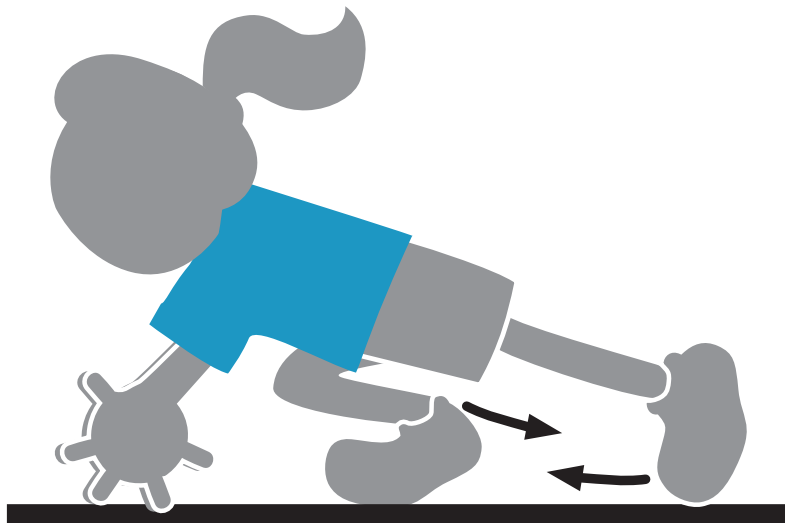
V-SITS



CRAB WALK



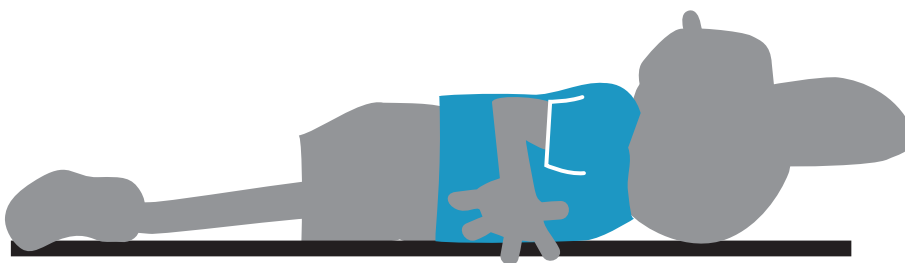
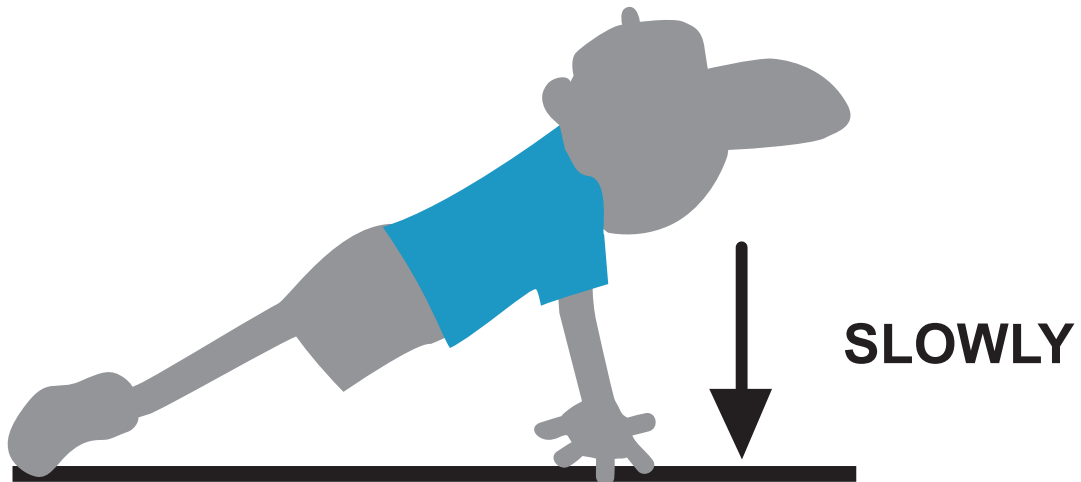
HILL CLIMBERS



CROSS-OVER CURL-UPS



FLAT TIRES



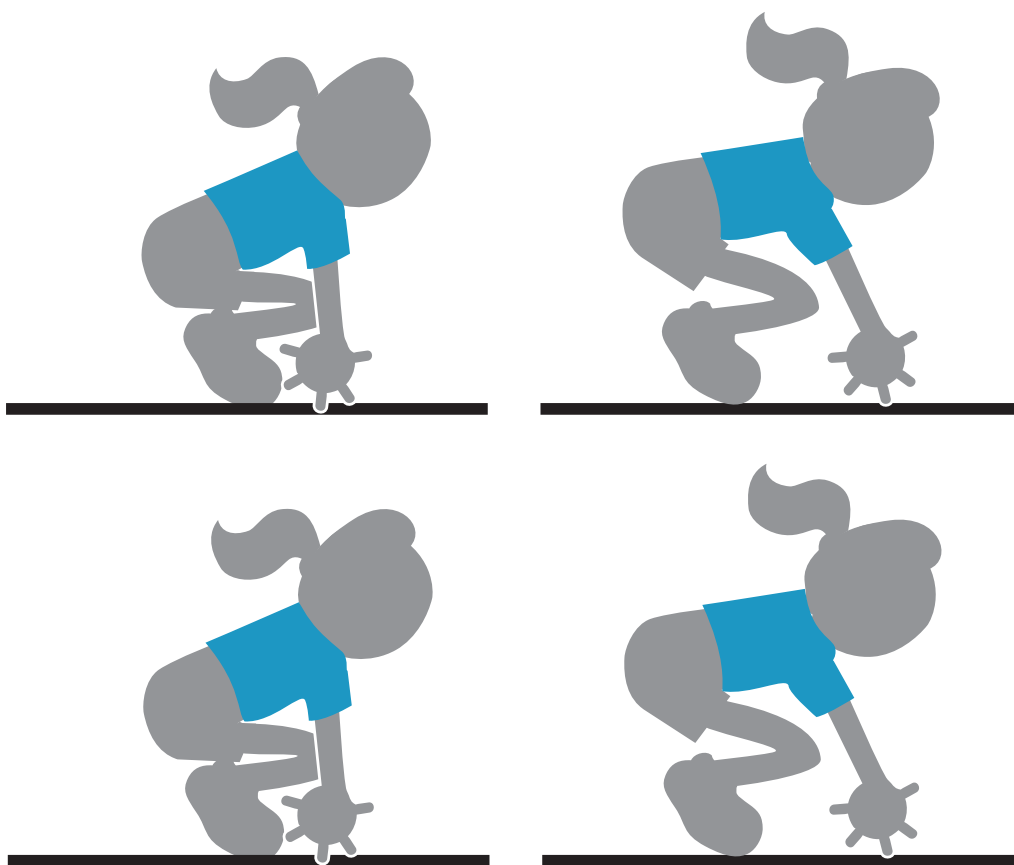
SIT-BACKS



PUSH-UPS



FROG JUMPS



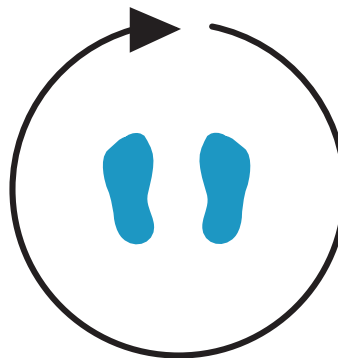
QUARTER TURN



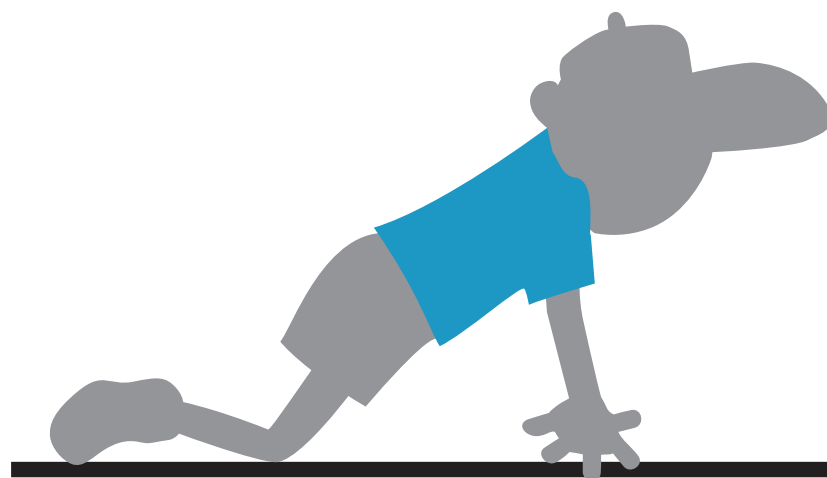
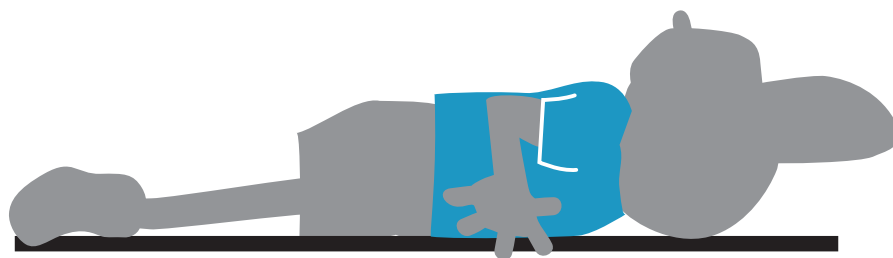
HALF TURN



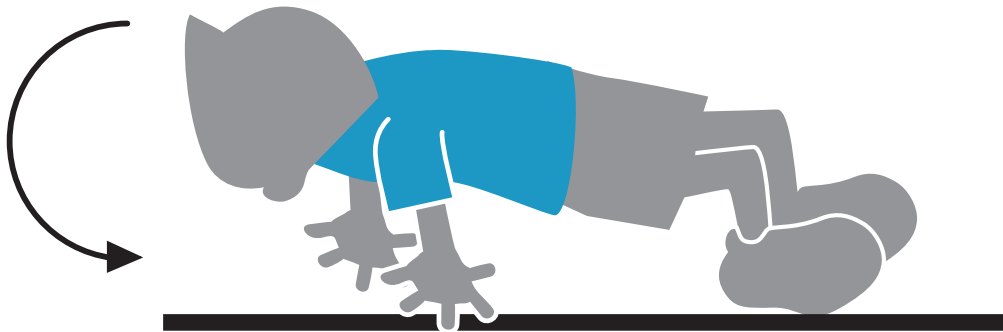
FULL TURN



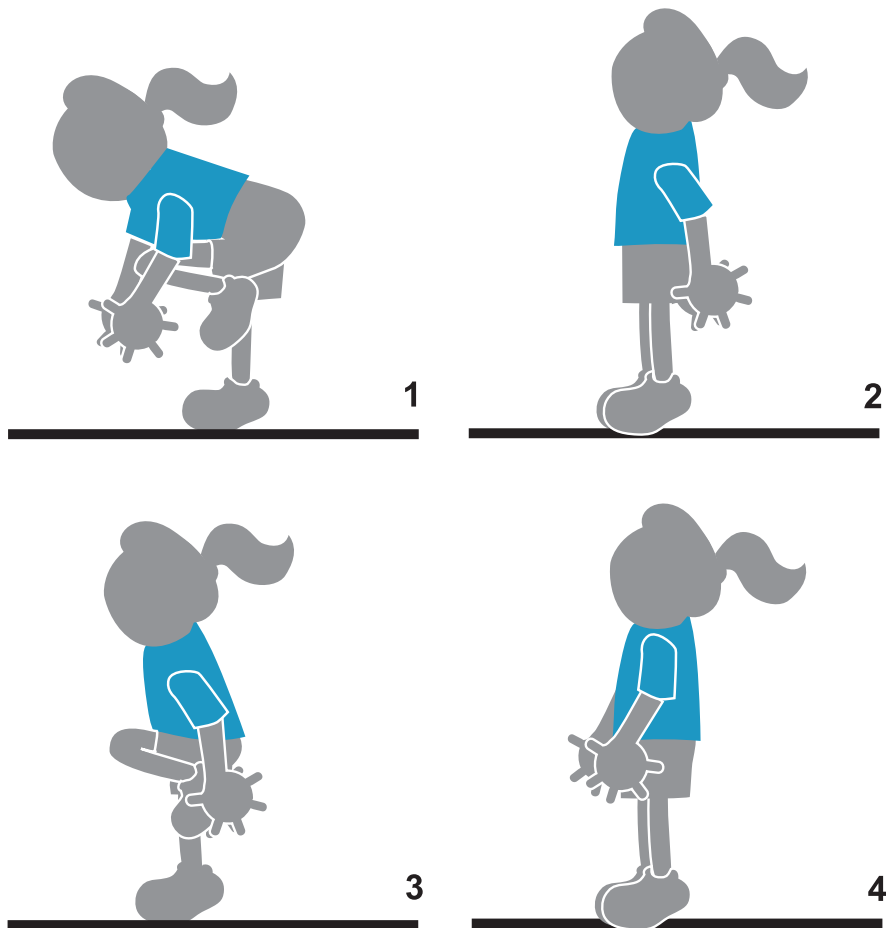
FLAT TIRE



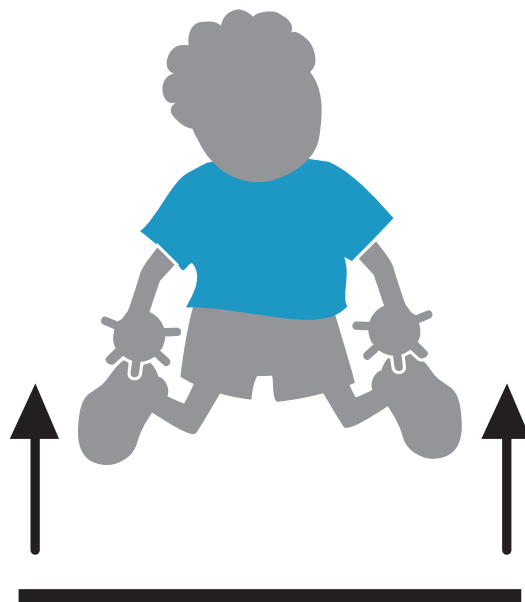
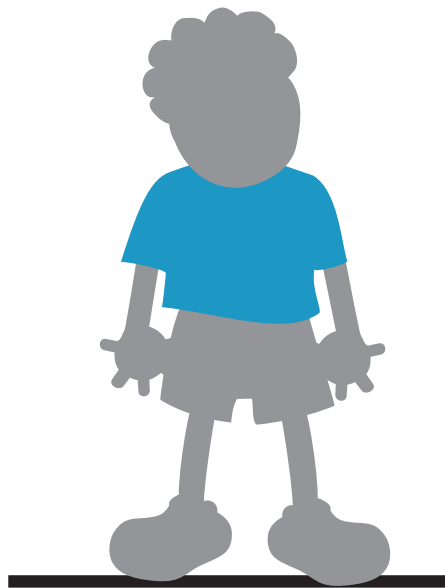
TURN-OVER



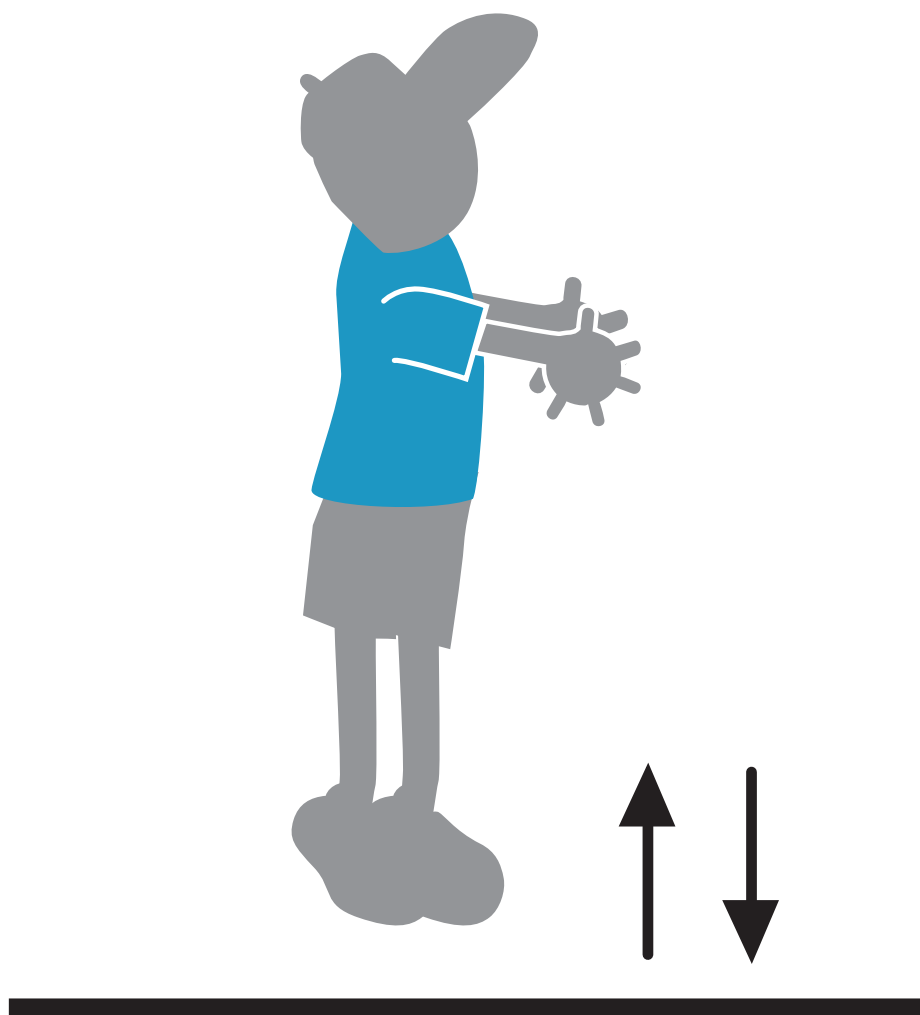
THREAD THE NEEDLE



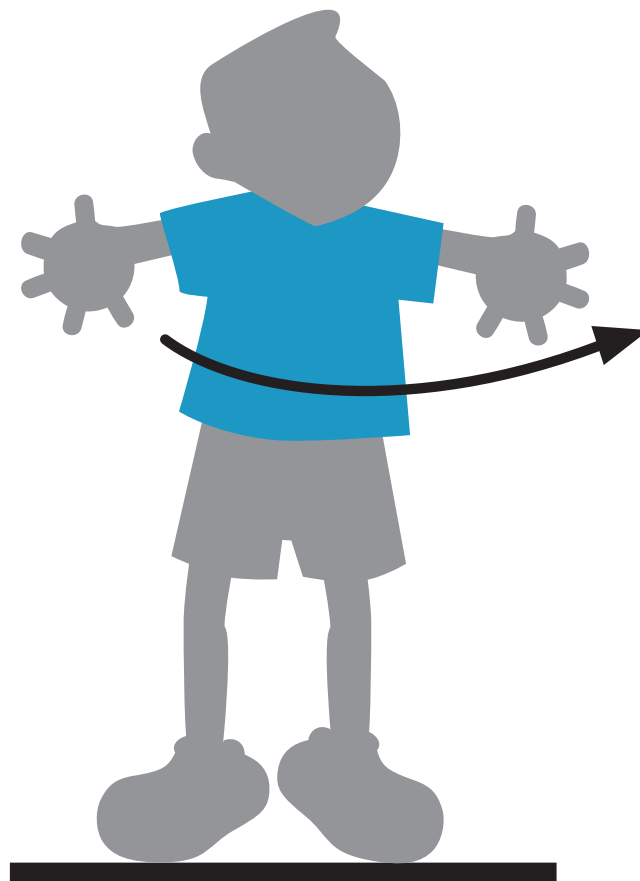
HEEL SLAP



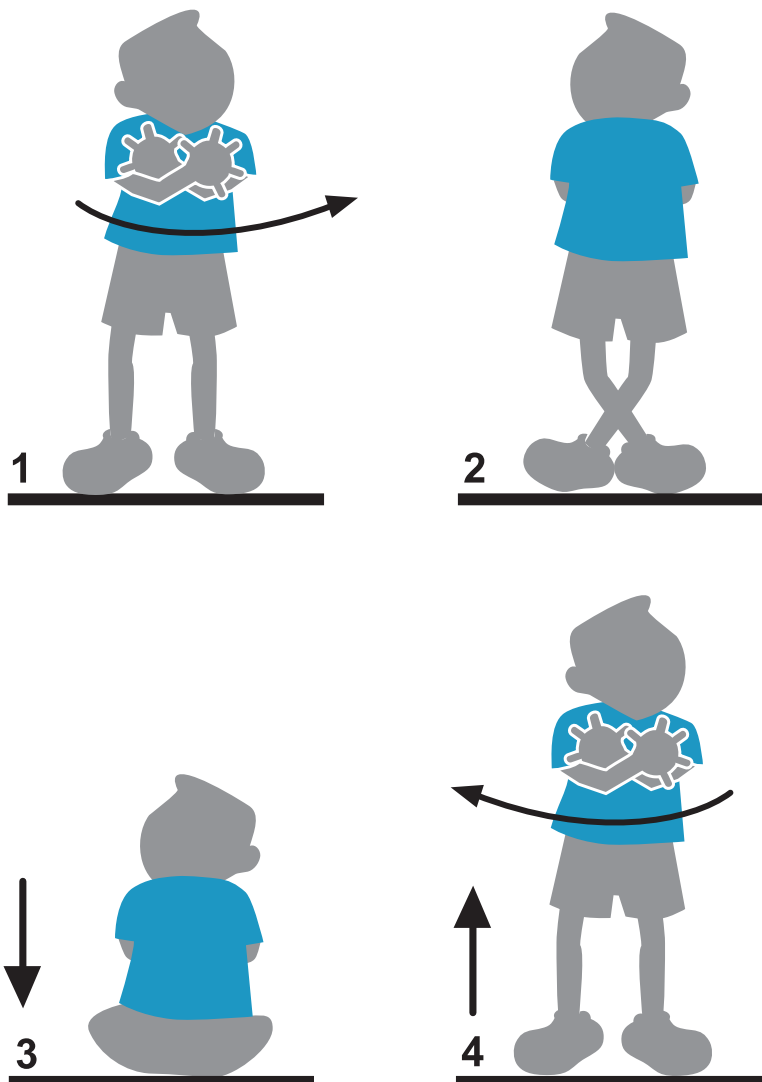
POGO STICK



TOP



TURK STAND



KANGAROO JUMP



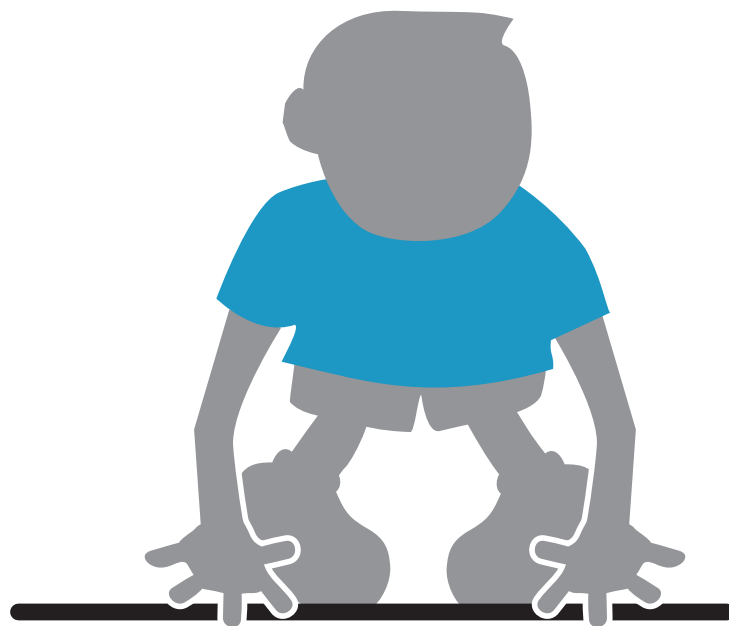
PUPPY DOG



BEAR WALK



GORILLA WALK



RABBIT WALK



ELEPHANT WALK



CRAB WALK



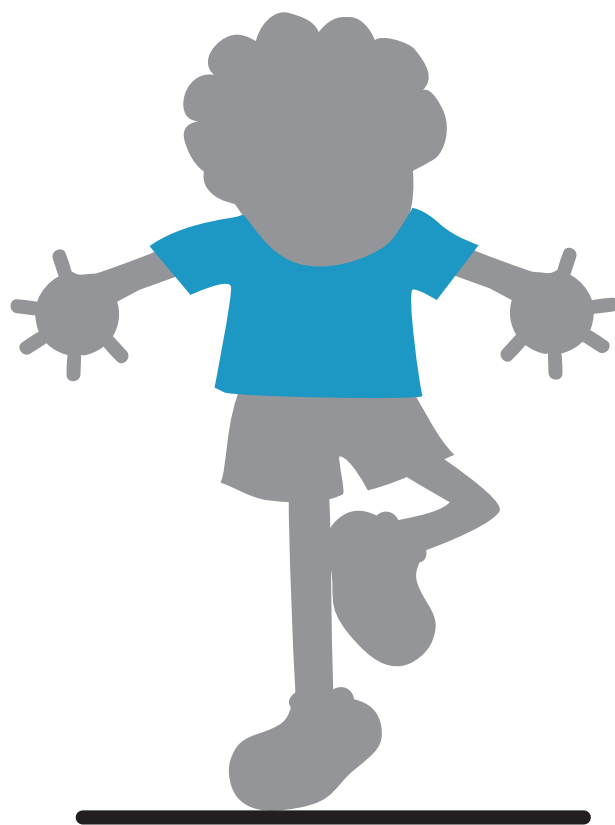
KIMBO STAND



KNEE-LIFT STAND



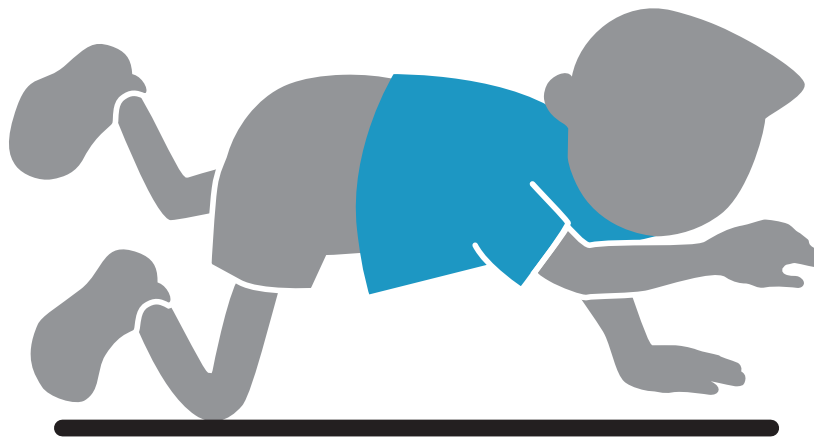
STORK STAND



DOUBLE-KNEE BALANCE



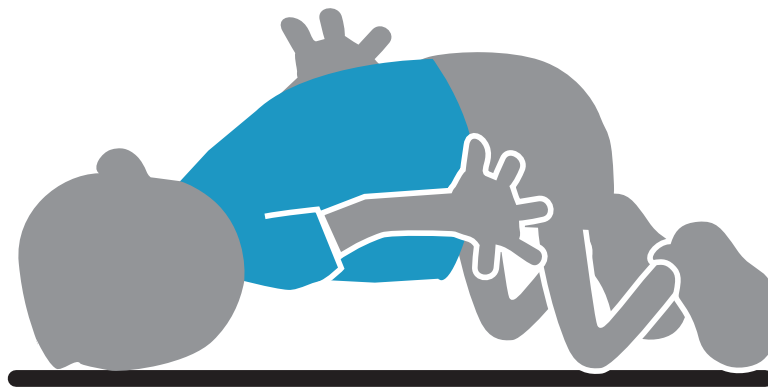
HAND-AND-KNEE BALANCE



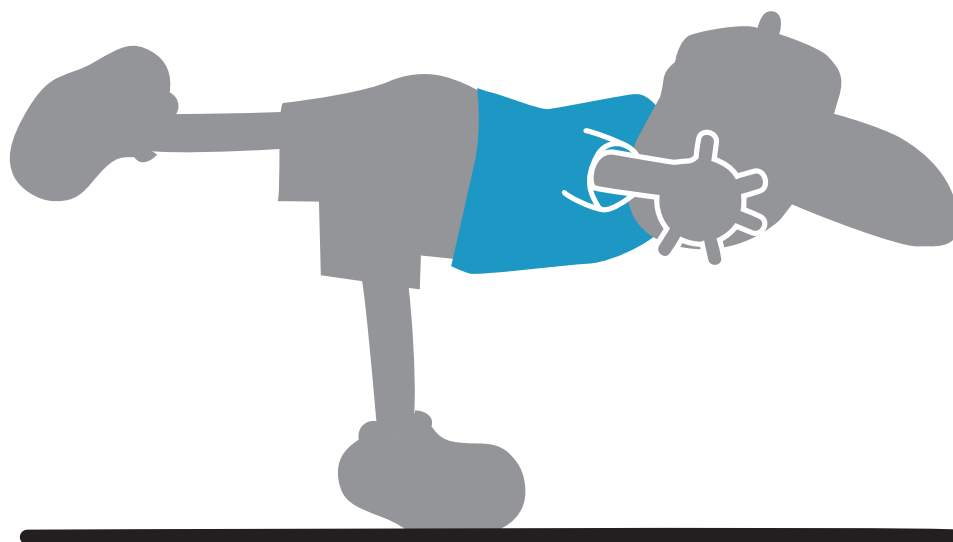
SINGLE-KNEE BALANCE



HEAD TOUCH



BACKWARD BALANCE

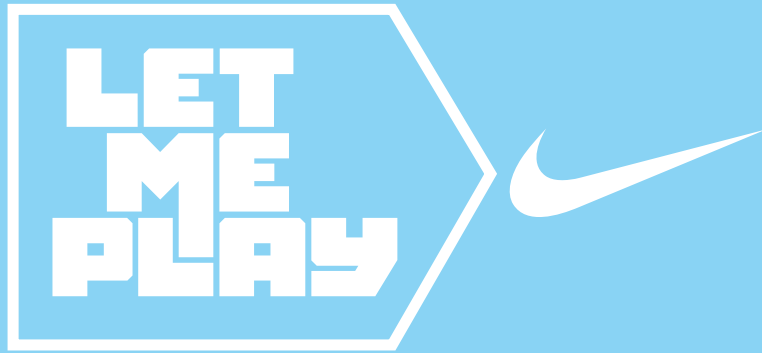


FORWARD BALANCE



SIDEWAYS BALANCE





3's – Outside

LESSON 1:
TOSS AND CATCH WITH BALLS
AND SCOOPS

LESSON 2:
DRIBBLING AND ALL-RUN GAMES

3's: OUTSIDE - TOSS AND CATCH WITH BALLS AND SCOOPS

OBJECTIVES

- Eye-hand coordination
- Cooperative behavior
- Tossing
- Catching with an implement

EQUIPMENT

- 1 scoop/student
- 1 fluffball or tennis ball/3 students
- 4 cones for boundaries
- Music and player
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SCOOP AND BALL SELECTION	<ul style="list-style-type: none"> • Scatter scoops and balls along boundaries of activity area (20x30 paces). 	<ul style="list-style-type: none"> • How quickly can you form a group of 3? Squat together when your group is ready. • On my "Go!" groups skip together to select scoops, then find a homebase. • When you have found your home base, set your scoops down. I will give a ball to the group's that are ready.
GROUP SCOOP CHALLENGES I	<ul style="list-style-type: none"> • Groups of 3 in a triangle, (3–4 paces from each other). • Use a group to demonstrate rolling the ball (underhand throw) around a triangle and catching it with a scoop. • Use a group to demonstrate how to underhand toss the ball around the triangle and catch it with a scoop after it bounces 	<ul style="list-style-type: none"> • Can you roll the ball around your triangle and catch it in your scoop? Change directions when you hear "Switch!" <p>After Trials:</p> <ul style="list-style-type: none"> • Each time the ball goes all the way around, everyone takes 1 step back. How far back can your group get in 1 minute? • Now, underhand toss the ball up so it bounces 1 or 2 times before someone else in the group catches it. • Can you toss the ball in your triangle and catch it in your scoop after 1 bounce?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>GROUP SCOOP CHALLENGES II</p>	<ul style="list-style-type: none"> Students (still in groups of 3) catch the ball in the air with a scoop. After practice, have them begin playing "Step Back." <p>For Advanced Learners:</p> <ul style="list-style-type: none"> If time, encourage creative moves; challenge groups to make up a routine or a dance using their scoops and balls. 	<ul style="list-style-type: none"> Underhand toss the ball a little higher. Try to catch it before it bounces! <p>After Trials:</p> <ul style="list-style-type: none"> Each time everyone in your group makes a successful catch, all may take 1 step back. You may catch it with 2 bounces, 1 bounce, or no bounces. How far back can your group get in 2 minutes? Passing in any direction you want, how many catches can your group make in 15 seconds? Count together out loud. Let's play again and see if you can improve your score. <p>For Advanced Learners:</p> <ul style="list-style-type: none"> What other kind of tosses and catches can your group do? Can you think of some new ones? (High toss/catch, low toss/catch, catch behind the back, under the leg, etc.) Can your group pass the ball while jogging slowly around our activity area?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
2 CATCHES UP (IF A WALL IS AVAILABLE)	<ul style="list-style-type: none"> Groups of 3, facing a wall or backboard. Use a group to explain/demonstrate. Compliment groups working well; help as needed. 	<ul style="list-style-type: none"> This game is called "2 Catches Up!" Those with the ball will be the first "throwers." They will stand close to the wall and face it. Their group-mates are called "catchers." They face the wall too, but are further away (approx. 5 paces back). Throwers: Toss ball – 2-hand underhand – against the wall for others to catch in their scoops. Show how well you throw! Catchers: Try to catch the ball after 2 bounces, 1 bounce, or no bounces. Whoever catches the ball in their scoop twice becomes the thrower ("2 Catches Up").
SCOOP EM' UP	<ul style="list-style-type: none"> After everyone sets their ball down; students move within general space to pick up someone else's ball with their scoop. 	<ul style="list-style-type: none"> Place your ball on the floor/ground. When the music starts (or "Go!") move and pick up someone else's ball with your scoop. Watch where you step! Safely and carefully put your equipment away.

3's: OUTSIDE - DRIBBLING AND ALL-RUN GAMES

OBJECTIVES

- Hand and foot-eye coordination
- Agility
- Cooperative behavior
- Kicking
- Passing
- Trapping
- Running bases

EQUIPMENT

- 1 basketball (or any type of ball that bounces)/student
- 1 soccer ball (or any type of ball that can be kicked)/student
- Variety of other size/shape balls to throw/catch
- 4 large cones, 6 hoops and 4 bases
- Whistle

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

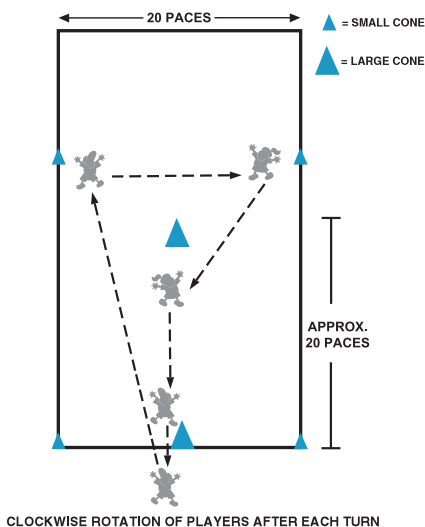
DRIBBLE KEEP AWAY

- Scatter students within activity area (30x30 paces) each with a basketball (or any ball that bounces).
 - Repeat several times.
- Extension:**
- Same game, now dribbling soccer style (controlling ball with feet only).

- The object is to basketball style dribble your own ball within boundaries.
- Use your off hand to try and tap someone else's ball out of bounds while keeping yours under control.
- If your ball goes out of bounds, retrieve it quickly and re-join the game.
- Keep your ball close; dribble low; keep your head up; stay within our boundaries!

ALL-RUN KICKBALL

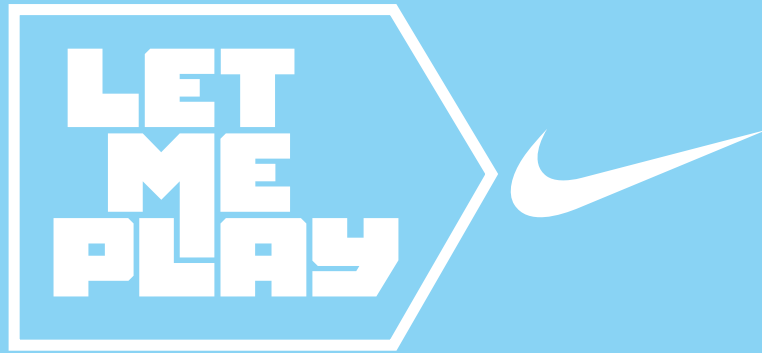
(*Note: May be too difficult for K's and 1's.)



- Set up a softball-type diamond and scatter 6 hoops in the outfield.
- Pair students; divide pairs into kicking and fielding groups.
- Game is similar to kickball/baseball but outs are earned differently and entire batting group runs bases.
- Change sides after 3 kickers.
- Have children play different positions each inning.
- Once game rules are understood, divide group into 2 or more groups (10-15) on 2 fields. Smaller groups allow the game to be played with everyone having a turn "at bat" before other group is up.

- In "All-Run Kickball" the fielding group gets the batter "out" by throwing the kicked ball to a different player in each of the 6 hoops.
- The first batter kicks either a rolled (pitched) or stationary ball into fair territory and runs around the bases without stopping.
- All members of the kicking group follow in single file (no passing allowed).
- Each player reaching home plate before an "out" is declared, scores 1 run for the group (score keeping optional).
- Fielders, don't stand in the baseline.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>ALL-RUN KICKBALL (CONTINUED)</p>	<p>Extensions:</p> <ul style="list-style-type: none"> • Soccer: Create 2 goals in the outfield (place cones 5 paces apart). Object for fielding team is to make an out by scoring a goal in each (passing with feet only). • Basketball, football, other: Play like All-Run Kickball but substitute different objects to throw and catch. 	<p>After Trials:</p> <ul style="list-style-type: none"> • Let's play _____ snowball! (Use name of your city (e.g., "New York Snowball!)). • The fielding group lines up single file behind whoever fields the kicked ball. • Group members alternate passing the ball over their heads then through their legs until last person calls "OUT!"



ME – Inside

LESSON 1:
JUMPING ROPE I

LESSON 2:
JUMPING ROPE II

LESSON 3:
BALL HANDLING AND DRIBBLING

LESSON 4:
SHOOTING A BASKETBALL

LESSON 5:
JUGGLING SCARVES AND BALLS

ME: INSIDE - JUMPING ROPE I

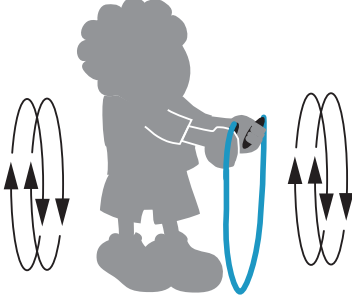
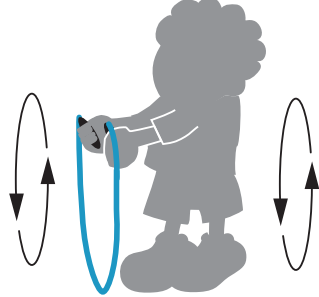
OBJECTIVES

- Agility
- Balance
- Rhythm and Timing
- Cardio Fitness

EQUIPMENT

- 1 rope (8' or 9') per student
- Music and player
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
ESTABLISHING EXPECTATIONS	<ul style="list-style-type: none"> • Scatter/spread ropes on floor of activity area (30x30 paces). • Send students to stand by a rope. 	<ul style="list-style-type: none"> • Always make sure you have plenty of space around you before picking up a rope. • Use ropes for jumping only.
FREE JUMPING	<ul style="list-style-type: none"> • Allow students to play with their ropes and warm themselves up (2-3 min.). • Use this time to assess skills. Watch for those that are proficient; use them to demonstrate rope tricks and help others. 	<ul style="list-style-type: none"> • While the music plays, free jump in open space. • Use this time to warm up and practice. Have fun! • When the music stops (or 1 whistle, or "Freeze!") set your rope on the floor next to you. • I'll give you a challenge or a trick to do; practice while the music plays.
FLAT-ROPE JUMPING	<ul style="list-style-type: none"> • Ropes on the floor. Cue students with different locomotor skills. 	<p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Jump from side to side down the rope and back? • Hop on 1 foot down 1 side and up the other? • Straddle and jump down the rope and back?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>DOUBLE SIDE SWING</p> 	<ul style="list-style-type: none"> • Select demonstrators to stand in front of class and show tricks. • Call each trick by name at the beginning ("This is the Double Side Swing; say that with me ____") and after practicing it, ask students the name ("What was the name of this trick?"). 	<ul style="list-style-type: none"> • Hold a handle in each hand; swing your rope twice to 1 side, cross the rope over in front of your body, then twice to the other side. • Can you bend your knees each time the rope touches the ground? • Keep it going, don't stop. Remember, 2 swings on each side. • Use your wrist to turn the rope, not your entire arm. • Can you turn the rope slowly? Even slower? Faster? Even faster?
<p>SINGLE SIDE SWING</p> 	<ul style="list-style-type: none"> • First clap a steady rhythm; then different speeds so students adjust their pace. 	<ul style="list-style-type: none"> • Now try 1 swing per side. • Cross the rope over in front of your body each time. • Can you swing your rope to the beat of the music (or on my clapping)?
<p>DOUBLE SIDE SWING JUMP</p>	<ul style="list-style-type: none"> • Allow sufficient time for student practice. • Move to help those in need. 	<ul style="list-style-type: none"> • Now we'll add a jump to the Double Side Swing. • Swing twice to 1 side, then open your rope and jump through. • Swing twice to the other side, then open your rope and jump through. • Can you jump through 2x in a row? Three-5x? Five or more without a miss? • Now try it slowly – slower – faster – faster!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SINGLE SIDE SWING JUMP		<ul style="list-style-type: none"> • After 1 side swing on each side, open the rope and step or jump over it. • Can you do it 2x in a row? Three–5x? Five or more without a miss?
CHALLENGE REVIEW	<ul style="list-style-type: none"> • Pose challenges for students to do while the music plays. • Move to encourage all and help those in need. <p>Math Integration:</p> <ul style="list-style-type: none"> • Students perform number of jumps to solve math problems (e.g., jump 32 divided by 4 = 8 times). 	<p>I'll call the name of a trick; practice it while the music plays:</p> <ul style="list-style-type: none"> • Double Side Swing • Single Side Swing • Double Side Swing Jump • Single Side Swing Jump • Now I'll call on one of YOU to name a trick for everyone to practice. <p>Challenges:</p> <ul style="list-style-type: none"> • Using any trick we've learned, how many can you do in 15 seconds? If you miss, keep going! • How quickly can you do 5–10 Double Side Swing jumps? • How many Single Side Swing jumps can you do in 30 seconds? <p>While doing the Single Side Swing jump:</p> <ul style="list-style-type: none"> • How s l o w l y can you jump? • How fast can you jump? • How HIGH can you jump? • How low can you jump? • How long can you jump? I'll turn the music on. Can you jump continuously until the song ends?

ME: INSIDE - JUMPING ROPE II

OBJECTIVES

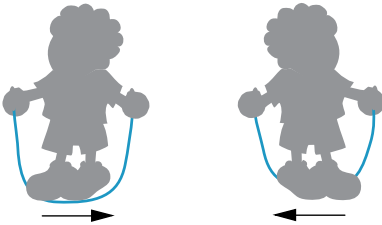
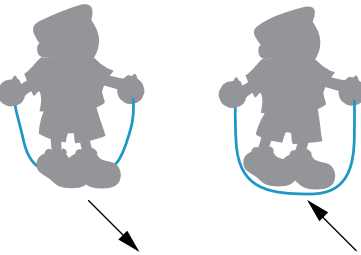
- Agility
- Balance
- Rhythm and Timing
- Endurance

EQUIPMENT

- 1 rope (8' or 9') per student
- Music and player
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
FREE JUMPING	<ul style="list-style-type: none"> • Spread ropes on floor of activity area (30x30 paces). Send students to a rope. • Students free jump and warm up (2–3 min.) on music start. • Select/use students to demonstrate tricks. 	<ul style="list-style-type: none"> • Time for your warm-up. Begin slowly; then increase your pace. • While the music plays, practice the tricks you learned last time. • When the music stops, set your ropes down.
SINGLE BOUNCE FORWARD	<ul style="list-style-type: none"> • Ask students to remember the name of each jump rope trick. • Students and teacher move to help those in need 	<ul style="list-style-type: none"> • Can you perform 1 jump with each rope turn? <p>After Trials:</p> <ul style="list-style-type: none"> • Can you do 2–3x in a row? Five or more? • How many times can you go without a miss? • Can you keep it going? How many Single Bounce Forwards can you do?
HOT PEPPERS		<ul style="list-style-type: none"> • How fast can you go?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SINGLE BOUNCE RIGHT FOOT		<ul style="list-style-type: none"> • Same as a Single Bounce Forward, but land on your R foot with each rope turn. • Which locomotor skill is a 1 foot take off and same foot landing? Hop!
SINGLE BOUNCE LEFT FOOT		<ul style="list-style-type: none"> • Same, but hop on L foot.
SINGLE BOUNCE RIGHT FOOT/ LEFT FOOT		<ul style="list-style-type: none"> • Can you land R foot then L foot changing with each rope turn? • It looks like you are jogging in place!
SLOW JOG WITH ROPE	<p>Tip:</p> <ul style="list-style-type: none"> • This activity is dependent on having small numbers of students and/or room to move safely. 	<ul style="list-style-type: none"> • Same as the Single Bounce Right/ Left, but take a step forward with each rope turn. • Can you jump rope while moving safely?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SKIER 		<ul style="list-style-type: none"> • Begin with Single Bounce Forward, keep your feet together and move them side to side like a snow skier.
BELL 		<ul style="list-style-type: none"> • Single Bounce Forward, keep your feet together and move them forward and back.
CHALLENGES	<ul style="list-style-type: none"> • Offer challenges on all tricks learned thus far. Ask how many they can do in a certain amount of time; how quickly they can do a certain jump. How many of a jump they can do before they miss? <p>Health Integration:</p> <ul style="list-style-type: none"> • In the classroom, ask students what sports should use rope jumping to train. 	<ul style="list-style-type: none"> • While jumping continuously, how many jumps can you do in 15–30 seconds? • Can you jump 5–10x without a miss? • While jumping continuously for 1 minute, can you use 3 different skills? • How quickly can you do 10 Bells or Skiers? • Can you jump until the end of the song? If you miss, start again.

ME: INSIDE - BALL HANDLING AND DRIBBLING

OBJECTIVES

- Ball handling
- Pivoting
- Dribbling

EQUIPMENT

- 1 8" utility or junior size basketball/student (foamballs may provide greater safety for ball handling drills but do not bounce)
- Music and player or whistle
- 4 cones for boundaries

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

ESTABLISHING EXPECTATIONS

- Scatter students within activity area (30x30 paces) each with a ball.
- Practice whistle cues until learned.
- Give students' tasks (e.g., dribble in place with right hand, switch hands, etc.). On your stop cue, have them return to ready position.

- Starting and stopping on cue enables us to practice basketball skills safely.
- When you hear 1 whistle (or music stop, 1 clap, etc.) get in the "Ready Position": Hold your ball with both hands in front of your chest, elbows out, feet shoulder width apart, knees bent.
- When you hear 2 whistles: Dribble your ball basketball style (by bouncing it on the floor/ground) in to me.
- When everyone is responding quickly each time, we'll begin our basketball activities.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL HANDLING DRILLS	<ul style="list-style-type: none"> Pose ball handling challenges, giving students 30 sec. practice time for each before prompting a change in direction. Use a "10 second time-out" whenever you deem appropriate. 	<ul style="list-style-type: none"> Ball handling drills help everyone become a better player. Try not to drop the ball. If you do, it's OK; just pick it up and keep practicing. Keep your head up; don't look at the ball. Follow my directions and return to ready position on signal (music stop, whistle, "Freeze"). <p>Can you move your ball:</p> <ul style="list-style-type: none"> Around your head? Change direction. Was one direction easier than the other? Practice both. If I say "Switch!" change directions; see if you can do it without dropping your ball. Around your neck? Change direction. Around your waist? Change direction. Around your hips? Change direction. Pin the ball between your knees and clap your hands! We're on a 10 second timeout. Shake out your hands and we'll start again.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BALL HANDLING DRILLS CONTINUED	<ul style="list-style-type: none"> • Pose tricks like challenges, but give students a little more practice time. • Move to help those in need. <p>Extensions:</p> <ul style="list-style-type: none"> • After teaching 3 tricks, call them in sequence. Students react quickly, linking tricks without stopping. • Add 1 For Fun: Allow 30 seconds for students to create their own trick; then teach their trick to a partner. 	<p>Can you move your ball:</p> <ul style="list-style-type: none"> • Around a knee? Other knee? • Around an ankle? Other ankle? <p>Can you roll your ball:</p> <ul style="list-style-type: none"> • In figure 8 around your ankles without looking at the ball? Just use your fingerpads to feel the way. • Pick up your ball; can you do a figure 8 with the ball off the floor/ground; exchanging the ball hand to hand? Only go as fast as you can without dropping the ball. • Can you do a figure 8 in the other direction? • Ten second time-out! Shake out your hands and we'll start again. <p>Ball Handling Tricks:</p> <ul style="list-style-type: none"> • Squeeze The Banana: Hold the ball in both hands just about eye level. Use your fingers to "squeeze" the ball out of 1 hand to the other, and back. • Tap Drill: Hold the ball above your head with both hands. Keep your elbows straight. Using your fingerpads, can you tap the ball back and forth? Start moving your hands down; remember to keep your elbows straight! Move down and back up trying not to drop the ball. • Quick Draw: Hold the ball with both hands on the back of your neck. Let it drop and try and catch it behind your back.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
PIVOTING	<ul style="list-style-type: none"> • Explain/demonstrate a pivot. • Cue students to dribble, stop and pivot several times or until learned. • Teach, then have students practice both types of pivots. • Repeat and vary the cueing sequence. Teach children that once they stop their dribble, they may not dribble again. 	<ul style="list-style-type: none"> • A person with the ball uses a pivot to keep the ball from a defensive player. <p>Establishing a Pivot Foot:</p> <ul style="list-style-type: none"> • Pretend someone drove a nail through your shoe, between your toes, and it's stuck in the ground. You can twist and turn on that foot, but you cannot lift it off the floor. This is your "pivot foot." • Take quick, short steps with your free foot. • Keep your head up, elbows out and hold the ball tightly. • On music start (or "Go!") dribble your ball in place. On music stop (or 1 whistle, or "Freeze!") assume the Ready Position, establish a pivot foot, and move your free foot around. • There are 2 types of pivots – front and reverse. A front pivot is when your free foot moves forward and you face straight ahead. When it moves behind and you face backwards, it is a reverse pivot. • Practice both pivots on your own; then react to my cues: Dribble in place – Ready Position – front pivot – reverse pivot.
FREE DRIBBLING	<ul style="list-style-type: none"> • Students walk (if sufficient space) and dribble paying attention to their own ball. • Encourage them to look for open space to avoid crowding. • Stop students several times to give specific feedback on their skills. 	<ul style="list-style-type: none"> • We'll practice walking slowly and dribbling the basketball. • Use the pads of your fingers to push the ball down with 1 hand. Dribble low, around waist level. • Bend your knees; keep a straight back. • On stop cue, return to your Ready Position.

ME: INSIDE - SHOOTING A BASKETBALL

OBJECTIVES

- Basketball shooting

EQUIPMENT

- 1 8" foam (or utility ball or basketball)/student
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
ONE-HANDED SHOT (SHADOW)	<ul style="list-style-type: none"> Scatter students within activity area, (20x20 paces) without a ball. Describe and demonstrate shot; students "shadow" technique (doing the movements, but without a ball). 	<ul style="list-style-type: none"> We can practice shooting a basketball anywhere, anytime. What hand do you use to shoot a basketball? Usually it's the same hand you throw a ball with, or write with; but not always. Choose the hand you feel comfortable with. Your shooting foot is the same as your hand. Right hand shooters, right foot slightly forward. <p>Let's learn the proper way to shoot a basketball:</p> <ul style="list-style-type: none"> Stand with your feet shoulder width apart, bend your knees, move your shooting foot slightly ahead of the other. Raise your shooting arm so your hand is as high as your head; your palm facing up and flat like a table. Is your arm in the shape of an L? Pretend your (imaginary) ball is a book. Put the book on the table. Balance it there. Place your other hand on the side of ball; like a bookend. It keeps the book from falling off the table. Repeat after me: L, I, goodbye! This is the way we shoot the ball. Let's practice in parts, then put it all together in one fluid motion.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
ONE-HANDED SHOT (SHADOW CONTINUED)	<ul style="list-style-type: none"> After teaching, L – I – Goodbye, move to help students as they practice. Remind students to bend knees when holding their L and shoot with legs, L, I, goodbye. 	<ul style="list-style-type: none"> L: Is your shooting arm bent at the elbow and making the shape of an L? Hold that L and extend your legs so your body is moving upward. You're starting your shot! I: Extend your arm until it's straight and in the shape of an I. Goodbye: Wave goodbye by snapping your wrist after the ball leaves your hand. Hold your "finish" (follow-through). Are the fingers on your other hand, your bookend, pointing straight up? Check yourself. Keep practicing L, I, Goodbye. Bending your knees more, then extend your legs for more power.
ONE-HANDED SHOT (WITH THE BALL)	<ul style="list-style-type: none"> Send students to select a ball. Students continue practicing L, I, goodbye, now with the ball and confined to small space. Move to offer feedback on shooting technique. 	<ul style="list-style-type: none"> Put the book on your table top, add your bookend, and practice L, I, goodbye. Pretend you're in a small space, like a very skinny elevator. You have no room on your sides so you can only extend your legs and arms up. Practice good shooting form in this small space.
BUCKETBALL	<ul style="list-style-type: none"> If a real basket(s) is not available, have students practice shooting crumpled paper into buckets, trash cans, waste paper baskets, hoops, etc. Arrange these in sizes, then have students progress to the smaller size target after they have demonstrated good shooting form and accuracy. 	<ul style="list-style-type: none"> I have arranged targets from easier to more difficult. Start where you think you'll be successful. Focus on shooting form. Begin 3 steps away from your target, then try to make 2 baskets in a row. If you do, take 1 step back. When you step back 3x, you may continue at that target or move to one more challenging.

ME: INSIDE - JUGGLING SCARVES AND BALLS

OBJECTIVES

- Hand-eye coordination
- Timing

EQUIPMENT

- 3 different colored scarves/student
- Music and player
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
JUGGLING LEAD-UPS	<ul style="list-style-type: none"> • Scatter students, each with 3 scarves, within activity area (20X20 paces). If scarves are not available, use plastic grocery bags. • Practice each step to mastery before moving on. • If possible, use different colored scarves to identify which scarf is tossed next. • Emphasize reaching and tossing high so scarves have more falling time. 	<ul style="list-style-type: none"> • Who has seen someone juggle before? Today, it's our turn to learn how to juggle. • Can you toss 1 scarf in the air and catch it? Twice in a row? Three-5x? Try again with the other hand. • Try tossing with 1 hand and catching with the other. • Hold 2 scarves in 1 hand. Can you toss them in the air and catch them with 2 hands? • Can you toss both scarves and catch them in 1 hand? • Hold 2 scarves, 1 in each hand; and toss them both in the air at the same time. Can you catch each in the hand that tossed it?
JUGGLING PRACTICE	<ul style="list-style-type: none"> • Explain/demonstrate 1 scarf juggling. 	<ul style="list-style-type: none"> • Hold 1 scarf, bring that arm across your body then toss the scarf high in the air. Can you catch it with your opposite hand? Keep practicing. Can you make 2 catches in a row? Three or more? • Now try tossing with your other hand.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
JUGGLING PRACTICE (CONTINUED)	<ul style="list-style-type: none"> • Explain/demonstrate 2 scarf juggling. • Explain/demonstrate 3 scarf juggling. <p>Advanced Learners:</p> <ul style="list-style-type: none"> • Progress to beanbags, then balls of various sizes and weights. <p>Literacy Integration:</p> <ul style="list-style-type: none"> • Read <i>Olivia Saves the Circus</i> by Ian Falconer. 	<ul style="list-style-type: none"> • Hold 2 scarves, 1 in each hand, at waist level. Lift your R arm up and across your body and release the scarf. Lift your L arm up and across your body and release the scarf; your arms make an "X". • Catch the scarves at waist level, first with your L hand, then with your R (up, up, catch, catch). • Keep practicing that while I move around to help. • Hold 2 scarves in your R hand (hold the 2nd scarf with your 4th finger and pinky). Hold a 3rd scarf in your L hand. • Lift R hand up and across your body to release the 1st scarf (front scarf). Lift and release the scarf from the opposite hand (#2). Lift and release the 3rd scarf. • Let all the scarves fall to the ground (R, L, R). Try that again several times. • Now, toss 1 R hand scarf, toss the L hand scarf, catch the R hand scarf with the L hand, toss up the other R hand scarf, and catch the scarf originally in your L hand, with your R hand. • This is the juggling pattern we have to practice over and over again! <p>Say this with me:</p> <ul style="list-style-type: none"> • Up-up-catch-up-catch-up, catch-up, etc. • You must toss a scarf before you can catch one.



ME – Outside

LESSON 1:
TOSS AND THROW FOR ACCURACY
AND DISTANCE

LESSON 2:
SPRINTING

LESSON 3:
STANDING AND RUNNING LONG JUMPS

LESSON 4:
BASKETBALL DRIBBLING AND SHOOTING

LESSON 5:
WALLBALL

ME: OUTSIDE - TOSS AND THROW FOR ACCURACY AND DISTANCE

OBJECTIVES

- Underhand toss
- Overhand throw
- Throwing accuracy
- Throwing for distance

EQUIPMENT

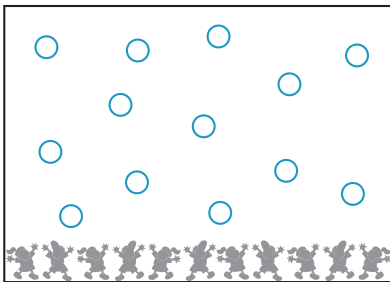
- 1 beanbag/student
- 1 softball/student
- Assorted other balls to throw
- 10-30 hoops
- 4 cones for boundaries
- Whistle

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

BULLS-EYE



○ = Hoop

Every student with a bean bag

- Scatter hoops in activity area (40x40 paces). Arrange them in 3 rows: Close, mid-range, far.
- Move students to a line facing hoops, each with a beanbag; explain/demonstrate game.
- For safety, have students throw and run to retrieve at same time.
- Scoring is optional. If playing for points, de-emphasize their importance.
- Students that cannot reach furthest row continue tossing to 2nd or 1st

- Throwing for accuracy and distance is important to many sport activities.
 - The object is to toss your beanbag into a hoop. Make a bulls-eye!
 - When you hear me say "Throw!" toss your beanbag to any 1st row hoop.
 - On my "Go!" run to retrieve your own beanbag then run back.
 - The faster you return, the more turns you'll have.
- We have a point system:**
Award yourself:
- 3 points if your beanbag lands completely in a hoop.
 - 1 point if your beanbag lands partially in a hoop.
 - We'll do 5 tosses to row 1, then move on to rows 2 and 3.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BULLS-EYE (CONTINUED)	<p>Extensions:</p> <ul style="list-style-type: none"> • Use flying discs, softballs, footballs; roll a foamball, kick a soccer ball, etc. • Target Toss: The object is to remove all hoops from the area. Remove a hoop when 2 (or more) beanbags land inside it. Encourage students to strategize (e.g., if a hoop has 1 beanbag in it, aim for that hoop). • Have students remove hoops after each series of throws. • Use waste paper baskets or buckets as targets too. • Mount hoops vertically. 	<ul style="list-style-type: none"> • After we play with beanbags, we'll try throwing/rolling/kicking other objects!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
THROW FOR DISTANCE	<ul style="list-style-type: none"> • Have each student exchange a beanbag for a softball. • Have students help you remove hoops; then have them form a circle. • Students throw as far as they can no longer striving for accuracy. • Continue having students throw and retrieve at same time. <p>Extensions:</p> <ul style="list-style-type: none"> • Estimation: Have students estimate how many throws it might take them to reach a fence (or object in distance). • Kick For Distance: Using soccer (or utility) balls, students foot strike (kick) for distance. Have them drop a beanbag where their ball stops rolling, then try and kick the ball past it. 	<ul style="list-style-type: none"> • Let's throw for distance. First, with a softball. • Throw upwards at a 45 degree angle (demonstrate 45 degrees). • When you hear me say "Throw!" all throw at the same time. • On "Go!" run after your ball, count how many paces it takes to reach it, pick it up and run back. • Can you improve your distance on each throw?

ME: OUTSIDE - SPRINTING

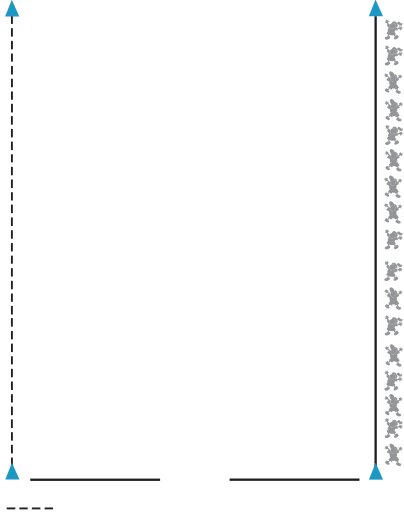
OBJECTIVES

- Sprinting
- Lower body strength
- Power

EQUIPMENT

- Whistle
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TRACK AND FIELD STRETCH	<ul style="list-style-type: none"> • Have students fast walk/jog around perimeter for 2 minutes (prior to stretching). • Students form a circle (or scatter formation) and follow student/teacher led stretches 	<p>Stretch slowly and smoothly:</p> <ul style="list-style-type: none"> • Necks: Side, front, side. • Shoulder circles: Reach up, out, and around. • Trunk Twist: Bend to side, switch; twist, turn. • Hamstrings: Bend knees, bend at waist. • Quadriceps: Step forward, bend front knee. Switch legs.
SPRINT (FROM STANDING START)	<ul style="list-style-type: none"> • Use cones (or existing lines) to establish start and finish. • Explain/demonstrate good running form. • Have students practice arm movements before running. 	<p>Today we'll practice running fast. In the sport of track and field, it's called "Sprinting."</p> <p>Tips for sprinting:</p> <ol style="list-style-type: none"> 1. Drive your knees up high. 2. With elbows bent, move your arms rapidly. 3. Lean forward. 4. Look straight ahead. 5. Do not swing your hands across the midline of your body.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>SPRINT (DEMO)</p>	<ul style="list-style-type: none"> Student(s) or teacher explain/ demonstrate sprint start. 	<p>There are 3 commands for the sprint start:</p> <ol style="list-style-type: none"> 1. "Take Your Mark" Place hands just behind the starting line. Turn them so thumbs point in toward each other and fingers point away. Crouch down with 1 knee touching the ground. 2. "Get Set" Lift hips, shift weight to hands, lift head, focus eyes 10 ft. down the "track." 3. "Go!" Push off your front foot, keep body low and lean forward. Rise to full height gradually.
<p>SPRINT START (PRACTICE)</p> 	<ul style="list-style-type: none"> Move students to a side or end line. Students follow starting commands: "Runners take your marks, get set, go!" All run at same time. Have them break out of their set at full speed, but only run 4-5 steps. Do 4-5 times. 	<ul style="list-style-type: none"> Stay low for your first 4 or 5 steps. Pretend you're an airplane taking off; come up slowly. Don't be a helicopter and fly straight up out of your stance. On Go! run 4-5 steps straight ahead. Practice your fast start. "Runners take your marks, get set, GO!"

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
5 SECOND SPRINT	<ul style="list-style-type: none"> Have students start on your command, then stop 5 seconds later on the whistle. Do 4-5 times. 	<ul style="list-style-type: none"> Let's practice the sprint start and sprint for 5 seconds. When you hear the whistle, stop running and walk to the next line. "Runners take your marks, set, GO!" Can you go further in 5 sec. than last time?
10-20 YARD SPRINT	<ul style="list-style-type: none"> Students sprint to a line approximately 20 yards away. Finish line becomes starting line. Continue until time is up. 	<ul style="list-style-type: none"> Now you're ready to sprint all the way to the next line. Run through the finish line; don't slow down too soon. "Runners take your marks, set, GO!" Line up again and we'll sprint back on my start.

ME: OUTSIDE - STANDING AND RUNNING LONG JUMPS

OBJECTIVES

- Lower body strength
- Power

EQUIPMENT

- Whistle
- 4 cones for boundaries

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TRACK AND FIELD STRETCH	<ul style="list-style-type: none"> • Have students fast walk/jog around perimeter for 2 minutes (prior to stretching). • Students form a circle (or scatter formation) and follow student/teacher led stretches. 	<p>Stretch slowly and smoothly:</p> <ul style="list-style-type: none"> • Necks: Side, front, side. • Shoulder circles: Reach up, out, and around. • Trunk Twist: Bend to side, switch; twist, turn. • Hamstrings: Bend knees, bend at waist. • Quadriceps: Step forward, bend front knee. Switch legs.
STANDING LONG JUMP	<ul style="list-style-type: none"> • Move students to a line facing you. • Explain/demonstrate standing long jump. • Have students jump 5-6 times on their own. 	<ul style="list-style-type: none"> • Today we're going to practice Track and Field jumps. First, the "Standing Long Jump" 2 foot takeoff, 2 foot landing. • Stand with your feet shoulder width apart. • Swing arms forward and backward while bending your knees. • When ready to jump, swing arms forward and extend your legs. Jump with all your power. • Land on the balls of both feet, leaning forward.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
STANDING LONG JUMP CHALLENGES	<ul style="list-style-type: none"> As before, each student with a beanbag. Have students mark each jump by placing a beanbag at the back of their heels, or closest point to takeoff line. 	<ul style="list-style-type: none"> Lie on your back with feet touching the line. Measure your height and mark it on the ground with your beanbag. <p>Challenges:</p> <ul style="list-style-type: none"> Can you jump your own height (landing on both feet)? How far can you go using 2 jumps in a row? Set your beanbag there and try again. Can you jump past the beanbag? How far can you go doing 3 jumps in a row?
RUNNING LONG JUMP CHALLENGES	<ul style="list-style-type: none"> Move students to an area where they can sprint at least 10 paces before jumping. <p>Tips:</p> <ul style="list-style-type: none"> Practice where students can land safely in a sand pit — if available. If you don't have a takeoff board, use a chalk line (or use an existing line). Move to give positive specific feedback. 	<ul style="list-style-type: none"> The "Running Long Jump" uses a 1 foot take off, 2 foot landing. Run about 90% of your top speed. When you reach the takeoff board, jump up and out. Stay in the air as long as you can and land with both feet extended forward. How far can you jump? Mark the distance with your beanbag. Try again, see if you can go past it. <p>After Trials:</p> <ul style="list-style-type: none"> With a running start, how far can you go in 2 jumps?

ME: OUTSIDE - BASKETBALL DRIBBLING AND SHOOTING

OBJECTIVES

- Dribbling
- Shooting
- Rebounding

EQUIPMENT

- 1 utility ball/student
- 12 cones for goals, player and music.
- **Optional:** 1 junior size basketball and/or soccer ball/student

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

AROUND THE WORLD

(BASKETBALL STYLE)

- Explain/demonstrate game; then scatter students around activity area (blacktop or gym with baskets to shoot at) to begin.
 - Second player in each line begins when the first has rebounded and left the key (explain key).
 - Have students remain in original order; no passing.
 - If a traffic jam occurs, move players to less crowded baskets.
 - Allow the same amount of time for students to practice dribbling with the opposite hand.
- Advanced Learners:**
- Challenge students to shoot with their opposite hand when appropriate (e.g., left side of basket, left hand layup).

- The object of Around the World is to dribble basketball style and shoot at each basket (or target).
 - On music start (or "Go!") move in this direction (point counterclockwise) and use your right hand to dribble the ball.
 - Take 1 very close in shot per basket.
 - Wait behind the free-throw line for the shooter in front of you to finish and dribble out of the key.
 - Dribble between baskets and when waiting in line.
- After Trails:**
- Stop dribbling, hold the ball, and turn around.
 - On cue, begin moving in this direction (point clockwise) dribbling with your left hand.
 - You must dribble left handed, but you can practice shooting with either hand.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>AROUND THE WORLD (SOCCER STYLE)</p>	<ul style="list-style-type: none"> • Use cones to create goals around the perimeter. • Pairs of cones can be 3-5 paces apart. Make some pairs closer (more difficult to score) than others. • Play as before, now students dribble continuously soccer style until they near a goal and try to kick the ball through. 	<ul style="list-style-type: none"> • Time for Around the World – soccer style! • On music start (or “Go!”) move in this direction (point counterclockwise) dribbling the ball with your feet. • Can you keep the ball within 3’ of your body and under control? • When you near a pair of cones, take 1 close in shot on goal. • Follow your shot to secure your own ball, then continue dribbling in line until you reach the next goal. <p>After Trails:</p> <ul style="list-style-type: none"> • Stop dribbling, turn around. • When I say “Go!” begin moving in this direction (point clockwise).

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SPEED SHOOTER	<ul style="list-style-type: none"> • Explain/demonstrate game; then scatter students within boundaries; each with a ball. • Direct students so the fewest possible play at a basket. • If time allows, play several times. <p>Extensions:</p> <ul style="list-style-type: none"> • Designate a specific area to shoot from (e.g., free throw line, layup, etc.). • Play in shooting zones, 1 is closest to basket, 2 further away, 3 further still. • Play Speed Shooter with soccer skills. Goals only count if they are shot from at least 5 paces away but may be scored in either direction! <p>History Integration:</p> <ul style="list-style-type: none"> • Ask students, which sport, basketball or soccer, was “invented” in the U.S.? (Answer: Basketball at Springfield College in Massachusetts.) 	<ul style="list-style-type: none"> • We’re back to practicing basketball skills. • The object of Speed Shooter is to make as many baskets as possible in the designated time period. • Shoot and rebound your OWN ball. • We’ll begin with 30 seconds on the clock. • When time is running out, I’ll count down, 5, 4, 3, 2, 1, and call, “That’s the ballgame!” • Total your own score; 2 points per basket.

ME: OUTSIDE - WALLBALL

OBJECTIVES

- Striking

EQUIPMENT

- 1 8" playground ball/student
- Whistle

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

SHADOW STRIKING

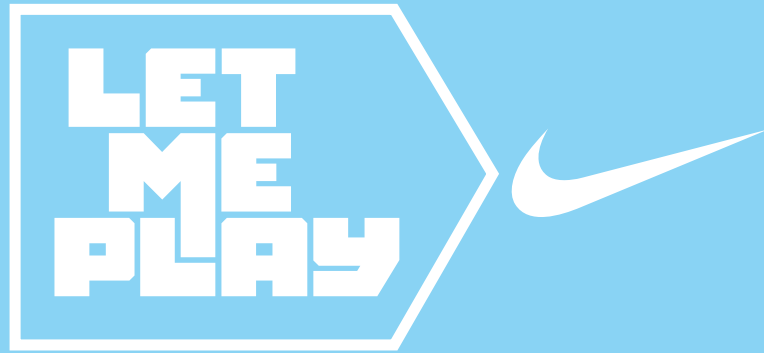
- Find a location where students can strike balls against walls.
- Scatter students and explain/demonstrate the overhead striking motion.
- Players "shadow" (without a ball) the correct form and technique of the strike.
- Movement is similar to throwing a football.

- Today we'll practice striking; first without a ball to learn the proper technique.

Overhead Strike:

- Stand like you are going to throw a baseball or football, or hit an overhand serve in volleyball.
- Opposite foot forward.
- Move your striking hand to head height.
- Contact the ball with your whole hand. Fingers tightly together, not in a fist. Keep your wrist locked in place.
- Use a motion similar to an overhand throw but reduce the "backswing."

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
STRIKE TO WALL	<ul style="list-style-type: none"> Scatter students so they are 3-5 paces from a wall. Students should strike down on the ball so it touches the ground first, bounces up, then contacts the wall. 	<ul style="list-style-type: none"> Now we'll practice positioning and good form by striking the ball against a wall. Move your feet to get into a good striking position. <p>Challenges:</p> <ul style="list-style-type: none"> Can you catch the ball after it bounces off the wall? How many times in a row can you catch it? Can you strike the ball (off the rebound) 3-5x in a row? Five-7? Seven or more? How many catches (after a strike) can you make in 30 seconds?
STRIKE STEP BACK (HIT BALL TO GROUND)	<ul style="list-style-type: none"> Students take 1 step back for every 2 strikes caught. 	<ul style="list-style-type: none"> Time for step back: If you catch the ball off the wall 2x in a row, take 1 step back and try again. How far back can you go in 3 minutes?



WE – Inside

LESSON 1:
STUNTS IN PAIRS

LESSON 2:
COOPERATIVE FITNESS

LESSON 3:
LOW COMPETITION FITNESS

WE: INSIDE - STUNTS IN PAIRS

OBJECTIVES

- Agility
- Balance
- Strength
- Flexibility
- Cooperation

EQUIPMENT

- Stunt Cards 1-11
- Music and player
- 4 cones for boundaries

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

PARTNER STUNTS

- Scatter pairs in activity area (30x30 paces).
- Have a pair demonstrate movements, then allow sufficient time for student practice.
- Encourage pairs working together and communicating.
- Move to help those in need.

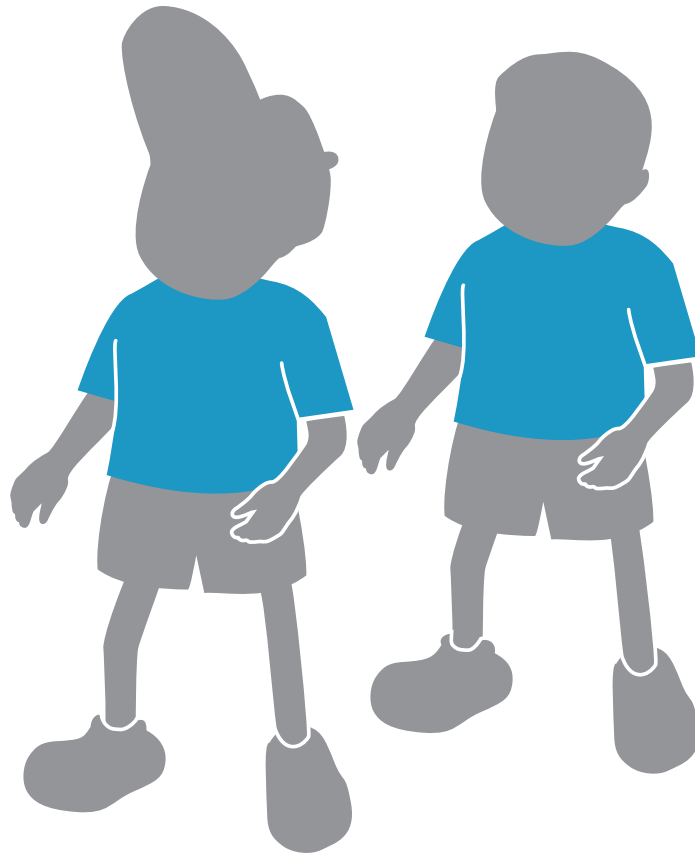
- Today we will learn and play in pairs. How quickly can you find a partner about your size?
- March in place together when you're ready.
- 1. **Shadow Walk**
 - Stand behind your partner. Begin walking very slowly together.
 - Can you move your legs and arms at the same time?
 - How closely can you walk behind your partner?
 - Switch places; now the other partner leads.
- 2. **Shadow Hop and Skip**
 - Freeze! Face each other. Move an arm's distance apart, place your hands on your partner's shoulders.
 - Hop (on 1 foot) together. Can you take off and land at the same time?
 - Turn so you both face in the same direction; then join hands.
 - Can you skip together making the same size steps?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
PARTNER STUNTS {CONTINUED}	<div>207</div>	<p>3. Shadow Back-to-Back</p> <ul style="list-style-type: none"> • Stand back-to-back with your partner, then lock your elbows together. • Can you walk and stay connected? • Which different directions can you go? <p>4. Seesaw</p> <ul style="list-style-type: none"> • Face your partner; join hands. • One partner squats while the other stands. Can you move up and down together like a seesaw. <p>5. Wring The Dishrag</p> <ul style="list-style-type: none"> • Turn and face your partner; join hands and don't let go. • Raise your arms and turn under together. Continue turning until you both return to the starting position. <p>6. Double Top</p> <ul style="list-style-type: none"> • Stand and face your partner; join hands. Lean back and away from each other until your arms are out straight; don't let go. Try it again, this time slowly spinning. <div>Continued on next page</div>

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER STUNTS</p> <p>{CONTINUED}</p>	<p>208</p>	<p>7. Partner Toe Touch</p> <ul style="list-style-type: none"> Both partners lie on backs with tops of heads near each other. Reach back to join hands with your partner. Both raise legs up –1 at a time – until toes touch. Hold the touch for 3 sec., count together. <p>8. Leapfrog</p> <ul style="list-style-type: none"> One partner stand behind the other. Front Partner: Move to all 4's with knees and hands on the ground/ floor, then tuck your head against your chest. Back Partner: Place both hands lightly on the shoulders of your partner. Jump with your legs spread apart over your partner. New partner in front is on all 4's; partner behind leapfrogs over her/him. Keep on going! How many frog jumps can you and your partner do in 30 seconds? How far can you go in 30 seconds? <p>9. Partner Back to Back Get Up</p> <ul style="list-style-type: none"> Stand back to back, then reach back and hook your elbows together. Press your backs flat against each other for support. Squat together until it feels like you're sitting in a chair! "Sit in the chair" for 5 sec. Stand up together and try it again. How long can you and your partner "sit together?" Count out loud. <p>Continued on next page</p>

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER STUNTS</p> <p>{CONTINUED}</p>	<p>Tip:</p> <ul style="list-style-type: none"> • With “Partner Rock and Row,” caution students not to pull their partners too far forward (to avoid injury) <p>Health Integration:</p> <ul style="list-style-type: none"> • Ask students who has been in a rowboat. What other types of people powered watercraft are there (e.g., canoes, kayaks, skulls). 	<p>10. Partner Rock and Row</p> <ul style="list-style-type: none"> • Sit on the ground/floor facing your partner. Both stretch legs to touch shoe bottoms. Join hands; both try to sit up straight; if not, move your feet wider. • One partner lean forward slowly, the other lean back slowly. • Switch! Can you rock back and forth with your partner? <p>11. Rowboat</p> <ul style="list-style-type: none"> • Sit on ground facing each other. Both bend knees and join hands. Scoot forward until your feet overlap, (one partner’s on outside, other inside). • One partner lies back until shoulders touch the ground, then the other partner lies back. • Can you and your partner each lay back 5 times?

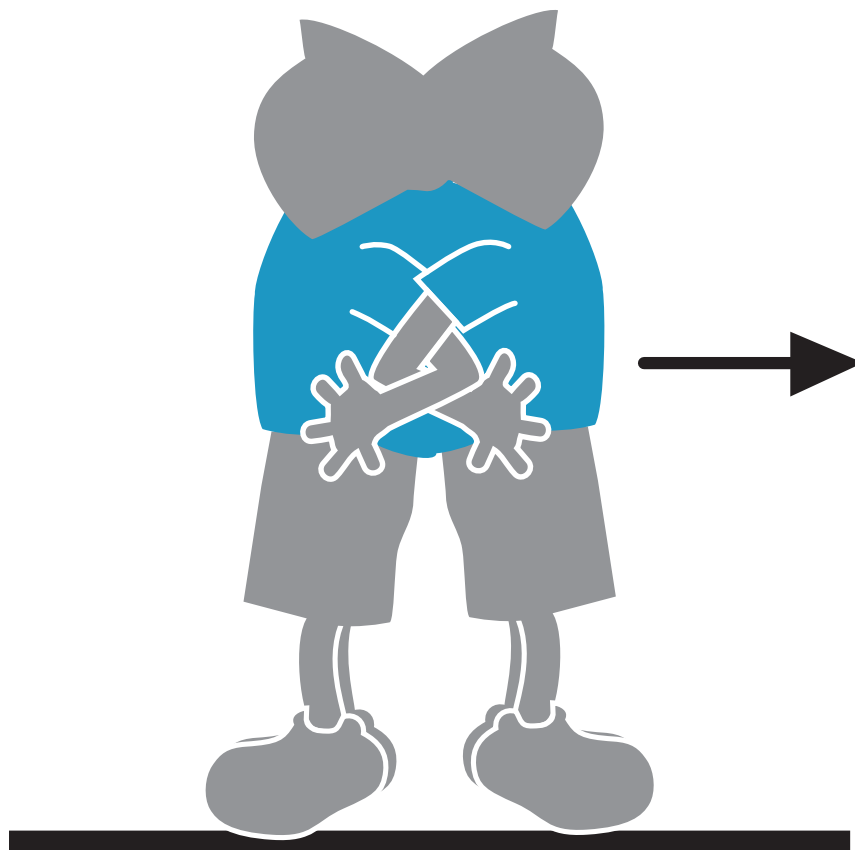
SHADOW WALK ACTIVITY 1



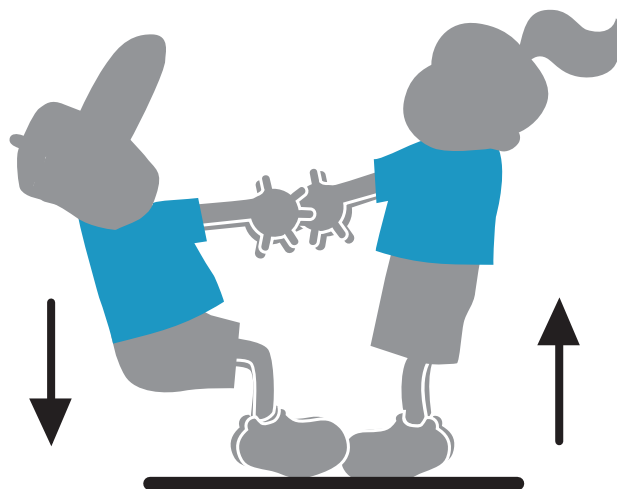
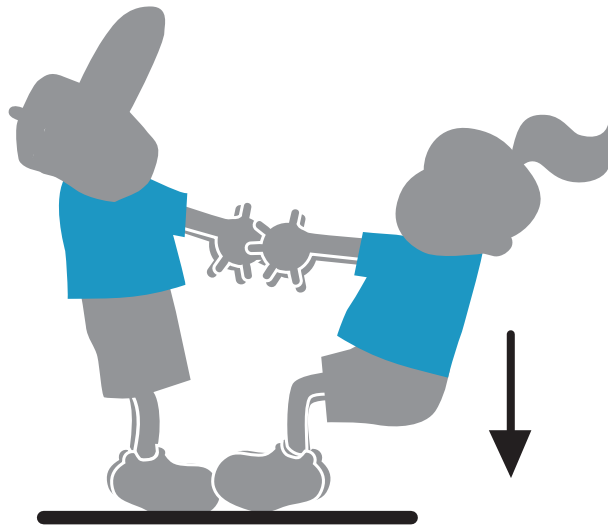
SHADOW HOP AND SKIP ACTIVITY 2



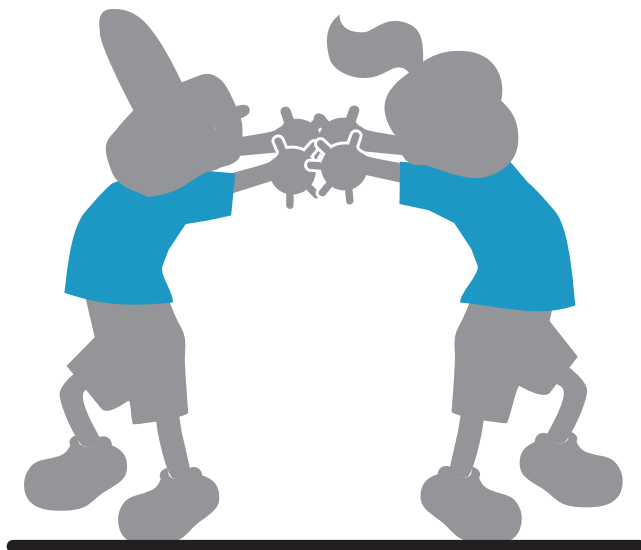
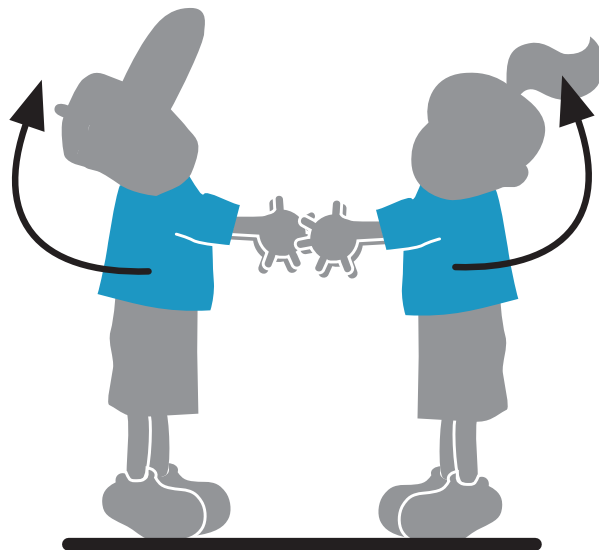
SHADOW BACK-TO-BACK ACTIVITY 3



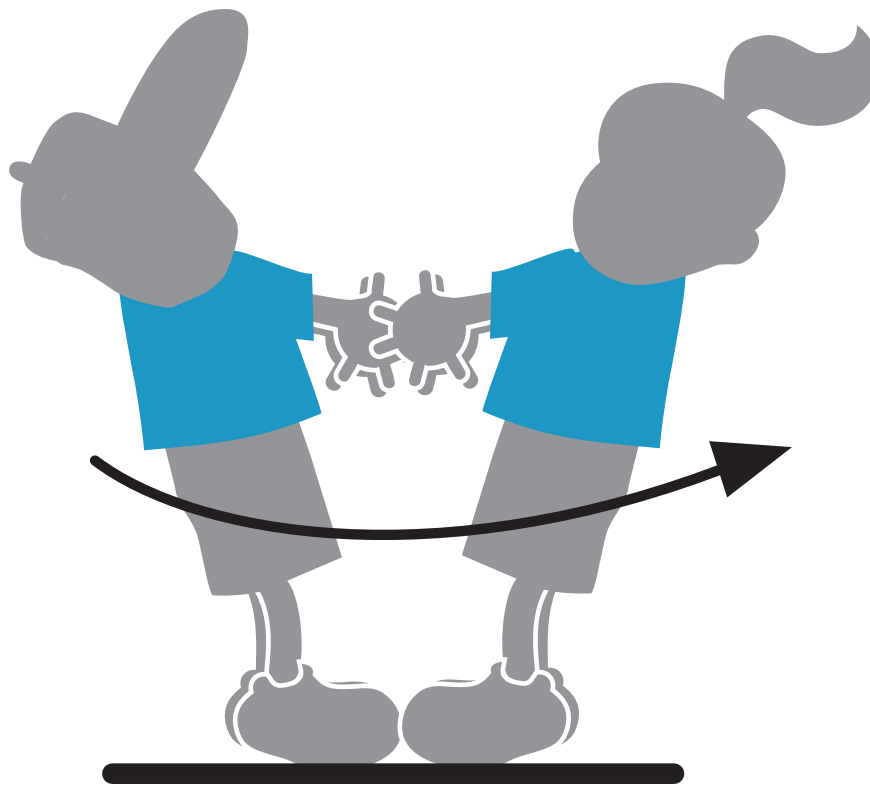
SEESAW ACTIVITY 4



WRING THE DISHRAG ACTIVITY 5



DOUBLE TOP ACTIVITY 6



PARTNER TOE TOUCH ACTIVITY 7



LEAP FROG ACTIVITY 8

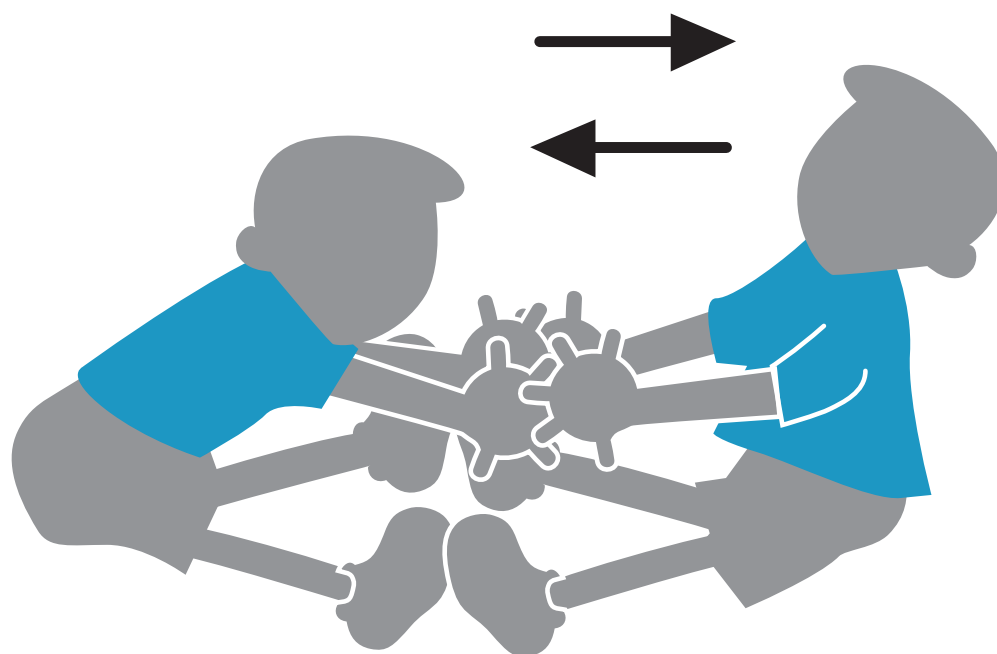


PARTNER BACK-TO-BACK GET UP ACTIVITY 9

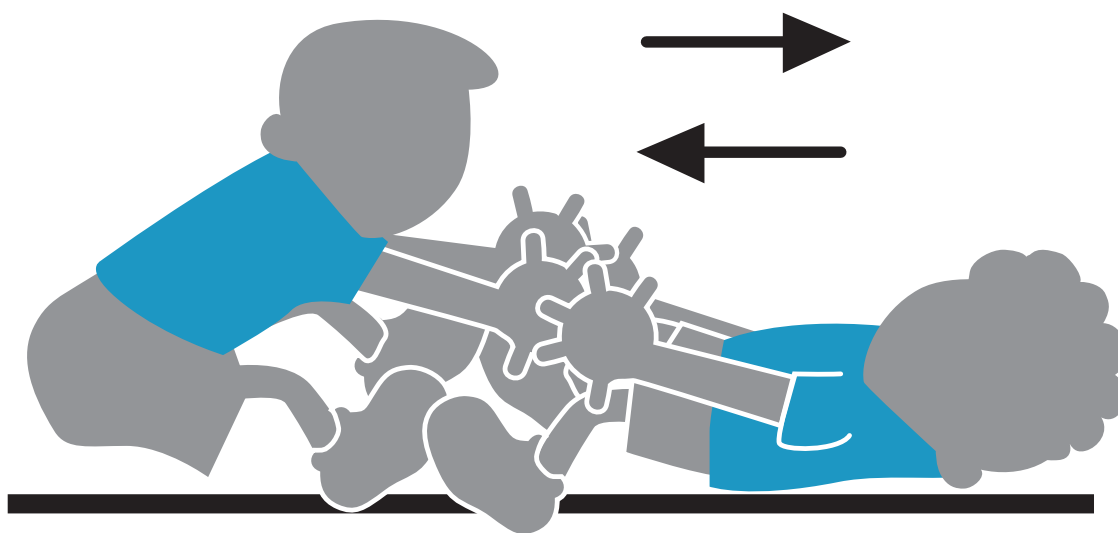


PARTNER ROCK AND ROW

ACTIVITY 10



ROWBOAT ACTIVITY 11



ACTIVITY	WHAT YOU DO	WHAT YOU SAY
SIMON SAYS	<ul style="list-style-type: none"> • With 5 minutes before cool-down, play "Partner Simon Says." • Similar to regular Simon Says (students only do task if "Simon Says" precedes it). Teacher is Simon. 	<ul style="list-style-type: none"> • To review the stunts we learned today, we'll play "Simon Says." • If I say, "Simon Says jump side by side with your partner until the music stops," do exactly that. • But if I say, "Join hands with your partner and leap together 3 times," jog in place instead – because I must say Simon Says first. <p>Examples for "Simon Says:"</p> <ul style="list-style-type: none"> • Partner Walk: Forward 4 steps. • Wring the Dishrag: 2x in each direction. • Seesaw: Each partner goes up twice. • Leapfrog: Each partner jumps 3x. • Partner Squat and Stand: 5x.

WE: INSIDE - COOPERATIVE FITNESS

OBJECTIVES

- Flexibility
- Lower and upper body strength
- Cooperation
- Balance

EQUIPMENT

- 1 8" foamball/2 students
- Assortment of other balls (varying sizes, shapes, weights)
- Music and player

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

TWIST-N-TURN



- Pairs with 1 ball, scattered within boundaries.

- Call switch to prompt students to exchange the ball in the other direction.

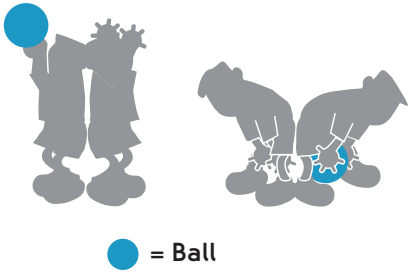
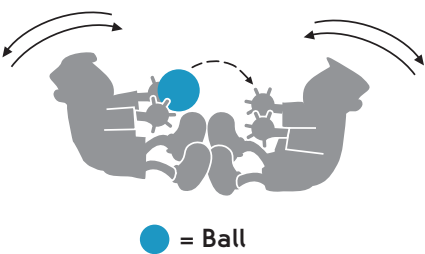
Health Integration:

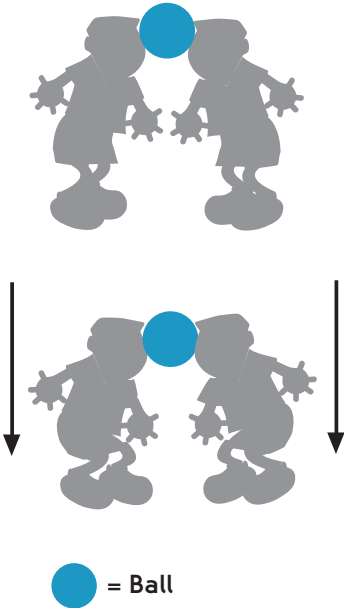
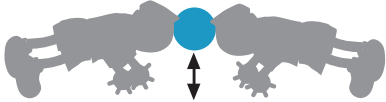
- In the classroom, discuss the importance of warming up before activity; and how being active helps all subjects (e.g., healthy students are better learners).

- "Twist and Turn" is a cooperative ball activity.
- The object is to work with your partner so you don't drop the ball!
- Back-to-back; bend knees slightly, point hips forward.
- Turn to 1 side, hand the ball to your partner. Partner receives the ball, turns in the opposite direction, and gives it back to you on other side.
- When you hear, "SWITCH!" pass the ball in other direction.
- Begin slowly for a warm up. We'll increase the pace quickly and allow you to select a different ball to play with.

Challenges:

- How many handoffs can you do in 20 seconds? Count them. Ready, go!
- How quickly can you do 10 handoffs?
- Choose a different ball and we'll try the challenges again.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>BEND-N-STRETCH (WITH SEQUENCING)</p>  <p>● = Ball</p>	<ul style="list-style-type: none"> • Remind students the object is to not drop the ball. • Challenge pairs to work on a smooth exchange. • Acknowledge pairs working well together and solving problems. • Explain the term sequence during cool down 	<ul style="list-style-type: none"> • Choose a different ball, then stand back to back, now 2' from your partner. • Exchange the ball with arms extended overhead, then bend at the waist and exchange the ball again between your legs. • Practice slowly first; be careful to not bump heads. <p>After Trials:</p> <ul style="list-style-type: none"> • You've learned 4 moves: Twist, turn, bend, and stretch. • On my "Go," you and your partner will have 1 minute to sequence the 4 moves. Mix up the order and have fun. • Be ready to perform your sequence without any stops or drops.
<p>GIVE AND TAKE</p>  <p>● = Ball</p>	<ul style="list-style-type: none"> • Have students do this activity on a soft surface. No cement or tile flooring. • After practice and challenges, instruct Partner Scoot Back. 	<ul style="list-style-type: none"> • Sit on the floor, face your partner with knees bent, feet flat on the ground. • Give the ball to your partner, then, both lie down at the same time. Return to starting position together and take the ball back. • How many times can you and your partner exchange the ball in 15 seconds? • How quickly can you and your partner exchange the ball 10 times? • We're ready for Partner Scoot Back. • When you and your partner make 2 successful exchanges, each scoot back. • How far back can you go in 1 minute?

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>PARTNER PINBALL</p>  <p>● = Ball</p> 	<ul style="list-style-type: none"> • Pairs standing with a ball. • Challenge pairs to add-on until they can sequence squat and stand; squat and touch 10; squat, touch 10, bridge; squat touch 10, bridge, pushup! 	<ul style="list-style-type: none"> • This activity has 4 parts and each one is more challenging. We'll learn one part at a time and keep adding on. 1. Squat and Stand: Can you pin in the ball between your foreheads and hold it for 5 seconds? Can you squat and stand without dropping the ball? Three – 5x? Five or more? • If you're ready for another challenge, try Touch 10! If not, keep practicing Squat and Stand. 2. Touch 10: Can you and your partner pin the ball, squat together, then touch all 10 finger-pads to the floor without dropping the ball? • If you're ready for another challenge, try the 4-Point Bridge! If not, keep practicing Touch 10. 3. Four – Point Bridge: Can you and your partner squat, touch 10, extend your legs to create a 4-point bridge, bring them in, and stand without dropping the ball? • If you're ready for another challenge, try the Pushup! If not, keep practicing the 4-Point Bridge. 4. Partner Pushup: Can you and your partner squat, touch 10, bridge, then do a pushup together and stand; all without dropping the ball? • Keep practicing and try and move up a level.

WE: INSIDE - LOW COMPETITION FITNESS

OBJECTIVES

- Hand-eye coordination
- Reaction time
- Upper-body strength
- Nutrition integration

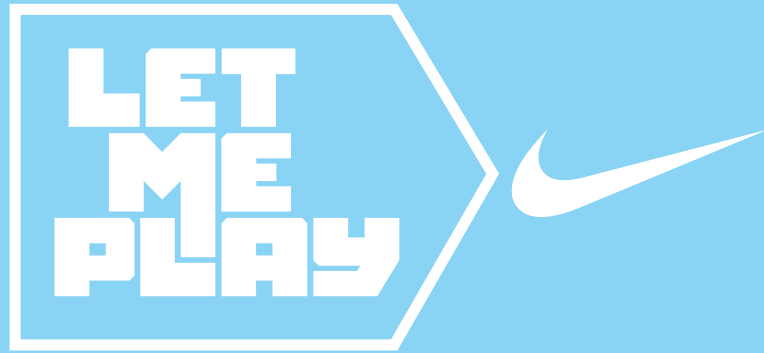
EQUIPMENT

- 4 hoops
- 1 beanbag/2 students
- 1 rag softball or tennis ball/2 students
- Assortment of small, soft balls and/or beanbags, misc. other equipment for stations
- Music and player

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TAKE 5	<ul style="list-style-type: none"> • Place a hoop in each corner of the activity area (20x20 paces). Set softballs in each hoop. • After instruction, pair students, and send 1 to select a ball and return to partner. • Scatter pairs inside boundaries on hands and knees facing each other; their ball between them, and within reach. • Lead activity first with everyone on hands and knees (level 1). Play 3-5x, then cue opposite hands. • Challenge students by introducing 2 more levels: a 4pt bridge (level 2) and a 4pt bridge with 1 hand behind their back (level 3). They choose their level of play. 	<ul style="list-style-type: none"> • In "Take 5", the beanbag represents a serving of fruit. Five servings of fruits and vegetables a day are recommended. • I'll give you different things to do while the music plays. When it stops, reach quickly for the beanbag. Try and take it before your partner does! • First partner to "take 5" shout your favorite fruit or veggie! • Here we go! Everyone on hands and knees, that's our level 1. You know what to do when the music stops. • Who's ready to challenge themselves with another level? Level 2 is a 4pt bridge – the pushup position. Can you hold a straight back while the music plays? • Level 3 is the 4pt bridge, but with 1 hand behind your back! That's the hand you take the ball with when the music stops. Choose your level, here we go!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>TAKE 5 (CONTINUED)</p>	<ul style="list-style-type: none"> • Allow students to exchange their beanbags for different size, shape, weight, balls. <p>Tip:</p> <ul style="list-style-type: none"> • Have students practice “Fitnessgram Style” abdominal curls. <p>Extensions:</p> <ul style="list-style-type: none"> • Beanbag Hockey: Pairs on hands/ knees or push-up position facing each other. They score a goal by sliding the ball through the arms of their opponent (level 1 or 2). Partner can defend goal with 1 hand. • Cooperate or Compete?: Students play in level 1 or 2 and either shake hands (cooperate), or grasp hands and try to pull the other one over (compete). 	<p>After Trials: (and with new partner):</p> <ol style="list-style-type: none"> 1. Lay side by side facing opposite directions; in “curl-up” position with the beanbag between and within reach of your inside hands. <ul style="list-style-type: none"> • Can you curl-up to the beat of the music? • When it stops, see who can take the beanbag first. <p>Add 1 for Fun:</p> <ul style="list-style-type: none"> • You and your partner have 1 minute to create your own move and be ready to show it! • We’ll divide the class in half. One group will show their way to Take 5 while the other observes and encourages. Then we’ll switch.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TRAVELING TAG TEAM	<ul style="list-style-type: none"> Scatter 1 piece of equipment (1/2 students) inside the perimeter of the activity area, creating a home base for each pair. Pair students; then send them to stand by a piece of equipment. <p>Sample home base activities:</p> <ol style="list-style-type: none"> Beanbag: Toss and catch 1-handed, figure 8 around legs, kick up from foot to hands, toss to self under leg, toss to self behind back, toss-clap-catch, etc. Foamball: Ball handling drills. See ME INSIDE, lesson 3. Stunts and Tumbling: See WE INSIDE, lesson 1. Fitness: See Fun and Fitness Station cards, K-2 section, 3's INSIDE, lesson 2. <p>Sample traveler activities:</p> <ol style="list-style-type: none"> Vary the locomotor skill. If room, add an object to walk and dribble (basketball and/or soccer style) self-toss small foamball or beanbag, jump rope, etc. 	<ul style="list-style-type: none"> How quickly can you stand back to back with someone? One of you is a "traveler", one of you a "homebody"; decide now. Homebodies: Stay at home base and play safely with whatever object is there. Travelers: On my "Go," fast walk around our perimeter in this direction (point). When you return home, high 5 your partner and switch roles. Pairs: When you both finish, move to another piece of equipment and continue. <p>After Trials:</p> <ul style="list-style-type: none"> Travelers: Safe and slow skipping!



WE – Outside

LESSON 1:
THROWING & CATCHING

LESSON 2:
BASKETBALL PASSING

LESSON 3:
WALLBALL

WE: OUTSIDE - THROWING & CATCHING

OBJECTIVES

- Hand-eye coordination
- Underhand/overhand throwing
- Catching

EQUIPMENT

- One rag softball/2 students
- 1 football/2 students
- Assortment of different size/shape/weight balls to throw and catch
- 4 cones for boundaries
- Music and player or whistle

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

UNDERHAND THROW AND CATCH

- Scatter a variety of soft balls (use a variety of sizes, shapes, and weights) outside the perimeter of the activity area (30x30 paces).
- Ensure pairs spread out safely before throwing and catching (5 paces apart).
- Give instructions, then play Back to Back to pair students. Send both to select 1 ball.
- Let children toss and catch for 2-3 minutes. Watch for skill, provide instruction and give feedback as needed.

- Today, we'll be throwing and catching objects of different sizes and shapes.
- Who remembers that we never toss a ball to someone unless we have their attention first?
- Who will demonstrate an underhand throw?

Underhand Throwing Cues:

- Square your shoulders and face your partner, reach your arm back, step towards your partner, then slow toss from low to high.
- We have different balls scattered around the perimeter. On "Go!" skip together to select 1, take it to open space, then practice safe, short, underhand tosses.
- On "Freeze!" whoever has a ball, place it between your feet.
- Who knows the "alligator catch"? Use that 2-hand catch to begin today.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
THROW AND CATCH CHALLENGES	<ul style="list-style-type: none"> • Pose challenges after students warm up for 2-3 minutes. • Allow students 1-2 minutes to practice before presenting next challenge. • Change partners every 3-5 minutes. Have new pairs choose a different size/shape ball. • Allow advanced learners to practice catching with 1 hand. 	<ul style="list-style-type: none"> • I have challenges for you; continue throwing underhand for all of them. <p>Challenges – Can you:</p> <ul style="list-style-type: none"> • Toss the ball so your partner can catch it without moving feet? • Toss it just above your partner's waist? Below their waist? At their knees? Right shoulder? Lt. shoulder? • Toss to 1 side of your partner? The other side? If you catch it 3 times in a row with 2 hands, you can try 1. • Try this sequence: 1st toss high right side, second toss low right side, then high left, finally high right. Catchers, give your partner a target. • Toss high so your partner has to jump to catch it? • Throw so the ball bounces along on ground? Stay low, move your body in front. • How many catches can you and your partner make in 20 seconds? Count (only catches!) out loud. • How quickly can you and your partner make 20 catches? Count; when finished, get to a low level and begin again!

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
HIKING	<ul style="list-style-type: none"> • Teach/demonstrate hiking a ball. (Football AND other objects should be used.) • Play Step Back: If 2 hikes in a row are caught, catching partner takes 1 step back. Remember to switch roles. 	<ul style="list-style-type: none"> • Stand with your back to your partner. Spread your legs (straddle position). Touch the ball to the ground in front of you and look back through your legs at your partner. • Gently toss the ball back to your partner. This is called "hiking." In which sport do players hike? (Football)
OVERHAND THROW AND CATCH	<ul style="list-style-type: none"> • Prompt students to throw overhand, watch to see skill levels and provide feedback as needed. • Repeat the challenges used for underhand throwing. <p>Extensions:</p> <ul style="list-style-type: none"> • Encourage students to try throwing and catching different objects. Have other balls available to them (e.g., wiffle ball, tennis ball, small foamball, etc.). • Step Back. When both partners make a successful catch, they take 1 step back and try again. 	<ul style="list-style-type: none"> • Let's try throwing overhand now. <p>Overhand Throwing Cues:</p> <ul style="list-style-type: none"> • Point opposite shoulder towards partner; reach back with throwing arm, step forward with front foot, swing arm forward and overhead, release ball when it points to your target. • Let's try our challenges again, this time throwing overhand and catching with both hands. • Stop and choose a different ball to play with for our next series of challenges. • When you and your partner each make a catch, stop, pat yourself on the back, and take a big step back. • Two catches in a row earns you both 1 step back. How far back can you and your partner get in 2 minutes? • If you drop the ball don't worry; there's isn't a penalty. Just keep practicing from that distance until you make 2 catches; then you can step back and try again!

WE: OUTSIDE - BASKETBALL PASSING

OBJECTIVES

- Basketball style passing and catching
- Passing and catching other types of balls
- Moving without the ball

EQUIPMENT

- 1 utility ball or junior size basketball/2 students
- Assortment of balls to throw/catch or foot strike/trap
- 4 cones for boundaries
- Whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BASKETBALL PASSES	<ul style="list-style-type: none"> • Play Back-to-Back for pairs; move students to "Partners Face Off" 5 paces apart. • Partners practice basketball style passes back and forth. • Move to instruct and assist those in need. 	<ul style="list-style-type: none"> • Today we'll learn and practice passes used in basketball. <ol style="list-style-type: none"> 1. Chest Pass: Use it when a group-mate is 5 paces (or less) away from you. <ul style="list-style-type: none"> • Hands on sides of ball, fingers spread, elbows out, ball in middle of chest. • Step towards your target, then extend your arms to push the ball away from you; snap wrists outward. 2. Catching a Pass: To receive the ball, call for it by extending your arms in front, showing you're ready. <ul style="list-style-type: none"> • When the ball contacts your hands, bend elbows to absorb the force of the pass. 3. Bounce Pass: Use it to get around a defender in front of you, and when you're passing to someone nearby. <ul style="list-style-type: none"> • Like a chest pass except the ball bounces once. • Extend your arms downward and push the ball towards the floor so it bounces a little more than halfway to your partner. 4. Overhead Pass: Use it to go over defenders, or for a longer pass. <ul style="list-style-type: none"> • Extend your arms overhead. Step towards your target, release the ball when your hands point at the target.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
BASKETBALL PASSES (CONTINUED)	<ul style="list-style-type: none"> • Pose challenges designating type of pass. After trials, have students choose pass to use. • Change partners often. • Review/begin Step Back. 	Challenges: <ul style="list-style-type: none"> • How many catches can you/your partner make in 15 seconds? • We'll do it again; which pairs will improve their scores? • Now, before passing, wrap the ball 1x around waist. • How quickly can you/your partner make 10 catches? When finished, change passes, start again. • Play Step Back! 2 catches in a row, take a step back. How far back can you/your partner get in 2 minutes?

[illegible]

WE: OUTSIDE - WALLBALL

OBJECTIVES

- Striking
- Agility
- Cooperation

EQUIPMENT

- 1 8-10" playground ball/2 students
- Music and player or whistle

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
HAND STRIKING	<ul style="list-style-type: none"> • Scatter pairs within boundaries of activity area (near walls or backboards) 4 paces apart. • Explain/demonstrate striking. • Students "shadow" (without a ball) correct striking form. • Distribute equipment for practice, scatter pairs, and move partners 4-5 paces apart. • Move to "fix leaks" and provide positive-specific feedback. 	<ul style="list-style-type: none"> • Today we're practicing ball striking skills. • Who can name a sport where the players strike a ball with their hand, or with an object in their hand? (Baseball, volleyball, handball, racquetball, tennis, etc.). • First, we'll practice striking technique without a ball. <p>To execute a proper overhead strike:</p> <ol style="list-style-type: none"> 1. Stand with your opposite foot forward. 2. Strike the ball with cupped hand fingers tightly together, not in a fist. 3. Contact the ball primarily with the heel of your hand. 4. Motion is like throwing overhand, but with less "backswing." <ul style="list-style-type: none"> • Strike down on the ball so it bounces first, then up to your partner. • Can you strike so accurately that your partner catches the ball in the air? <p>After Trials:</p> <ul style="list-style-type: none"> • When you and your partner each make a catch, pause and take a step back. Try again from that distance.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>WALLBALL</p> <p>(1 ON 1)</p>	<ul style="list-style-type: none"> • Move pairs to a wall(s). • Give each pair 5-10 paces of wall space. • Players alternate hits, playing cooperatively, trying to keep a rally going. <p>Extension:</p> <ul style="list-style-type: none"> • Straddleball: Combine students to create a circle of 8. Students stand in legs wide (straddle) and sides of feet touching. Object is to score a goal. They do that by striking the ball through the legs of others. Play with 1-3 foamballs at a time. 	<ul style="list-style-type: none"> • Now, we're ready to strike the ball against a wall. • As before, strike down on the ball so it bounces first, then hits the wall. You must contact the ball in the air. • With your partner, take turns striking your ball to the wall. How many in a row can you do? • I'll give you 5-7 minutes to practice, then ask what your longest rally was. <p>Challenges:</p> <ul style="list-style-type: none"> • "How many times can you and your partner strike the ball in 30 seconds?" • "How far from the wall can you and your partner stand and still keep a rally going?" <p>After Trials:</p> <ul style="list-style-type: none"> • Now, after 2 successful hits each, you may try and make your opponent miss.



3's – Inside

LESSON 1:
BINGO AND DANCE JIGSAW

LESSON 2:
FOOTWORK WITH BANDS AND BALLS

3's: INSIDE - BINGO AND DANCE JIGSAW

OBJECTIVES

BINGO

- Sport trivia
- Activity away from school
- Fitness knowledge

PATA PATA JIGSAW

- Rhythm
- Timing
- Cultural awareness

EQUIPMENT

- 1 Bingo card/student
- Pencils/pens
- Music and player
- "Pata Pata," INTERNATIONAL FOLK DANCE MIXER
- Dance cards
- 4 cones for boundaries

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

HEALTHY BINGO

- Call students near; distribute writing tools and Bingo cards to each standing in activity area (20x20 paces).
- Explain game; give students 10 minutes to complete their cards.
- Not all will finish at the same time; have an activity station ready.
- Give Bingo answers during cool-down.
- Change Bingo card activities and play again anytime.

- Today we'll play a game called Healthy BINGO!
- The object of the game is to see how many squares on your BINGO card you can fill in 10 minutes; 1 square at a time.
- Approach anyone in class and pose a question from your card, then do the activity with her/him.
- When you finish, initial each other's cards and move to another person.
- A person may sign your card only once.
- If you have a different person's initial in every square, say "BINGO!" I'll check your work for accuracy.
- I'll have a task for people to do when they finish.

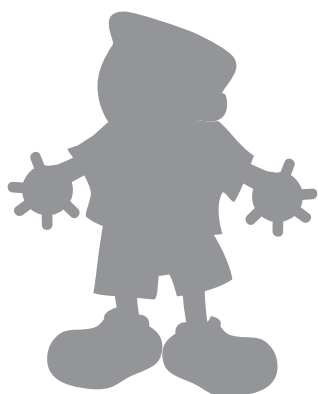
LET ME PLAY HEALTHY BINGO

The object of the game is to fill your Bingo card! You do that by doing an activity with a classmate. When you finish, sign each other's squares. **Each person may sign your card only once.** Can you fill all your squares before time is up? Good luck and have fun!

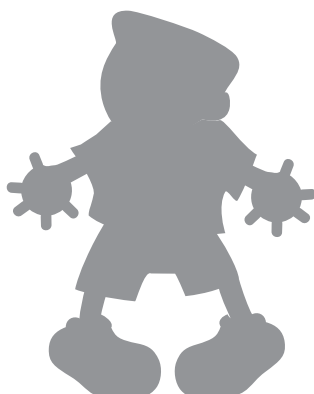
Show each other your home run swing. Batter up!	Jog together around our activity area 1 time.	Both do 10 push-ups each (best form).	One strike a muscle pose while the other takes a picture! Switch.	Do 15 curl-ups or crunches together.
Power-walk together and visit all 4 corners of our activity area.	Each name 2 healthy breakfast foods.	Together, fast walk the width of our activity area.	Shout how many servings of fruits and vegetables are recommended each day!	Show what downhill skiers look like. Now cross country ski.
Tell each other your favorite sport or activity and say why it's your favorite.	Together, do 10 jumping jacks starting and stopping at the same time.	FREE SPACE ANYONE CAN SIGN THIS SPACE!	Each say 1 place you like to play and be active – away from school.	Each name 1 important safety tip for bike riding.
Together, skip or side-slide to each corner of our activity area and back.	Each balance on 1 foot, opposite leg resting on knee, for 15 seconds. Switch feet	You're both on a swim team; pretend your swimming for a Gold medal for 15 seconds!	Together, pretend rope jump 20 times.	Each of you dance and leap gracefully for 15 seconds.
Tell each other 2 favorite fruits and 2 favorite vegetables.	Gallop the width of our activity area at a low level.	Together, name 5 benefits of physical activity.	Skip to touch all 4 sidelines of our activity area then high 5 each other.	Each say a favorite healthy thing to eat for lunch at school.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
PATA PATA JIGSAW (DANCE FROM AFRICA)	<ul style="list-style-type: none"> • Play Mingle-Mingle to create groups of 3. Scatter them within activity area 20x20 paces. • Have students number themselves 1, 2, or 3 (in each group). • Send the 1's to a corner with a dance card (pages to follow). They read and practice the first part of the dance. Do the same with the 2's and 3's. • On cue, all return to their original group of 3 and teach their parts in sequence (e.g., 1's go first, then 2's, etc.). • Then, the class does the dance together with the music. • This is a wall dance. Students will stand in one spot to perform it, but turn and face all 4 walls many times before it's over. <p>Social Studies Integration:</p> <ul style="list-style-type: none"> • In the classroom, find the African continent on the world map; and show the location of South Africa. 	<ul style="list-style-type: none"> • This dance is called "Pata Pata" It comes from Africa. • You will actually teach the dance to one another using the "jigsaw" technique. It's like putting the pieces of a puzzle together! • When I say "Go!" all the wonderful 1's go to this corner (point) with your dance card. Learn the steps and be ready to go back and teach them to your group of 3. • Terrific 2's go here (point), tremendous 3's there (point). • I'll move to help any groups that need it. • After 5 minutes or so, I'll call everyone in; we'll put the pieces of our puzzle together and do Pata Pata with the music. • Facing a new direction, the dance begins again from the first part!

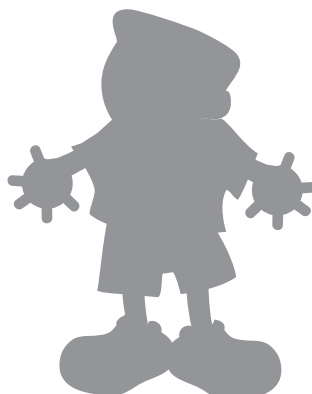
PATA PATA PART 2



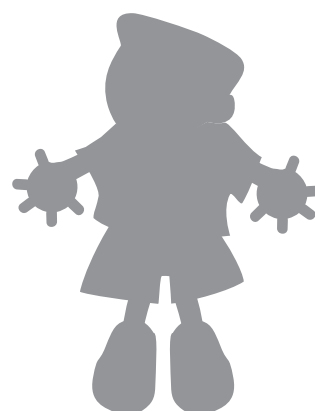
POINT TOES OUT



MOVE HEELS OUT



MOVE HEELS IN



MOVE TOES IN

FIRST PART

1. STAND WITH YOUR FEET TOGETHER.
MOVE YOUR RIGHT FOOT OUT TO
2. YOUR RIGHT SIDE AND BACK 2XS.
3. DO THE SAME WITH YOUR LEFT
FOOT: OUT, IN, OUT IN.

NOW, PRACTICE BOTH TOGETHER, RIGHT FOOT FIRST.

CAN YOU ADD A MOVEMENT FOR YOUR ARMS?

THINK OF HOW YOU'RE GOING TO TEACH IT TO YOUR
ORIGINAL GROUP OF 3.

SECOND PART

1. STAND WITH YOUR FEET TOGETHER.
2. POINT YOUR TOES OUT LIKE A DUCK.
3. GO UP ON YOUR TOES, THEN MOVE YOUR HEELS OUT
4. MOVE YOUR HEELS BACK IN
5. MOVE YOUR TOES BACK IN.
6. YOU'RE STANDING WITH YOUR FEET TOGETHER AGAIN!

KEEP PRACTICING UNTIL YOU CAN DO IT SMOOTHLY – THIS SECOND PART IS TRICKY.

ONCE YOU KNOW IT, THINK OF HOW YOU'LL TEACH IT TO YOUR ORIGINAL GROUP OF 3.

THIRD PART

1. LIFT YOUR RIGHT KNEE 2XS.
2. KICK YOUR LEFT FOOT FORWARD 2XS.
3. DO A $\frac{1}{4}$ JUMP TURN TO YOUR R, PAUSE 1 COUNT, THEN CLAP!

PRACTICE UNTIL YOU CAN DO IT FLUIDLY WITHOUT ANY BREAKS.

THINK OF HOW YOU WILL TEACH THIS PART TO YOUR ORIGINAL GROUP OF 3.

3's: INSIDE - FOOTWORK WITH BANDS AND BALLS

OBJECTIVES

- Rhythm
- Timing
- Balance
- Cardiovascular fitness
- Muscular strength
- Endurance
- Cultural awareness

EQUIPMENT

- 1 pair movement bands/4 students
- Music and player: "Around the World"
RED HOT PEPPERS
- 1 paper ball/student
- **Optional:** Trash cans, waste paper baskets

ACTIVITY

WHAT YOU DO

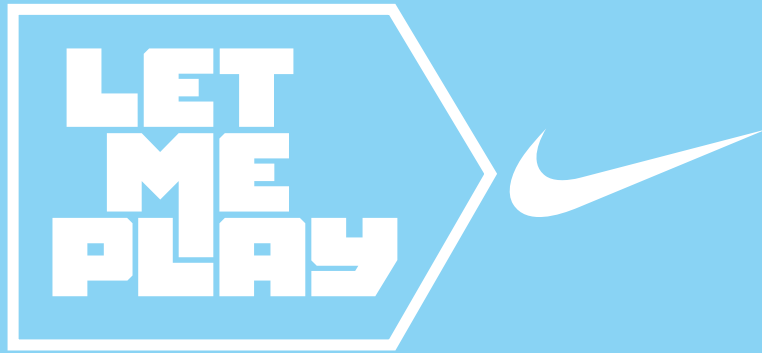
WHAT YOU SAY

TINIKLING

(DANCE FROM THE PHILIPPINES)

- Explain the cultural significance of the dance.
- Or, call the activity "movement bands" and emphasize the fitness aspect. Change name from "dancer" to "jumper."
- Create groups of 4-5; scatter them within activity area (20x20 paces).
- Tinikling is the national dance of the Philippines, and tells the story about the Tinikling bird.
- The dance illustrates the long-legged bird's attempt to "test the waters" in the rice patties. It gently places 1 leg, then the other, inside the poles of traps set by rice farmers.
- Instead of poles, we will use "movement bands."
- "Mingle-Mingle 4's." Choose a leader to select a pair of jumpbands for your group.
- Two of you start as "enders." Place the bands over your ankles. Stand facing your partner; stretching the bands so they don't sag in the middle.
- All others are "dancers" who move between the bands.
- Everyone will have a chance to be an ender and a dancer.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
TINIKLING (DANCE FROM THE PHILIPPINES)	<ul style="list-style-type: none"> When both enders and dancers understand the rhythm, put all parts together <p>Extensions:</p> <ol style="list-style-type: none"> Easier Option: Dancers JUMP IN, STRADDLE OUT, in opposition to the enders footwork. High Five: While 2 dancers face each other and perform the basic step, they tap their own legs on cts. 1, 2, then high five their partner on cts. 3, 4. Crossover: Overlap 2 sets of bands and form a group with 4 enders and 4 dancers. Dancers stand in corners and travel "Around the World" doing the footwork from corner to corner. Jaws: When bands overlap, the middle opens wide then closes. Dancers run through the middle when the "shark" opens its jaws! <p>Social Studies Integration:</p> <ul style="list-style-type: none"> In the classroom, discuss the differences between islands (like the Philippines), peninsulas, countries, and continents. 	<ul style="list-style-type: none"> First, we'll all pretend to be Enders with bands around our ankles, and practice the Enders moves together: <p>Enders:</p> <ol style="list-style-type: none"> Jump 2xs with feet out in straddle position, then 2xs with feet together. Out, out; in, in! Again, out, out; in, in! Let's keep it going. <ul style="list-style-type: none"> This will repeat many times. How many times can you do it without a miss? Dancers, practice your moves first with the enders holding still and their feet apart. Now let's all pretend to be Dancers. <p>Dancers:</p> <ol style="list-style-type: none"> Stand along the R side of band with your L foot closest to it. Step LR between the bands. Then hop on your left foot 2x outside the bands. <p>Now back the other way!</p> <ol style="list-style-type: none"> Step RL between the bands Then hop on your R foot 2x outside the bands. <ul style="list-style-type: none"> You're back where you started from. Try again and keep it going! This is your basic step: LEFT-RIGHT, LEFT-LEFT; RIGHT-LEFT, RIGHT-RIGHT! When your group is ready, put it all together. Enders and dancers jumping and hopping at the same time. <p>After Trials:</p> <ol style="list-style-type: none"> Now we are ready to add music. Can you keep the beat to the music? Which group is ready to create a routine?



3's – Outside

LESSON 1:
THROW, STRIKE, RUN GAMES

LESSON 2:
3 CATCH GAMES

3's: OUTSIDE - THROW, STRIKE, AND RUN GAMES

OBJECTIVES

- Throwing
- Catching
- Fielding
- Striking
- Cooperation

EQUIPMENT

- For every 5 students: 2 large and 2 small cones
- 1 rag softball
- 1 football
- 1 foamball
- 1 bat
- **Optional:** 1 batting tee an assortment of other objects to throw and catch

ACTIVITY

WHAT YOU DO

WHAT YOU SAY

THROW AND RUN GAMES

- Designate an area 10-20 paces wide for each group of 5.
- Create groups of 5. One ball/group; (pitcher, catcher, "batter," and 2 fielders). Can play with a 3rd fielder if needed (group of 6).

Explain/demonstrate game.

- There are no fly ball outs; the relay to home plate must be executed to record an out.

- It doesn't matter what order fielders throw in, only that everyone in the field catches the ball on each play.

- Adjust running cones to create close plays at the plate.

Extensions:

- Play 1st with a small foamball, then switch to rag softball, football, flying disc, vortex, anything fun to throw and catch.
- Give groups choice of "sport" (equipment) to play on their field.

- To practice throwing and catching, we'll play a fun and active game called, "Throw and Go."

- See the long, thin field in front of you? There are 2 sidelines marked by small cones, and a larger cone 20 paces away from home. That's the running cone.

Let's watch a demonstration:

- **Pitcher:** Toss the ball underhand to the "batter."
- **Batter:** Catch the ball and throw it anywhere in bounds. It must go at least to the pitcher (no bunts). There is no end line, throw as far as you wish. After your throw, run around the cone and back to home plate before the fielders relay the ball in.
- **Fielders:** Field the thrown ball and toss or throw (don't run) it to each one of your group-mates. Last person with the ball tries to throw it home before the runner!
- After each "batter" runs, rotate positions clockwise towards the catcher – in the shape of a question mark.

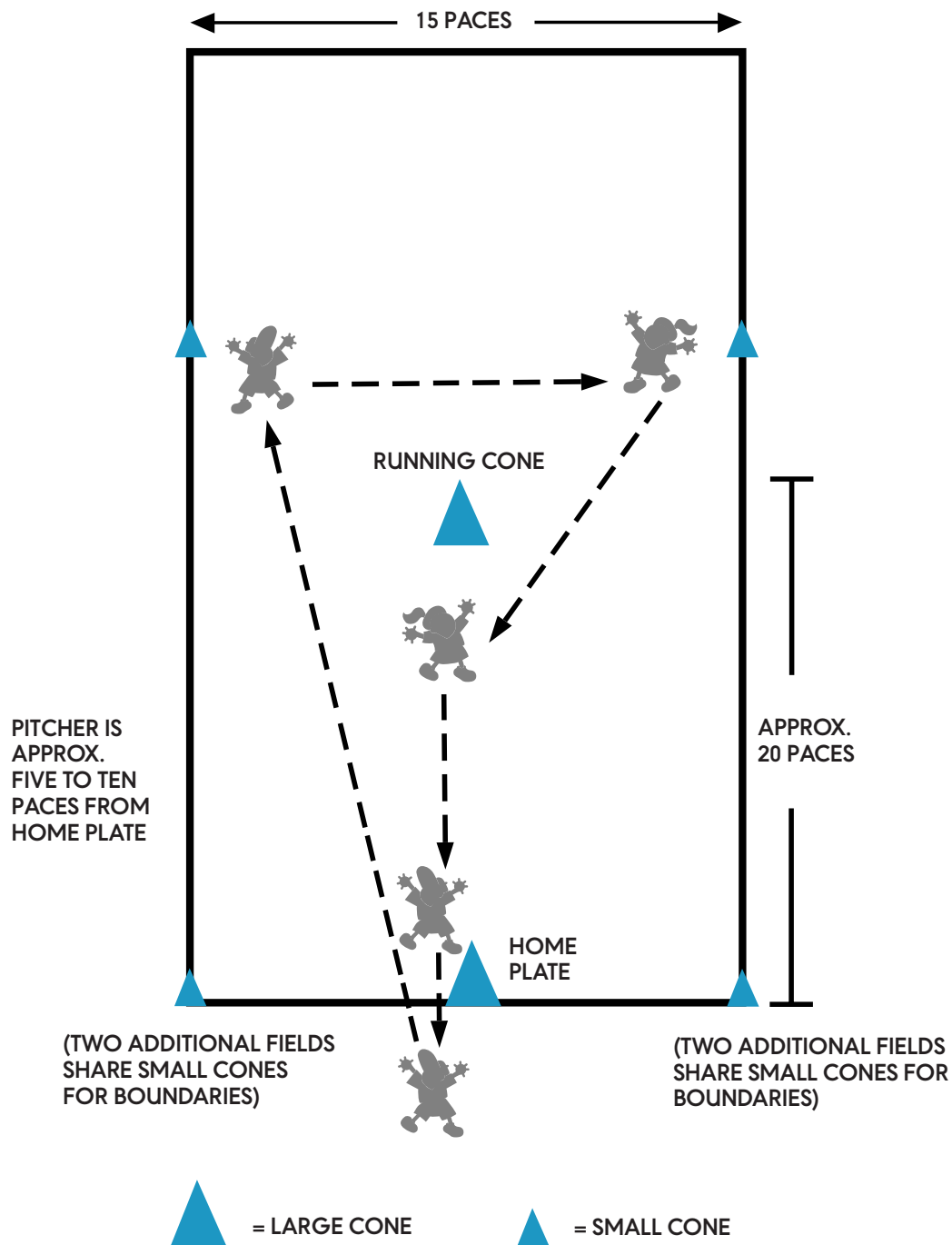
The faster you rotate, the more turns at bat you'll have.

After Trials:

- If you think you can make it around the cone more than once, go for it!

THROW-AND-RUN GAMES

ARROWS INDICATE CLOCKWISE ROTATION
OF PLAYERS AFTER EACH TURN



ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>STRIKE AND RUN GAMES</p>	<ul style="list-style-type: none"> • This game is played like Throw and Run except students bat the ball instead of throw it. • Allow batters to choose whether they hit off a tee, self-toss and hit, or hit a pitched ball. • No more than 3 pitches or 3 tee attempts per batter, even if ball is hit foul. <p>Extensions:</p> <ul style="list-style-type: none"> • When competent, have outfielders move to line up (all throws go in a straight line) the relay to the catcher. • Play same game with different sports and skills to strike the ball into play (e.g., kickball, soccer, hockey, tennis racket, etc.). 	<ul style="list-style-type: none"> • This game is played like Throw and Run except we will use bats to put the ball in play, instead of throwing it. The rotation is the same. • After all have thrown and caught in the field, whoever has ball last throws it to the catcher for the play at the plate! • All this must happen before the runner gets home! • No fly ball outs. • Rotate positions (as in Throw and Run) quickly after batter has scored or is declared out. • The faster you rotate, the more turns at bat you get!

3's: OUTSIDE - 3 CATCH GAMES

OBJECTIVES

- Throwing
- Catching
- Faking
- Defending

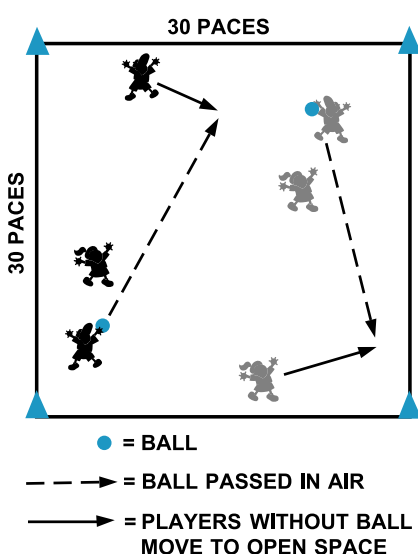
EQUIPMENT

- 1 foamball/3 students
- 1 pinnie/2 students
- 15 cones
- Whistle
- **Optional:** Assortment of other balls/objects to throw and catch (e.g., basketball, football, softball, soccer ball, hockey sticks 1/student, and hockey pucks/balls 1/2students)

ACTIVITY

KEEP AWAY

(2 ON 1)



WHAT YOU DO

- Create "Grids" (squares 15x15 paces) in activity area.
- Play Mingle-Mingle to form groups of 3. Place 2 groups in each grid.
- Explain/demonstrate activity. Have groups play first with a foamball.
- Rotate defenders every minute to provide equal opportunity.

Advanced Learners:

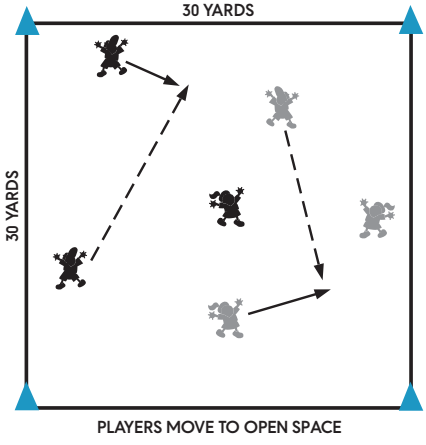
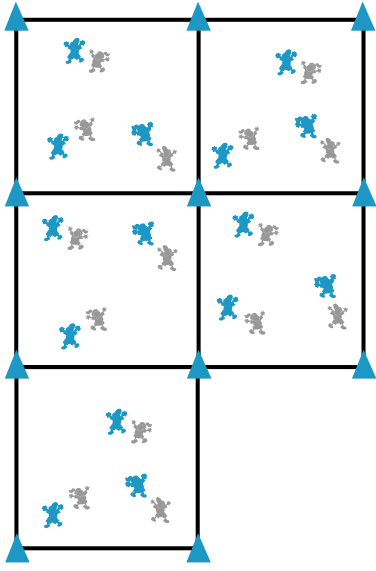
- Middle persons score 1 point if ball is thrown over their heads – or – if they deflect/touch the ball.

WHAT YOU SAY

- In groups of 3, 2 are on offense (with ball) and 1 plays defense (without ball). This is "Keep Away 2 on 1."
- If the ball is in your possession, you are a passer. If you don't have the ball, you are a receiver.
- **Passers** (person with ball first): Pivot to get a clear throw, wait for your receiver to get open, lead her/him. Fake high and pass low. Fake low and pass high.
- **Receivers** (offensive player without ball): Move into open space; give passer a target, watch for the ball.
- **Defenders:** Stand at least 3' from person with ball, not in the middle. Try and deflect pass.

After Trials:

- If you don't have the ball, run a 45 degree angle cut towards the passer. Practice the give and go.

ACTIVITY	WHAT YOU DO	WHAT YOU SAY
<p>3 CATCH LEAD-UP (PASSING TO A MOVING TARGET)</p> 	<ul style="list-style-type: none"> • Explain/demonstrate activity. Have groups play first with a foamball. • Teach the “SPARK Principle of 3’s.” Answer is always 3 (e.g., stand 3 ft. from person w/ball, pass in from out of bounds within 3 sec., take 3 steps w/ball, etc.). 	<ul style="list-style-type: none"> • The object is to make 3 catches; each to a different member of your group. • Everyone in your group is on offense; there is no defense for this drill. • Use the cuts and moves you’ve practiced to get open and receive a pass. • Practice well because soon there will be a defender shadowing you. <p>After Trials:</p> <ul style="list-style-type: none"> • The person with the ball cannot take more than 3 steps before passing it, or hold it for more than 3 seconds.
<p>3 CATCH GAMES</p> 	<ul style="list-style-type: none"> • Groups of 3 play against each other, 1 game per grid; 1 ball per game. • Explain/demonstrate game. • Assign half the groups to wear pinnies (to designate from one another). • Scorekeeping optional. <p>Extensions:</p> <ul style="list-style-type: none"> • Play with different balls and skills (e.g., 3 catch basketball or flying disc; 3 trap soccer or hockey). • Add a shot: After 3 catches/traps, group may take a shot on goal (e.g., basketball, soccer, hockey, etc.). 	<ul style="list-style-type: none"> • The object of the game is to make 3 catches, each to a different member of your group. • Group wearing pinnies begins with the ball in the center of the grid. Each defensive player shadows a different person, staying at least 3 ft. away at all times. • If 3 catches are made, that group drops the ball immediately. Other team picks it up and tries to make 3 catches. • Whichever group touches the ball last has possession. • Count your catches out loud. • Remember the Principle of 3’s! Defenders guard no closer than 3 ft; person w/ball may take only 3 steps; passes must travel at least 3 feet; hold ball for only 3 seconds, time to throw in from out of bounds is only 3 sec

MR. PAUL ROSENGARD (with SPARK since 1990): Is the Executive Director of the SPARK Programs of San Diego State University (also a division of Sportime, a member of the School Specialty family of companies) and he instructs future teachers at the University of California, at San Diego where he has been a faculty member since 1996. Mr. Rosengard is known for his extensive work as a physical activity interventionist, having contributed as an intervention director, consultant and trainer for a number of benchmark national studies/projects including SPARK, TAAG, M-SPAN, Pathways, PEACH, OPprA, OPI, POPI, and the NikeGO campaigns. Mr. Rosengard was appointed the first Deputy Director of the CA Governor's Council of Physical Fitness and Sports (1996) and served as a key member on the education committee for many years. He was selected as one of 20 Special Advisors to the new Governor's Council in the current administration. Mr. Rosengard is nationally known for his creative writing and innovative pedagogical methods, which have been proven effective in improving physical activity programs, teacher effectiveness, and student outcomes. To date, he has over 25 publications in professional journals, has authored or co-authored 16 curriculum books for teachers, and conducted more than 375 professional workshops and conference presentations worldwide, many as a featured or keynote speaker. Mr. Rosengard is quoted frequently in magazines and newspapers and seen on television (most recently on Good Morning America) and professional videos.

DR. THOM MCKENZIE (with SPARK since 1989): Is a Professor in the Department of Exercise and Nutritional Sciences at San Diego State University. Thom is a former school health and physical education teacher, administrator, coach and athletic director. He has authored or co-authored over 130 refereed papers and book chapters and has presented over 300 papers on physical activity, physical education, teacher/ coach training, and applied psychology. Thom is a Fellow of four professional organizations, including the American Academy of Kinesiology and Physical Education and the American College of Sports Medicine. He received the "Curriculum and Instruction Honor Award" from NASPE in 2006 and was AAHPERD Alliance Scholar in 2003. His work is also recognized internationally, and in 2003 was awarded the AIESEP Olympic Committee President's Prize for research and program development. Thom is an investigator on three long-term, multidisciplinary research projects funded by the National Institutes of Health, was recently appointed to the Science Board, President's Council on Physical Fitness and Sport.

DR. JAMES SALLIS (with SPARK since 1989): Is a SPARK founder and serves as a valued Consultant. Jim is a Professor of Psychology at San Diego State University and was the Principal Investigator for Project SPARK. His major professional interest is developing and evaluating programs to improve physical activity and other health habits, for which he has received grants in excess of \$15 million. Jim has authored or co-authored more than 400 refereed articles and book chapters on health and behavior, most of these on physical activity and sport. He has presented more than 350 papers on health and behavior at professional meetings on four continents and is a consultant on health promotion for various national granting agencies, research studies, companies, and government agencies. Jim was on the Editorial Board for the 1996 Surgeon General's Report, Physical Activity and Health.

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