Acknowledgements

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Introduction

Welcome to the HEALTHY study! We are excited that you have chosen to participate in such an important project. The HEALTHY study will help us in designing and implementing the best possible programs in school for improving our children's health. By participating in this study, you will help us learn the impact of moderate to vigorous physical activity in a typical physical education class on children’s health. We hope that this handbook will help you find new and innovative ways to get students to become more active in P.E. With your help, we can figure out a way to get ALL students physically active!

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3223 N Broad Street  
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  - PE Messages: What’s up with Water
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How to Use this Handbook

This handbook contains the intervention unit plans.

Sections 1, FLOW
This section is an introduction to the Fitness Laboratory on Wheels, a series of activities which will be included in all Unit Plans.

Sections 2–11, Unit Plans
This section contains the four core unit plans (i.e., fitness, basketball, soccer, and handball) and seven optional unit plans. Unit-specific appendices precede the last lesson in some units. All task cards for other than HRPA activities are included in the appendix of each Unit.

Section 12, Activity Cards
This section contains 12 optional activities, which were designed to increase MVPA.

Section 13, General Appendices
The general appendices contain the following sections:
1. Glossary of Terms
2. In-class Messages
FLOW

FLOW (Fitness Laboratory on Wheels)

- FLOW is a circuit training activity designed with 6 stations incorporating health-related fitness components and skill development:
  1. Cardiovascular Fitness I
  2. Upper Body Strength/Muscular Strength
  3. Theme Based Skill Development
  4. Cardiovascular Fitness II
  5. Power/Agility/Speed/Flexibility
  6. Lower Body Strength/Muscular Endurance

FLOW Equipment

- FLOW stations are set-up for 60 students to participate simultaneously. If there are more than 60 students per class, you can create additional stations, or have half the class doing FLOW and other half working on a different activity.
- The stations, activities, and equipment are merely suggestions and invite individual teacher creativity and innovation.
- Safety is constantly in the forefront of considerations in FLOW. Some equipment needs specific safety direction, and some stations may require extra supervision.

Teacher and Teacher Assistant Role

- The teacher and teacher assistant are crucial to the success of FLOW implementation. Teachers and assistant are encouraged to:
  - Select equipment, task for each component, amount of time at each station (1-2 ½ minutes), and music to be used.
  - Place the equipment for efficient access to set up for FLOW
  - Provide instruction to the students on:
    1. The specific task to be performed at each station
    2. Safe use of the equipment and consequences for unsafe usage
    3. Procedures for set up and take down of equipment
    4. Start and stop cues
    5. Rotation pattern or direction
  - Maintain a proper station movement sequence through all stations. Timed and/or to music. Direction (rotation pattern), duration (time per station and time for change), and delineation (which activity at each station).
  - Reinforce technique, effort, and improvement among students.

Organizing FLOW Sets

- When planning FLOW, avoid placing especially demanding stations back-to-back. It is best to alternate cardio and power stations to allow recovery. For example: mini steppers, medicine ball, agility ladder, basketball dribble, jump rope, duck walker.
- It is helpful to assign permanent colors to each fitness component and use the same color cone with the FLOW station that develops that area of fitness. This helps with organization and student association between the concept and the activity. For example:
  - Cardiovascular I – red
  - Upper Body Strength/Muscular strength – blue
  - Power/Agility/Speed/Flexibility – orange
Set-Up

To develop teaming and cooperation, the students should set up and break down the FLOW stations. Before class, set out equipment in station “piles” that includes the specific FLOW task card and color-coded cone for easy distribution.

- Divide students into groups of six and assign them a station
- **Note:** The first time students use FLOW they should be instructed where their stations are to be placed, and informed of the equipment necessary for each station. After the first few experiences with FLOW students should be able to accomplish set up with only guidance from the teacher
- The students begin their rotation at the station they set up.
- At the end of the complete rotation, students return equipment to the area(s) designated by the teacher or the teacher’s assistant. Typically to a storage area or the perimeter of the activity area

Examples of FLOW Organization
Have students partner, get equipment, move to proper area, set up equipment, and perform warm-up stretches until the teachers gives the start signal.

On signal, (music, whistle, verbal cue), all students begin prescribed activity at station. Length of time allotted to each station and time between stations is dependent upon the student’s stamina and preparedness for FLOW. Generally, time per station is 1-2 minutes, with 15 seconds to move to next station.

On next signal, students replace equipment, move to the next station and begin activity.

Continue process until all 6 stations have been visited. If using FLOW for an entire period some classes may be able to go through circuit twice or more.

At the end of the activity, have students return all the equipment and the cone from their station to the area prescribed by you or your teacher assistant.

**FLOW Components and Equipment**

1. **CARDIOVASCULAR** (2 stations)
   - Step aerobics
   - Jump Kones
   - Jump Ropes
   - Spot Markers
   - Bounce-N-Hopper
   - Mini Steppers

2. **UPPER BODY STRENGTH/ENDURANCE**
   - Turtl
   - Dumbbell
   - Medicine Ball
   - Mats
   - Physio-Gymnic Ball
   - Exercise Band
   - Ultra Foam Rockets

3. **POWER/AGILITY/SPEED/FLEXIBILITY**
   - Jump Kones
   - Turtl
   - Agility Ladder
   - Physio-Gymnic Ball
   - Shuttle run
   - Mats

4. **LOWER BODY STRENGTH/ENDURANCE**
   - Exercise Mats
   - Turtl
   - Physio-Gymnic Ball
   - Exercise Band
   - Bounce-N-Hopper

5. **SKILL**
   - Teacher’s choice (ex. partner soccer instep pass or volleyball sets w/ partner or basketball keep away – see below)
Turtl Activities:
(explained in the “Introduction to the Turtl“ booklet)

Cando Exercise Band Activities
(Explained in the Dyna-Band booklet)

Physio-Gymnic Ball Activities:
(More activities are in Roll-R-Cise cards)

- **Walk-Out into Push-Up**
  - From a standing position behind the ball, crouch down, place abdomen on top of ball, and roll forward until hands reach the floor.
  - Walk out with your hands until the ball has rolled past your hips and is under your quadriceps
  - Focus on preventing your hips from sagging, and avoid any hip or torso rotation
  - Continue to walk out on your hands until only your feet remain on the ball
  - Complete the movement by doing one push-up, and then walk your hands back in toward the ball

- **Ball Walk-Around**
  - From a standing position behind the ball, crouch down, place abdomen on top of ball; roll forward until your hands reach the ground in front of the ball.
  - Walk out with your hands until only your feet remain on the ball
  - Focus on preventing your hips from sagging, and avoid any hip or torso rotation.
  - Keep your feet on the ball, with the body in a push-up position to maintain a long lever
  - Begin to walk your hands laterally, rotating your body around the ball in a clockwise direction (this is done by picking up right hand and moving it away from your midline, supporting your body weight with your left arm until you replant the right hand)
  - Pick up left hand and move it closer to the right hand
  - Alternate these steps so that your hands will complete a circle around the ball
  - Once you have rotated 360 degrees, perform same movement in a counter-clockwise direction

- **Balance Push-up**
  - Standing behind the ball, place hands shoulder width apart on the ball
  - Shuffle feet back until the chest is over the ball and toes touch the ground
  - Slowly bend elbows to 90 degree angle, do not let hips sag or relax
  - Hold the lowered position for two seconds, keeping shoulders and hips square
  - Extend arms to bring upper body back to set up position

- **Kneeling Roll-Out**
  - Kneel in front of ball; keeping the torso straight, place hands on top of the ball and lift feet up. This allows the knees to be the pivot point
  - Walk your hands out on the ball, moving the both the ball and your arms away from your body
  - Once you feel your abdominal muscles beginning to work, you have established the starting position
  - Keeping hands on the ball, pivot on your knees, bringing torso and hips forward as the ball rolls away from your knees
  - Keep moving until your chest drops down; try to keep your chest as upright as possible, without hyper-extending your lower back (*if you feel any strain in lower back, make sure you are positioned correctly or return to the set-up stage and check body alignment)
  - Hold position at the far reach for two seconds; and then roll back to the starting position

- **Abdominal Crunch**
  - Sit on top of ball and slowly roll forward until your hips move off the ball
  - Continue rolling until your lower back is supported by the curve of the ball; keep your hands beside your ears or across your chest. DO NOT clasp hands behind your heads
  - After setting your position, crunch forward until you are at approximately a 45 degree angle to the ball. It is important to maintain your neutral neck position, not allowing your chin to tuck down as you move
  - Once you have reached the desired angle, slowly lower yourself back to the starting position
  - Continue to do the desired number of repetitions
Abdominal Side Crunch
- Lie across the ball so you are bending laterally, (on your side) over it
- From the supported position, begin crunching laterally until your knees, hips, and shoulders are all in line
- Once your body is aligned, return to the starting position.
- Be sure to extend fully back over the ball

Body Busters
- One ball for every 2 people. Place the fitness ball between each other.
- Try moving with the ball between stomachs while holding hands
- Stomachs not holding hands
- One person walking forward and the other backward using no hands
- One person rotating 360 degrees while the other partner maintains tension on the ball using only the torso
- Both people rotating 360 degrees at the same time
- Side to side while walking
- Back to back
- Start in a sitting position back to back and standing up and back down in a sitting position again
- Start in a sitting position and standing up and rotating to face each other

Agility Ladder Activities:
- Bounce in and out of every space
- Z bounce; bounce in and out to the side, back in and out to the opposite side
- Power bounce; bounce inside every 2 spaces (3 spaces?)
- High Knees #1; run inside spaces with knees high, 1 step in each space
- High Knees #2; run inside spaces with knees high, 2 steps in each space
- 2 Forward One back; bounce over two spaces, then back one space
- Try all the above with hopping
- Try jumping/running patterns while moving sideways

Medicine Ball Activities:
- Partner-to partner underhand toss.
- Partner-to-partner overhead toss.
- Partner-to-partner back to back hand around after every ten handoffs.
- Partner-to-partner back to back over and under and reverse
- Partner-to-partner figure 8; back to back both twist to the right to hand the medicine ball off, reverse and twist left. Reverse after every ten twists.
- One partner lunges forward and hands ball to other partner. Reverse and repeat.
- Sit-ups and hand-offs. Both partners sit up and the student who has the ball hands it to his/her partner.
- Stand five-six feet apart facing partner with their feet apart. Roll the medicine ball to each other

Dumbbell Activities:
- Graphic of person holding weight in proper “ready” position for curl (arms down with elbows at hip bones). Next graphic is person in the “up” position of a curl (Weight parallel to shoulder). Arrow to demonstrate movement of arm.
- Graphic of person with arms bent, weights at shoulder height. Next graphic is person with weights overhead. Arrows to demonstrate movement up and down.
- Graphic of person with weights down at side, feet shoulder width apart. Next graphic is person raising weights even with shoulders, using straight arms. Arms can be in front of body and/or to side.
Fitness 6th Grade : Lesson 1

**LESSON OUTCOMES**
- Introduced to the 4 components of health-related physical fitness.
- Specific knowledge of cardiovascular fitness and its importance.
- Participate in cardiovascular activities.

**EQUIPMENT**
- 1 beanbag, and jump rope per student
- 6 large cones
- Stereo/CDs

**BEFORE CLASS SET UP**
- Arrange jump ropes around the perimeter of the gym, 1 per student, at least 6 feet apart.
- Set up 6 large cones around the perimeter of the basketball court.

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**Jump Rope**

**LESSON CONTENT**
- As students enter gym, they find a jump rope and a partner and practice jump rope skills
- At end of warm up, students leave jump ropes where they found them (or along outside perimeter of court).

**ROLE OF ASSISTANT**
- Help students find a rope that is the appropriate length for their height.

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**Partner Racetrack Fitness**

**LESSON CONTENT**
- Students find partners. One partner stands and the other partner kneels. Partners standing will jog first and kneeling students will perform activity inside circle.
- Large circle/square is set up using 6-8 cones
- Inner circle includes the task card with several stationary health-related physical fitness activities
- Once activity begins, students switch on paused music (DO NOT stop when one lap is completed) from jogging to inner circle activity and visa versa
- Students DO NOT need to go back to original partner
- When music stops, jogger stops and finds nearest cone and chooses next activity down the line...inner circle partner begins jogging.

**ROLE OF ASSISTANT**
- Set up equipment: cones, task cards with physical activities fastened on cones.
- Remind students they do not have to go back to original partner after jogging.

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**Jump Rope Challenge**

**LESSON CONTENT**
- Jump Rope Introduction
- Note benefits:
  - Strengthens cardio-vascular system especially, heart and lungs
  - Fun, inexpensive.
- Jump Rope Fitting
  - Ideal rope length is determined by holding handles under their armpits while stepping on the middle of the rope with both feet. If there is no slack in the rope – great fit.
  - Demonstrate appropriate fit.
  - Help students find an appropriate jump rope.
  - Point out that different lengths have different colored handles. Students should remember what color handle fits them best for future classes. (Ropes can be adjusted with a loose knot at the handle.)
  - Jump rope safety reminders:
    - Ropes are not to touch another student.
    - Students should be careful not to walk near a twirling rope.

**ROLE OF ASSISTANT**
- Demonstrate fitting.
- Help students with jump rope fitting; distribute jump ropes of the correct length.
- Remind students of safety issues.

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 Italics indicate the teacher speaking directly to the student.
## Jump Rope Challenge (continued) (8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping Rope</td>
<td></td>
</tr>
<tr>
<td>When preparing to jump, students must make sure they won’t hit anyone before they begin. Students jump rope, keeping track of their ability to complete following tasks:</td>
<td></td>
</tr>
<tr>
<td>Warm up at a slow pace (30 seconds)</td>
<td></td>
</tr>
<tr>
<td>Medium pace (30 seconds)</td>
<td></td>
</tr>
<tr>
<td>How many times can they successfully jump rope forward (30 seconds)</td>
<td></td>
</tr>
<tr>
<td>Challenge: Jump backward (30 seconds).</td>
<td></td>
</tr>
<tr>
<td>Challenge: With partner from previous activity, add individual scores without a miss.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Jump on 1 foot without missing.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Jump on other foot without missing.</td>
<td></td>
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</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few students and/or assistant collect jump ropes.</td>
<td>Collect jump ropes.</td>
</tr>
</tbody>
</table>

## CO2 Tag (6-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell students 4 components of health-related fitness: muscular strength, muscular endurance, flexibility, endurance and cardiovascular fitness. Explain today’s focus is cardiovascular fitness and offer a brief explanation, including how it is the most important area of health-related fitness because it deals with the heart’s ability to efficiently deliver oxygen from the lungs to the body.</td>
<td>Help demonstrate activity.</td>
</tr>
<tr>
<td>Use a blue object for CO₂ and red object for oxygen</td>
<td>Assist and encourage individual students, remind the “wellness professionals” that they are to do the exercise with the tagged students.</td>
</tr>
<tr>
<td>Tagger carry blue ball/bean bag and try to tag as many students as they can.</td>
<td>Remind students that this activity represents cardiovascular functioning where the heart propels blood through the blood vessels.</td>
</tr>
<tr>
<td>Students try to avoid CO₂ When tagged the first time, a student places his or her hand over their lungs.</td>
<td></td>
</tr>
<tr>
<td>A second tag puts them in respiratory arrest. They stop and scream “Help, I can’t breathe!”</td>
<td></td>
</tr>
<tr>
<td>Wellness professionals (carrying red bean bag/ball) free them by performing 3 jumping jacks with tagged student (or some other exercise/activity).</td>
<td></td>
</tr>
<tr>
<td>Remember to switch all taggers after 1 minute.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>You or assistant model stretches focusing on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings). During stretching, review positive student behavior observed during class.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Highlight positive behaviors observed during class.</td>
</tr>
<tr>
<td>What color jump rope fits you best?</td>
<td>Reinforce key concepts taught during the lesson.</td>
</tr>
<tr>
<td>What does “cardiovascular” mean?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to have good cardiovascular fitness?</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
# Fitness 6th Grade: Lesson 2

## Lesson Outcomes
- Review the definition of cardiovascular health.
- Specific knowledge of cardiovascular fitness and its importance in disease prevention.
- Participation in cardiovascular activities.
- Rotate through all 6 FLOW stations with their group.
- Explain pertinent rules and safety precautions for FLOW equipment.
- Set up and take down FLOW equipment.

## Equipment
- 1 piece of standard paper per student + 3 legal sized and 5 half sheets
- Hula hoops (one for each group of 3-4 students plus one extra)
- 1 or more bean bags per student
- FLOW equipment
- 1 jump rope per student
- Stereo/CDs if desired
- 4 different colored pinnies

## Before Class Set Up
- Have paper ready to distribute.
- Set up hula-hoops around a basketball court. Place equal numbers of balls and have all the bean bags ready for the center hoop. Place one or more ball per group member in the hoop.
- Have FLOW equipment ready for easy set-up.
- Have jump ropes ready for quick distribution.

## Lesson Content: Paper Walk (3-5 minutes)
- Students receive a piece of paper as they leave locker room.
- Ask students to walk around play space fast enough to keep paper stuck to their stomachs without using their hands. (If they walk quickly enough the paper will not fall.) Use first participants as models for newcomers.
- If paper falls, student must do 3 jumping jacks (or another physical activity 3 times), then try paper walk again.
- **Challenge:** Successful students try different size sheets of paper (8 ½ x 14, 5 x 7, etc.)
- Students return paper when activity is completed.

## Role of Assistant
- Set up/play music if desired.
- Move around the area to supervise students.
- Offer encouragement and keep students focused.
- Pass out different sizes of paper to those who need a challenge.
- Make sure students return the paper.

## Lesson Content: Oxygen Exchange (7-8 minutes)
- Review definition of cardiovascular fitness from Lesson 1.
- Note that heart disease is the #1 cause of death in the U.S.
- Note some of the benefits of CV fitness: decreased incidence of heart attack, stroke, obesity, diabetes, high blood pressure, efficient O₂/CO₂ exchange, etc.
- This activity simulates the delivery of O₂ molecules and the removal of CO₂ molecules from the blood. Muscles need oxygen for energy and to get rid of carbon dioxide. The red objects in the hoop represent oxygen molecules and the blue objects represent CO₂.
- Object of game: to have three O₂ in hoops OR more O₂ objects than CO₂ in their hoop when activity ends.
- 3-4 students behind each hoop.
- One hoop is in the middle of the circle with O₂ (bean bags). First student from each team starts by taking CO₂ (ball) from their hoop (lung) and place the CO₂ in another hoop, then get O₂ for middle hoop and go to the end of their line.

## Role of Assistant
- Place the hoops in a large circle formation; 1 for each group of 3-4 students plus an extra, tennis balls.
- Set up equipment:
  - Remind students to look up so they don’t knock heads at the hoop.
  - Assist with grouping.
  - Assist students with tasks as needed.
- Start and stop music.

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Oxygen Exchange (continued)  
**(8-10 minutes)**

**LESSON CONTENT** | **ROLE OF ASSISTANT**
---|---
- Next student goes out to repeat the process, however once the \( \text{O}_2 \) are gone from the center, students can steal \( \text{O}_2 \) from other lungs  
- Students can not take \( \text{O}_2 \) from a lung next to them, they can only take from groups away/ across from them  
- Game either ends when a team gets three \( \text{O}_2 \) in their lung and the team yells out “WE GOT THE OXYGEN!!” or when music stops and team with most \( \text{O}_2 \) wins the round  
- Remind students they cannot guard their lung, no sliding or diving.  
- Students may only carry 1 molecule at a time, and may exchange with any hoop.  
- **Variation:** Students will have 2 minutes to do activity walking, followed by a brief break to encourage positive student behaviors and effective strategies. Perform activity for 2 more minutes allowing students to jog (simulating a more efficient CV system), perform the activity a third time running (simulating efficient CV system of a very fit student).

### FLOW Intro  
**(20 minutes)**

**LESSON CONTENT** | **ROLE OF ASSISTANT**
---|---
- **See FLOW Section**  
- **Steps Information:**  
  - **Purpose:** To develop cardiovascular fitness.  
  - **Safety:** Be especially careful not to trip on the box.  
  - **Instructions:** Students step up onto box with right foot and then left foot. Students then step down with right foot then left foot. Repeat.  
- **Dumbbell Information:**  
  - **Purpose:** To develop upper body strength.  
  - **Safety:** Never throw or drop the dumbbells. Be sure to set them down. Always use proper form.  
  - **Instructions:** Students perform 3 sets, 1 each of 15, 10, 8 repetitions of bicep curls. Rest for 10 seconds in between each set.  
  - **Technique:** In a standing position, keep knees slightly bent, with hips and spine straight. Do not swing weights; lift them. Each lift should follow full range of motion for joint.  
  - **Curl:** Brace elbow against side.

*Italics indicate the teacher speaking directly to the student.*
**FLOW Intro (continued)**  
*(20 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>Jump Kones</td>
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<tr>
<td>Purpose: to develop cardiovascular fitness and muscular endurance</td>
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</tr>
<tr>
<td>Instructions: jump back and forth over the pole, if pole falls off, just place it back and continue.</td>
<td></td>
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<tr>
<td>Turtle</td>
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</tr>
<tr>
<td>Purpose: to develop power, agility, and speed.</td>
<td></td>
</tr>
<tr>
<td>Instructions: Front Lunge; lunge (step forward onto dome with right foot, centered on the dome at 90 degree angle. Push off (back) strong with the right foot, keeping your shoulders over your hips, right knee over shoe strings, and return right foot back next to left. Repeat 5 times, then switch legs.</td>
<td></td>
</tr>
<tr>
<td>Jump Rope</td>
<td></td>
</tr>
<tr>
<td>Purpose: to develop skill development, cardiovascular fitness and muscular endurance.</td>
<td></td>
</tr>
<tr>
<td>Physio- Gymnic Ball</td>
<td></td>
</tr>
<tr>
<td>Purpose: to strengthen lower body</td>
<td></td>
</tr>
<tr>
<td>Instructions: lie on stomach over the ball, with hands and toes on the floor. Lift one leg at a time (to a comfortable level); hold three seconds, lower slowly. Repeat with opposite leg.</td>
<td></td>
</tr>
<tr>
<td>Students participate for 1 minute at each of the 6 stations.</td>
<td></td>
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<tr>
<td>After each station is completed the students are to stop exercising and reassemble the equipment before rotating.</td>
<td></td>
</tr>
<tr>
<td>After all stations are completed have the students rotate to the station where they started. They now put the equipment back to original location.</td>
<td></td>
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</tbody>
</table>

**Exercise Tag**  
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>Select 4 students to be taggers, each one will wear a different color pinnie. When these 4 students tag someone the student tagged must perform an exercise before resuming play.</td>
<td></td>
</tr>
<tr>
<td>Examples - if tagged by:</td>
<td></td>
</tr>
<tr>
<td>Red pinnie student- do 3 regular or modified push-ups</td>
<td></td>
</tr>
<tr>
<td>Blue pinnie student- do 3 sit-ups</td>
<td></td>
</tr>
<tr>
<td>Green pinnie student- do 3 jumping jacks</td>
<td></td>
</tr>
<tr>
<td>Yellow pinnie student- do 3 squats</td>
<td></td>
</tr>
<tr>
<td>Give out pinnies.</td>
<td></td>
</tr>
<tr>
<td>Remind students to remember which exercise they are to do when tagged.</td>
<td></td>
</tr>
<tr>
<td>Collect pinnies.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in a series of stretches focusing on upper and lower body.</td>
<td></td>
</tr>
<tr>
<td>Review:</td>
<td></td>
</tr>
<tr>
<td>The definition of cardiovascular fitness, the #1 cause of death in the U.S. (heart disease), the connection between the lungs and CV fitness, and the 2 molecules exchanged during respiration (oxygen and carbon dioxide).</td>
<td></td>
</tr>
<tr>
<td>Name some cardiovascular activities you can do outside of school.</td>
<td></td>
</tr>
<tr>
<td>Lead students in stretches.</td>
<td></td>
</tr>
<tr>
<td>Review concepts taught during the lesson.</td>
<td></td>
</tr>
<tr>
<td>Clean up equipment.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**  
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italics indicate the teacher speaking directly to the student.</td>
<td></td>
</tr>
</tbody>
</table>

**Fitness**  
6th Grade  
Lesson 2
## Fitness 6th Grade: Lesson 3

### Lesson Outcomes
- Explain the definition of muscular strength and muscular endurance.
- Provide examples of muscular strength and muscular endurance activities.

### Equipment
- 1 jump rope per student
- 2-3 noodles
- 4 Cones
- Foam balls (about 8") for half of class
- Music/CDs

### Before Class Set Up
- Prepare music.
- Position individual jump ropes, long jump ropes, and foam balls for easy distribution.

### Jump Rope Review (3-5 minutes)

#### Lesson Content
- Students enter activity area and practice jumping skills learned in previous class.

#### Role of Assistant
- Greet students and make sure they have appropriate jump ropes and are engaged.
- Give suggestions for practice (see jump rope appendix).

### Partner Ball Tag with Strength Development (10 minutes)

#### Lesson Content
- Muscular strength and endurance is the second component of health-related fitness. Muscular strength has to do with one maximum effort (e.g., throwing/jumping your farthest) while muscular endurance is the ability to use your muscles repeatedly (e.g., sit-ups). We are going to play a tag game that includes different types of muscular fitness. At the end of the game, I want you to tell me which exercises were muscular strength and which were muscular endurance.
- Students form pairs.
- Establish boundaries.
- 1 student in each pair is given a ball; he or she is the tagger. They stand 15 feet from their partners.
- Announce locomotor pattern you want students to perform (e.g., walk, jog, skip, gallop, crab walk, etc.) during chase.
- On “go,” students without a ball move within boundaries while their partners try to tag them with ball. If tagged, partners switch roles.
- On “stop,” students watch you and follow exercise you do with their partners. After exercise is completed, partners change jobs. A new locomotor pattern may be introduced.

### Health-Related Physical Activity
- Distribute balls.
- Assist and encourage students.
- Have jump ropes ready for distribution.

---

Italics indicate the teacher speaking directly to the student.

---

**Activity continues**
**Fitness**

### Partner Ball Tag with Strength Development (continued)

**HEALTH RELATED PHYSICAL ACTIVITY**

**LESSON CONTENT**

- Activities include:
  - **Partner sit-ups**: partners sit (foot to foot) facing each other and pass ball back and forth as they sit up.
  - **Around the world**: partners stand back-to-back, passing ball back and forth around their trunk.
  - **Over under**: partners stand back to back and pass ball between their legs and over their heads.
  - **Chest pass**: partners stand 10-15 feet apart and toss ball back and forth.
  - **Soccer throw-in pass**: partners stand 15 feet apart and throw ball back and forth like a soccer throw-in.
  - **Chest pass max**: partners stand as far apart as they can for a maximum distance throw.
  - **Soccer throw-in pass max**: partners stand as far apart as possible for a maximum distance throw.

- After completion, quiz students on identification of muscular endurance vs. muscular strength activities (all are muscular endurance except for soccer max and chest max passes).

**ROLE OF ASSISTANT**

- Assist and encourage individual students.
- Be aware of student spacing and other safety issues.
- Remind struggling students of various tricks they've done in class.

### Activity #1

**Jump Rope**

**LESSON CONTENT**

- Students get an individual jump rope
- Students mirror you while you demonstrate skills and tricks:
  - **2 foot hop**: jump over rope with both feet at the same time.
  - **Jogging step**: start with rope behind heels, rope turns forward, hop over rope landing on same foot, change to other foot without stopping.
  - **Speed jump**: try for the maximum number of jumps in 30 seconds. Try with both 1 and 2 foot hop.
  - **Progressively rotate** 360 degrees while jumping (1 or 2 foot hop can be used).
  - **Double Side Swing**: turn rope once to right side of body, once to left side, then jump over rope.
  - **Skier**: jump rope forward with a 2 foot hop, alternate hopping 6 inches to right on 1 jump then 6 inches to left on next jump; repeat.
  - **Bell**: jump rope forward with a 2 foot hop, move 6 inches forward on 1 jump then 6 inches backward on next jump; repeat.
  - **X-jumps**: jump to cross and uncross legs.
  - **Under leg pass**: hold both handles in right hand and turn rope once on right side, pass both handles under left leg to left hand, turn rope once on left side; repeat on other side.
  - **Behind back pass**: hold both handles in right hand and turn rope once on right side, pass both handles behind the back to left hand, turn rope once on left side; repeat on other side.
- Students make up a 2 or 3 trick jump rope routine.

**ROLE OF ASSISTANT**

- Assist and encourage individual students.
- Be aware of student spacing and other safety issues.
- Remind struggling students of various tricks they've done in class.

 Italics indicate the teacher speaking directly to the student.
### Mosquito Tag

**LESSON CONTENT**
- Object of game: mosquitoes with noodles try to freeze entire class.
- If tagged a student must kneel down.
- To be freed, 2 students have to Hi-10 above their heads and yell “OFF!” or any other type of bug repellant. Students can be tagged if they are freeing someone.
- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and at the same time clap their hands in unison as if they crushed the mosquito in their hands.
- If they clap in unison all mosquitoes are dead and are replaced by new mosquitoes.
- If they don't clap in unison, the mosquitoes live and can tag students in line before they can clap again.

**ROLE OF ASSISTANT**
- Set up cones to mark off play area (jail/safety lines). Need 4 cones, 1 noodle per 15-20 students. Set up cones to mark off 20 x 20 stride area.

### Cool Down/Closure

**LESSON CONTENT**
- Lead class in a series of stretches focusing on upper and lower body.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What is the definition of cardiovascular fitness?
  - What is the definition of muscular endurance? Muscular strength?
  - Give examples of CV activities, muscular endurance activities, and muscular strength activities.

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Review concepts taught during Lessons 1-2.
- Review concepts taught during this lesson.
- Clean up and store equipment.
Fitness  

6th Grade  

Lesson 3  

✔️ Set Up or Prep Duties  ➡️ Cues or Key Concepts  ➔ Variation  ★ Challenge  

*Italics indicate the teacher speaking directly to the student.*
Fitness 6th Grade: Lesson 4

Lesson Outcomes:
- Verbally explain the definition of flexibility and its benefit.
- Provide examples of flexibility.
- Successfully demonstrate a basic circuit rotation.
- Rotate through all 6 FLOW stations with their group.
- Explain pertinent rules and safety precautions for FLOW equipment.
- Set up and take down FLOW equipment.

Equipment:
- 1 jump rope per student
- Cones with slit
- Long ropes (16'), 1 for every 3 students
- 10 foam balls
- Stereo/CDs

Before Class Set Up:
- Manage music.
- Distribute individual jump ropes at least 6 feet apart.
- Set up grids.
- Have pinnies and foam balls placed around the activity area.

Instant Activity:
Jump Rope Routines
(5 minutes)

Lesson Content:
- Students find a jump rope as they enter the gym.
- Students practice jump rope routines from previous class.

Role of Assistant:
- Distribute jump ropes.
- Circulate among students and make sure students have the correct size ropes, remind them of tricks, and challenge them.

Health Related Physical Activity:
FLOW
(17 minutes)

Lesson Content:
- Students get into groups according to the set-up (see FLOW section).
- Students set up FLOW.
- Review and demonstrate each station’s activity.
- Steps Information:
  - Purpose: To develop cardiovascular fitness.
  - Safety: Be especially careful not to trip on the box.

Role of Assistant:
- Assist students to set-up 6 FLOW stations.
- Help demonstrate the stations.
- Circulate to assist students.

FLOW (continued)
(17 minutes)

Lesson Content:
- Instructions: Students step up onto box with right foot and then left foot. Students then step down with right foot then left foot. Repeat.
- Dumbbell Information:
  - Purpose: To develop upper body strength.
  - Safety: Never throw or drop the dumbbells. Be sure to set them down. Always use proper form.
  - Instructions: Students perform 3 sets, 1 each of 15, 10, 8 repetitions of bicep curls. Rest for 10 seconds in between each set.
- Technique: In a standing position, keep knees slightly bent, with hips and spine straight. Do not swing weights; lift them. Each lift should follow full range of motion for joint.
- Curl: Brace elbow against side.
- Jump Kones
  - Purpose: To develop cardiovascular fitness and muscular endurance
  - Instructions: Jump back and forth over the pole, if pole falls off, just place it back and continue.

Italics indicate the teacher speaking directly to the student.
### Turtle
- **Purpose:** to develop power, agility, and speed.
- **Instructions:** Front Lunge: lunge (step forward onto dome with right foot, centered on the dome at 90 degree angle. Push off (back) strong with the right foot, keeping your shoulders over your hips, right knee over shoe strings, and return right foot back next to left. Repeat 5 times, and then switch legs.

### Jump Rope
- **Purpose:** to develop skill development, cardiovascular fitness and muscular endurance.

### Physio- Gymnic Ball
- **Purpose:** to strengthen lower body
- **Instructions:** lie on stomach over the ball, with hands and toes on the floor. Lift one leg at a time (to a comfortable level); hold three seconds, lower slowly. Repeat with opposite leg.

### Students participate for 1 minute at each of the 6 stations.
- After each station is completed the students are to stop exercising and reassemble the equipment before rotating.
- After all stations are completed have the students rotate to the station where they started. They now put the equipment back to original location.

### Partner Jump
- **See Appendix D**
- **Each student gets a rope and finds a partner of similar height.**
- **1 student calls out a trick and both practice it individually (2 minutes).**
- **Students stand face to face and share 1 jump rope (1 partner controls rope, but both are jumping in unison).**
- **1 student calls out a trick and both perform 5 times, then other partner calls out next trick. Repeat.**
- **Students repeat activity, this time standing side by side sharing 1 rope (each student holds one handle).**
- **Invent a partner trick.**
- **Find another partnership and each pair teaches their invented trick.**

*See appendix D for illustrated partner tricks

### Cool Down/Closure
- **Lead class in a series of stretches focusing on upper and lower body.**
- **Review definition, purpose and examples of flexibility.**
- **Improve your fitness by participating in CV, MS/E, and flexibility at home. Give me specific examples of what you could do.**
# Fitness 6th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Explain verbally the definition of body composition and its benefit.</td>
<td>□ 1 jump rope per student</td>
<td>✓ Place individual jump ropes 6 feet apart in play space.</td>
</tr>
<tr>
<td>□ Identify the important balance of food intake and exercise output in the</td>
<td>□ Long ropes (1 for every 3 students)</td>
<td>✓ Set up boundary for French Fry Tag with cones.</td>
</tr>
<tr>
<td>maintenance of a healthy body composition.</td>
<td>□ 3-4 noodles</td>
<td>✓ Have long ropes pre-staged for distribution.</td>
</tr>
</tbody>
</table>

## Instant Activity

### Jump Rope Practice

**LESSON CONTENT**
- Students go to a jump rope on the floor as they enter play space.
- Students practice jump rope routines from previous class.
- Challenge: Challenge students with new tricks or trying tricks backward/traveling/1 foot/fast/etc.

**ROLE OF ASSISTANT**
- Circulate and monitor instant activity.
- Watch for safety.

### French Fry Tag

**LESSON CONTENT**
- Introduce body composition as the final component of health-related fitness.
- Definition (“Body composition is all about keeping a healthy balance of muscle and fat. This balance is influenced by the energy taken in through food/beverages and the amount of energy burned through physical activity. Importance: If more energy is taken in than used the body will store this energy as fat. Note: A certain amount of body fat is healthy/necessary. However, excess fat can influence our health.
- Object of game: French Fries try to tag and freeze entire class inside boundaries of the full basketball court, or half-court for a small class.
- Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together neither student can be tagged. Students can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- Set up boundaries and distribute noodles.
- Provide assistance as needed.
- Give positive feedback to students.
## Review Individual Jump Rope Skills
*(8-10 minutes)*

**LESSON CONTENT**
- Students get an individual jump rope.
- Students model the teacher while he/she demonstrates skills and tricks:
  - **2 foot hop:** jump over rope with both feet at the same time.
  - **Jogging step:** start with rope behind heels, rope turns forward, hop over rope landing on same foot, change to other foot without stopping.
  - **Speed jump:** try for the maximum number of jumps in 30 seconds. Try with both 1 and 2 foot hop.
  - **Progressively rotate** 360 degrees while jumping (1 or 2 foot hop can be used).
  - **Double Side Swing:** turn rope once to right side of body, once to left side, then jump over rope.
  - **Skier:** jump rope forward with a 2 foot hop, alternate hopping 6 inches to right on 1 jump then 6 inches to left on next jump; repeat.
  - **Bell:** jump rope forward with a 2 foot hop, move 6 inches forward on 1 jump then 6 inches backward on next jump; repeat.
  - **X-jumps:** jump to cross and uncross legs.
  - **Under leg pass:** hold both handles in right hand and turn rope once on right side, pass both handles under left leg to left hand, turn rope once on left side; repeat on other side.
  - **Behind back pass:** hold both handles in right hand and turn rope once on right side, pass both handles behind the back to left hand, turn rope once on left side; repeat on other side.
- Students are given option to teach a new trick to class.

**ROLE OF ASSISTANT**
- Help students perform tasks.

## Partner Jump
*(8-10 minutes)*

**LESSON CONTENT**
- Students partner up and practice partner jumping face to face:
  - Basic jump
  - Free turns
  - Side straddle
- Partners jump standing side by side:
  - Basic jump
  - Side straddles

**ROLE OF ASSISTANT**
- Encourage students to work together.
- Offer tips like “1, 2, 3, JUMP” to help pairs begin together.
- Offer feedback to students.
- Distribute longer jump ropes for pairs in need.
**ACTIVITY #3**

**Long Rope Jump**  
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Students gather in groups of 3 or 4. Students try new tricks with the long jump ropes:  
- **Non-jump entry:** run in and out of turning rope.  
- **Non-jump entry and exit with partner.**  
- Challenge: On your signal, a jumper becomes a rope turner without interrupting rhythm of the turn.  
- Challenge: Run through turning rope as it comes down in front of jumper, exit, and exchange. Combine run through and exchange with partner. How many times can each group accomplish this without breaking the rhythm? | Review jump rope appendix E for specific information about partner tricks.  
- Encourage students to work together.  
- Offer tips like “1, 2, 3, JUMP” to help pairs begin together. |

**Cool Down/Closure**  
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Lead class in a series of stretches focusing on upper and lower body.  
- Ask students:  
  - Explain “body composition.”  
  - Why is this considered an area of health-related fitness?  
  - Name 3 other areas of health-related physical fitness and identify your strongest and weakest areas. | Lead students in stretches.  
- Review concepts taught during the lesson.  
- Clean up and store equipment. |

* Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>✓ Set Up or Prep Duties</th>
<th>Cues or Key Concepts</th>
<th>➜ Variation</th>
<th>★ Challenge</th>
</tr>
</thead>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Fitness 6th Grade: Lesson 6

## Lesson Outcomes
- Identify basic fitness skills related to muscular strength, aerobic endurance and flexibility.
- Perform fitness activities safely using correct form.
- Explain pertinent rules and safety precautions for FLOW equipment if asked.

## Equipment
- 1 jump rope per student
- Music
- Task cards
- Long jump ropes 1 for every eight students
- 6-8 cones

## Before Class Set Up
- Set up music.
- Have equipment ready to distribute.
- Task cards for Partner Race Track.

## Instant Activity

### Crab Grab
**(3-5 minutes)**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners then assume classic crab position—bellies up, elbows and knees bent, bodies elevated on hands and feet.</td>
<td>Remind students to challenge other students after best 2 out of 3.</td>
</tr>
<tr>
<td>Students must maintain this position—supported by at least 3 extremities.</td>
<td></td>
</tr>
<tr>
<td>Each student tries to make partner touch his or her rear touch ground.</td>
<td></td>
</tr>
<tr>
<td>You can allow students to only make contact with their feet, (NO kicking), hand to hand, or hand to foot, etc.</td>
<td></td>
</tr>
<tr>
<td>Partners play best of 3 then find another crab to fight.</td>
<td></td>
</tr>
</tbody>
</table>

## Lesson Content

### Partner Racetrack Fitness
**(8-10 minutes)**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students partners. 1 partner stands and other partner kneels. Partners standing will jog first and kneeling students will perform activity inside circle.</td>
<td>Set up equipment: cones, task cards with physical activity tasks fastened on cones.</td>
</tr>
<tr>
<td>Large circle/square is set up using 6-8 cones</td>
<td>Remind students they do not have to go back to original partner after jogging.</td>
</tr>
<tr>
<td>Inner circle includes the task card with several stationary health-related physical fitness activities</td>
<td></td>
</tr>
<tr>
<td>Once activity begins, students switch on paused music (NOT when 1 lap is completed!) from jogging to inner circle activity and visa versa</td>
<td></td>
</tr>
<tr>
<td>Students DO NOT need to go back to original partner!!</td>
<td></td>
</tr>
<tr>
<td>When music stops, jogger stops and finds nearest cone and chooses next activity down the line...inner circle partner begins jogging.</td>
<td></td>
</tr>
</tbody>
</table>
## Jump Rope Follow the Leader

**ACTIVITY #1**

**Jump Rope Follow the Leader**

**ROLE OF ASSISTANT**

- Monitor and encourage students.
- Provide help when necessary.
- Reinforce safe practice.
- Encourage students to try patterns varying speed, level, and direction (sideways, forwards, backwards).

**LESSON CONTENT**

- Students form groups of 4.
- Demonstrate traveling from one end of gym (or outside on blacktop) to other while jumping rope.
- Ask students to come up with as many ways as possible to travel and jump rope at the same time. Allow them to work on this independently for 2 minutes.
- Groups form lines and follow pattern of first student traveling across the court.
- Remind students to keep a safe distance between each other.
- Depending on facility, you may want students to wait until student before them is finished or at least ½ way.
- Members of each group take turns being leader.
  ➔ Variation: Encourage students to try patterns varying speed, level, and direction (sideways, forwards, backwards).

## Jumping Machine

**ACTIVITY #2**

**Jumping Machine**

**ROLE OF ASSISTANT**

- Encourage students to work together.
- Make sure students are rotating from turner to jumper.
- Make sure you get around to all the groups to offer praise and help.
- Remind students to help each other (give each other verbal cues “go” or “now”, sometimes counting out loud helps).

**LESSON CONTENT**

- Students form groups of 8.
- 2 students turn a 16’ to 25’ rope, while the other students try to jump rope together up to 10 consecutive times.
- Jumpers face turners.
- Turners become jumpers after the jumpers have accumulated 10 total jumps
- Only 2 members are allowed to turn the rope at a time. All other group members must be jumping in the rope when they are not responsible for turning the rope.
  ➔ Challenge: How many times can each group jump consecutively?
- If 1 jumper touches rope while jumping or jumps incorrectly, entire group must start over.
- Signal students to switch positions every 2 minutes if they haven’t reach 10 consecutive jumps.
  ➔ Variation: students can run through at first to practice their timing.

## Cool Down/Closure

**ROLE OF ASSISTANT**

- Review concepts taught during the lesson.
- Clean up and store equipment.

**LESSON CONTENT**

- Students gather around you. They perform stretches as they discuss with a partner:
  - What jump rope skill was your easiest? Why?
  - What jump rope skill was your most difficult? Why?

- Italic indicates the teacher speaking directly to the student.

---

✔️ Set Up or Prep Duties  ➡️ Cues or Key Concepts  ➔ Variation  ⚫ Challenge
# Fitness 6th Grade: Lesson 7

## Lesson Outcomes
- Identify basic fitness skills related to muscular strength, aerobic endurance and flexibility.
- Perform FLOW activities safely and with correct form.
- Explain pertinent rules and safety precautions for FLOW equipment.
- Rotate through all 6 FLOW stations with their group.
- Set up and take down FLOW equipment.

## Equipment
- Flow Equipment
- Paper 1 for every student
- 12 large cones
- Foam balls 1 per two students
- 4 Pinnies

## Before Class Set Up
- Gather necessary equipment.
- Paper for IA.
- Flow Equipment ready to set up; number the spots for agility.
- Prepare music.

### Instant Activity
**Paper Walk** (5 minutes)

- **Lesson Content**
  - Simply have the students walk in a circle with a sheet of paper on their chest. If they walk quickly enough the paper will not fall.
  - If paper falls then do 3 jumping jacks (or whatever you would like), then proceed again with the paper.

- **Role of Assistant**
  - Assist teacher as needed.

### Health Related Physical Activity
**Partner Ball Tag** (8 minutes)

- **Lesson Content**
  - Students form pairs.
  - Establish boundaries.
  - 1 student in each pair is given a ball; he or she is the tagger. They stand 15 feet from their partners.
  - Announce locomotor pattern you want students to perform (e.g., walk, jog, skip, gallop, crab walk, etc.) during chase.
  - On “go, or music” students without a ball move within boundaries while their partners try to tag them with ball. If tagged, partners switch roles.
  - On “stop or stopping of music,” students watch you and follow exercise you do with their partners. After teaching exercise is completed, partners change jobs. A new locomotor pattern may be introduced.
  - Activities include:
    - **Partner sit-ups**: partners sit (foot to foot) facing each other and pass ball back and forth as they sit up.
    - **Around the world**: partners stand back-to-back, passing ball back and forth around their trunk.
    - **Over under**: partners stand back to back and pass ball between their legs and over their heads.

- **Role of Assistant**
  - Start and stop music
  - Demonstrate activities.
  - Assist students with activities as needed.
  - Prepare FLOW.
  - Pick up any extra balls around play space.
  - Challenge students to throw farther, faster, use non-dominant hand, etc.

---

*Italics indicate the teacher speaking directly to the student.*
Partner Ball Tag (continued)  
(8-10 minutes)

**LESSON CONTENT**
- **Chest pass**: partners stand 10-15 feet apart and toss ball back and forth.
- **Soccer throw-in pass**: partners stand 15 feet apart and throw ball back and forth like a soccer throw-in.
- **Chest pass max**: partners stand as far apart as they can for a maximum distance throw.
- **Soccer throw-in pass max**: partners stand as far apart as possible for a maximum distance throw.

**ROLE OF ASSISTANT**

FLOW (continued)  
(17 minutes)

**LESSON CONTENT**
- Students participate for 1 minute at each of the 6 stations.
- After each station is completed, the students are to stop exercising and reassemble the equipment before rotating.
- After all stations are completed, have the students rotate to the station where they started. They now put the equipment back to original location.

**ROLE OF ASSISTANT**
- **Students participate for 1 minute at each of the 6 stations.**
- **Help demonstrate the stations.**
- **Circulate to assist students.**
- **Assist students to break down FLOW.**

**ACTIVITY #1**

**FLOW**  
(17 minutes)

**LESSON CONTENT**
- Students get into groups according to the set-up (see FLOW section).
- Students set-up FLOW.
- Introduce and demonstrate today’s new stations:
  - *Turtle*
    - Purpose: Cardio
    - Instructions: jog step on top of Turtle
  - *Medicine balls*
    - Purpose: upper body strength
    - Instructions: Partner-to partner underhand toss.
  - *Agility Ladder*
    - Purpose: to develop power, agility, and speed.
    - Instructions: Z bounce; bounce in and out to the side, back in and out to the opposite side
  - *Mini-Steppers*
    - Purpose: to strengthen lower body
  - *Bounce-N-Hopper*
    - Purpose: cardio
    - Instructions: jump continuously
  - *Team handballs*
    - Purpose: Skill development
    - Instructions: dribble ball

**ROLE OF ASSISTANT**
- **Assist students to set-up 6 FLOW stations.**
- **Help demonstrate the stations.**
- **Circulate to assist students.**
- **Assist students to break down FLOW.**

**ACTIVITY #2**

**Exercise Tag**  
(5 minutes)

**LESSON CONTENT**
- Select 4 students to be taggers, each one will wear a different color pinnie. When these 4 students tag someone, the student tagged must perform an exercise before resuming play.
- Examples - if tagged by:
  - Red pinnie student- do 3 regular or modified push-ups
  - Blue pinnie student- do 3 sit-ups
  - Green pinnie student- do 3 jumping jacks
  - Yellow pinnie student- do 3 squats

**ROLE OF ASSISTANT**
- **Give out pinnies.**
- **Remind students to remember which exercise they are to do when tagged.**
- **Collect pinnies.**

**ACTIVITY #3**

**Cool Down/Closure**  
(5 minutes)

**LESSON CONTENT**
- Lead class in a series of stretches focusing on upper and lower body.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Which areas of health-related fitness are developed through the new FLOW stations?
  - Can you name 2 rules or safety concerns when using FLOW equipment?
  - I challenge you to be physically active at home.

**ROLE OF ASSISTANT**
- **Lead students in stretches.**
- **Review concepts taught during the lesson.**
- **Clean up and store equipment.**
## Lesson 8

### Lesson Outcomes
- Identify basic fitness skills related to muscular strength, aerobic endurance and flexibility.
- Perform fitness activities safely using correct form.
- Explain pertinent rules and safety precautions for FLOW equipment.

### Equipment
- 8 jump ropes (individual, varying sizes)
- 5 medicine balls
- 1 Foam ball (different colors) per 2 students

### Before Class Set Up
- Gather necessary equipment and place it strategically around the play space: Medicine Balls, jump ropes.

---

### Instant Activity

#### West African Jumping

**Objective:** To develop leg strength and endurance, problem-solve, and cooperate.

- Students form pairs and stand facing each other.
- Students decide who “same” winner is and who “different” winner is.
- Game begins with students jumping in place 6 times. On the sixth jump, both students randomly stick 1 foot forward when they land.
- If feet match on same side, the “same” player wins; if feet are on opposite sides, the “different” player wins.
- Game continues with students jumping 6 times again.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

**Role of Assistant**
- Assist students with partnering.
- Help students find “new” partners.

---

#### Partner Ball Tag with Strength Development

**Objective:** To perform locomotor patterns and develop strength.

- Students form pairs.
- Establish boundaries.
- 1 student in each pair is given a ball; he or she is the tagger. They stand 15 feet from their partners.
- Announce locomotor pattern you want students to perform (e.g., walk, jog, skip, gallop, crab walk, etc.) during chase.
- On “go,” students without a ball move within boundaries while their partners try to tag them with ball. If tagged, partners switch roles.
- On “stop,” students watch you and follow exercise you do with their partners. After exercise is completed, partners change jobs. A new locomotor pattern may be introduced.

**Role of Assistant**
- Distribute balls.
- Assist and encourage students.
- Have jump ropes ready for distribution.

---

*Italics indicate the teacher speaking directly to the student.*
Partner Ball Tag with Strength Development
(continued)
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities include:</td>
<td></td>
</tr>
<tr>
<td>- Partner sit-ups: partners sit (foot to foot) facing each other and pass ball back and forth as they sit up.</td>
<td></td>
</tr>
<tr>
<td>- Around the world: partners stand back-to-back, passing ball back and forth around their trunk.</td>
<td></td>
</tr>
<tr>
<td>- Over under: partners stand back to back and pass ball between their legs and over their heads.</td>
<td></td>
</tr>
<tr>
<td>- Chest pass: partners stand 10-15 feet apart and toss ball back and forth.</td>
<td></td>
</tr>
<tr>
<td>- Soccer throw-in pass: partners stand 15 feet apart and throw ball back and forth like a soccer throw-in.</td>
<td></td>
</tr>
<tr>
<td>- Chest pass max: partners stand as far apart as they can for a maximum distance throw.</td>
<td></td>
</tr>
<tr>
<td>- Soccer throw-in pass max: partners stand as far apart as possible for a maximum distance throw.</td>
<td></td>
</tr>
</tbody>
</table>

Buzzerk
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use entire gym/playing area.</td>
<td>Help students form groups.</td>
</tr>
<tr>
<td>Students form groups of 5.</td>
<td>✓ Distribute foam balls. This activity requires 1 foam ball per every 10 students. For 30 students this means there will be 3 games going on simultaneously, so use different colored balls, if possible, in order for students to distinguish which ball is theirs.</td>
</tr>
<tr>
<td>2 groups play each other with 1 team batting first.</td>
<td></td>
</tr>
<tr>
<td>Each student has a number from 1 – 5.</td>
<td></td>
</tr>
<tr>
<td>Batting team starts out in a line (#1-5), fielding team spreads out in the playing area</td>
<td></td>
</tr>
<tr>
<td>Batter #1 throws ball anywhere in the playing area, there are no foul balls. After completing the throw, the batter runs around his/her team until the fielding team completes the task below.</td>
<td></td>
</tr>
<tr>
<td>Batting team must yell out the number of times the batter runs around their team.</td>
<td></td>
</tr>
<tr>
<td>The fielding team retrieves the ball; everyone gets in a line and passes the ball down the entire line. The last student on the team that receives the ball throws the ball to the new ‘batter’ (the next number) on his/her team. When the batter receives the ball he or she yells stop and teams switch roles.</td>
<td></td>
</tr>
<tr>
<td>Rotate throwers every at bat.</td>
<td></td>
</tr>
<tr>
<td>Variation: teams can keep score; after 1-2 minutes switch teams so they play other teams, score can be cumulative against all teams or just against individual teams.</td>
<td></td>
</tr>
</tbody>
</table>

Help students form groups. |                  |
Variation |                  |
Challenge |                  |

Italics indicate the teacher speaking directly to the student.
## CO₂ Tag
(6-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what the 4 components of health-related fitness: muscular strength, muscular endurance, flexibility, endurance and cardiovascular fitness.</td>
<td>Help demonstrate activity.</td>
</tr>
<tr>
<td>Use 4 cones to form a square 25 X 25 yards.</td>
<td>Assist and encourage individual students, remind the “wellness professionals” that they are to do the exercise with the tagged students.</td>
</tr>
<tr>
<td>Use a blue object for CO₂ and red object for oxygen.</td>
<td>Remind students that this activity represents cardiovascular functioning where the heart propels blood through the blood vessels.</td>
</tr>
<tr>
<td>Taggers (1 for every 10 students) carry the blue ball/bean bag and try to tag as many students as they can.</td>
<td></td>
</tr>
<tr>
<td>Students try to avoid the blue object CO₂.</td>
<td></td>
</tr>
<tr>
<td>When tagged the first time the student places his or her hand over their lungs.</td>
<td></td>
</tr>
<tr>
<td>A second tag puts them in respiratory arrest. They stop and scream, “Help, I can’t breathe!”</td>
<td></td>
</tr>
<tr>
<td>Wellness professionals carrying red bean bags/balls, (1 for every 15 students) free them by performing 3 jumping jacks with tagged students (or some other exercise/activity)</td>
<td></td>
</tr>
<tr>
<td>Remember to switch all the taggers after 1 minute.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in a series of stretches focusing on upper and lower body.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Lead stretches and ask the students to:</td>
<td>Review concepts taught during the lesson.</td>
</tr>
<tr>
<td>Name the 4 components of health-related fitness</td>
<td>✔ Clean up and store equipment.</td>
</tr>
<tr>
<td>Demonstrate one exercise for each of the 4 components</td>
<td></td>
</tr>
</tbody>
</table>
Set Up or Prep Duties  🌟 Cues or Key Concepts  ➔ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Fitness 6th Grade: Lesson 9

## Lesson Outcomes
- Identify basic fitness skills related to muscular strength, aerobic endurance and flexibility.
- Perform fitness activities safely using correct form.
- Explain pertinent rules and safety precautions for FLOW.
- Set up and take down FLOW stations.

## Equipment
- 1 Medicine ball for every 10–12 students
- Pinnies
- Cones
- Foam balls
- Stereo/CDs
- 4 Medicine balls
- 4 Cones
- 4 Stereo/CDs
- Pinnies
- Cones
- Foam balls
- Stereo/CDs

## Before Class Set Up
- Gather necessary equipment.
- Set up cones for Cannonball Run.
- Set up grids for 3-pass game.

## Rock Paper Scissors 6 Step Getaway
(5 minutes)

### Instant Activity
- Students find a partner; they compete against each other playing rock paper scissors. Rock (closed fist), beats scissors (index and middle finger apart simulating scissors), scissors beats paper (open hand, palm down), and paper beats rock.

### Lesson Content
- The winner chases partner and tries to tag him before he gets 6 steps away.
- After best of 3 matches change partners.
- You could set up the gym in half with success & try again areas with a best out of 3 or 5.

### Role of Assistant
- Remind students that they only have to go 6 steps.
- Remind students to do exercise after each “game”.

### Variation
- Student who is not successful must do 1 more exercise than winner. (Jumping Jacks, winner does 5 and partner does 6.) If students bump into someone during game they must stop, shake hands with that student and apologize by saying “I am sorry for bumping into you and it won’t happen again.”

## Cannonball Run
(7-8 minutes)

### Lesson Content
- Place a cone at each corner and 2 along each sideline of a rectangular track that is about the size of a basketball court.
- Form 4-5 equal teams.
- Have last student get a medicine ball.
- Each team stands in file formation at a different corner of the area facing in a CCW direction.

### Role of Assistant
- Establish boundaries.
- Distribute medicine balls.
- Remind students to keep count of how many “runs” they have and to shout out “Cannonball!”

### Health Related Physical Activity
- When music starts, each team starts jogging around the track with the last runner carrying the medicine ball. Stay in this order and do not pass to each other.
- On your signal, last runner sprints forward on inside of track, passing all teams runners. As last runner reaches front of team, they yell “Cannonball!” This is a signal for whole team to turn sideways and slide step along as the cannonball is passed from player to player down the line to the new last student. (the music can be used as signal-on/off).
- The last runner, when receiving ball, runs to front of team and continues cannonball pass.
- Continue at a steady pace, taking turns until music stops. No team is permitted to pass another during run.

*Italics indicate the teacher speaking directly to the student.*
**Cannonball Run (continued)**

**LESSON CONTENT**
- Each team should yell out the number of “cannonball runs” made.
- To cool down, walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.

**ROLE OF ASSISTANT**
- Variation: each team could pass a basketball or large utility ball; increase size of the track (where possible); increase duration of run as fitness improves; introduce a break signal in which teams stop in place, quickly form a circle, and while jogging in place, pass ball back and forth across circle to a teammate who is not on either side of them.

**Team Toss Tag**

**LESSON CONTENT**
- Put a colored pinnie on each tagger. The taggers cannot leave their section.
- The other students can move anywhere they want in the gym.
- Taggers can only tag students in their section, and can only tag with the foam ball. The taggers have to work together, passing the ball to help other tag students.
- To begin, give 2 taggers a foam ball. As the students run to the other sections to avoid being tagged, the taggers must pass the ball to their teammate tagger in the other sections in order to tag a student.
- The tagged student now switches places with the tagger.
- Students who are not “it” cannot touch a passed ball or they are now “it.”
- Add another ball to increase activity.

**ROLE OF ASSISTANT**
- Divide the gym into as many sections as there are members on a team. For example, use a team of 6 as taggers divide the gym into 6 sections.
- Give out pinnies.

**3 Pass Game**

**LESSON CONTENT**
- Form groups of 6 and divide into 2 teams of 3.
- Object of game: for a team to complete 3 consecutive passes to 3 different students before ball is intercepted or dropped.
- If grids are not pre-set students bring 4 cones to set up small area 10 x 10 to play in.
- All members of a team must catch ball before a point is scored.
- Once students score a point, they put ball down and other team gets it.
- Change of possession for interceptions or if ball touches floor.
- “Principle of 3s” is in effect:
  - 3 catches to score a point
  - 3 different individuals must catch ball
  - Defenders stand 3 feet away
  - Receiver must stop within 3 steps
  - Thrower must release ball in 3 alligators (rule added if necessary)

**ROLE OF ASSISTANT**
- Help students set up grids.
- Remind students not to throw to same team member more than 2 times.

**Cool Down/Closure**

**LESSON CONTENT**
- Lead class in a series of stretches that focus on upper and lower body.
- Ask students the strategies needed for both 3 on 3 keep away and team toss tag.
- I challenge you to be physically active at home.
- Explain that tomorrow’s class is the last one in the fitness unit.

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.  

**HEALTH RELATED PHYSICAL ACTIVITY**

**ACTIVITY #1**

**3 Pass Game**

**ACTIVITY #2**

**Team Toss Tag**

**COOL DOWN/CLOSURE**

* Italics indicate the teacher speaking directly to the student.*
### Fitness 6th Grade: Lesson 10

#### Lesson Outcomes
- Identify basic fitness skills related to muscular strength, aerobic endurance, and flexibility.
- Rotate through all 6 FLOW stations with their group.
- Explain pertinent rules and safety precautions for FLOW equipment.
- Set up and take down FLOW equipment.

#### Equipment
- 1 individual jump rope per student
- 1 FLOW equipment
- Stereo/CD
- 6 Paper wads

#### Before Class Set Up
- Prepare music.
- Distribute individual jump ropes around the play space, 1 per student.
- Get out the FLOW equipment but don’t set up individual stations.

---

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jump Rope</strong> (5 minutes)</td>
<td>Assist students in retrieving a jump rope.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td>Monitor for safety.</td>
</tr>
<tr>
<td></td>
<td>Collect ropes afterward.</td>
</tr>
</tbody>
</table>

**LESSON CONTENT**
- As students enter play space, they find a jump rope that is prearranged on floor.
- Students practice their favorite jumping tricks or skills.

---

**FLOW** (continued) (15 minutes)

**LESSON CONTENT**
- Agility Ladder
  - Purpose: to develop power, agility, and speed.
  - Instructions: Z bounce; bounce in and out to the side, back in and out to the opposite side.
- Mini-Steppers
  - Purpose: to strengthen lower body.
- Bounce-N-Hopper
  - Purpose: cardio.
  - Instructions: jump continuously.
- Team handball
  - Purpose: Skill development.
  - Instructions: dribble ball.
- Students participate for 1 minute at each of the 6 stations.
- After each station is completed, the students are to stop exercising and reassemble equipment before rotating.
- After all stations are completed, the students rotate to the station where they started. They now put the equipment back to original location.

**ROLE OF ASSISTANT**
- Set up cones for crossing the enemy line.

---

**HEALTH RELATED PHYSICAL ACTIVITY**

- Set up cones for crossing the enemy line.

---

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
### Crossing the Enemy Line
**ACTIVITY #1**
*(12 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are divided into 2 teams and given flag belts, Red vs. Yellow.</td>
<td>✓ Establish boundaries using 2 cones per end zone.</td>
</tr>
<tr>
<td>Teams are arranged at opposite ends of largest play space available.</td>
<td>✓ Distribute and collect paper clips.</td>
</tr>
<tr>
<td>Offensive team is given 6 paper wads (or any other small object that can be concealed in a closed hand). 6 students from that team are given paperclips to hide in a closed fist. (Allow only 30 seconds to huddle).</td>
<td>✓ Give the signal to start.</td>
</tr>
<tr>
<td>Object of game: on your signal, entire offensive team tries to run across defensive team’s end zone without having their flags pulled. For each paper wad that makes it across without having that student’s flag pulled, offensive team receives a point.</td>
<td>✓ Encourage the offensive team to allow different players to carry the paper clips each time.</td>
</tr>
<tr>
<td>On your signal, defensive team tries to pull flags from offensive team before crossing they end zone. Defensive players may pull more than 1 flag.</td>
<td></td>
</tr>
<tr>
<td>Teams switch roles and repeat.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**COOL DOWN/CLOSURE**
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in a series of stretches focusing on upper and lower body.</td>
<td>✓ Lead students in stretches.</td>
</tr>
<tr>
<td>Review 4 components of health-related fitness with students.</td>
<td>✓ Review health-related fitness.</td>
</tr>
<tr>
<td>Students reflect on their own fitness over the past 2 weeks and note any changes.</td>
<td>✓ Clean up and store equipment.</td>
</tr>
</tbody>
</table>

### Shadow Tag
**ACTIVITY #2**
*(3-5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs with 1 partner standing with back facing other partner, who stand 1 arm length away (if there is an odd number of students, have 1 group work in 3’s rotating front student).</td>
<td>✓ Set up equipment: 4 cones define area (20 x 20 depending on class size), optional spy type music.</td>
</tr>
<tr>
<td>On your signal, front partner tries to get away from “shadow.”</td>
<td>✓ Help students with grouping.</td>
</tr>
<tr>
<td>After 20-30 seconds, signal is sounded and shadows can try to tag their partners, that partner has to perform 5 exercises (push-ups, sit ups, jumping jacks, etc.).</td>
<td>✓ Reinforce directions.</td>
</tr>
<tr>
<td>If shadows can’t reach partner, then they do exercises</td>
<td></td>
</tr>
<tr>
<td>Partners switch roles and continue playing.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
Benefits of Jumping Rope

ROPE JUMPING CAN:
- Be an enjoyable aerobic activity that increases and maintains cardiovascular fitness.
- Improve muscular endurance.
- Improve fine and gross motor coordination.
- Provide rhythmic training.
- Improve speed, timing, and balance.
- Be a vehicle to teach health values related to weight control, aerobics, nutrition, and stress control.
- Help to relieve tension and aid relaxation and sleep.
- Provide basic movement skills for good body management.
- Enhance self-esteem and create a positive body image.
- Provide a basic foundation for sports skills.
- Be challenging and serve as a self-testing activity.
- Provide opportunities for creativity.
- Become a recreational lifestyle activity for all ages.
- Be performed as a low-cost, indoor-outdoor activity that requires little equipment.
- Be performed without special attire.
- Be done in a limited amount of time and space.
- Result in rapid progression and improvement.
- Provide immediate satisfaction.

CLOTHING
- Well-cushioned athletic shoes providing good support are recommended.
- Lightweight loose-fitting shirts, shorts, slacks, or gym attire should be worn.

JUMPING SURFACES
In order of preference:
1. Wooden floors
2. Rubberized surfaces
3. Tile
4. Indoor-outdoor carpet
5. Asphalt
6. Cement

ROPE CHARACTERISTICS
- Jump ropes are provided in two varieties; plastic beaded and speed.
- All jump ropes range from 7 feet to 15 feet with handles. Individual short ropes are in lengths from 7 feet to 10 feet.
- Beaded ropes may be shortened by removing one or more beads. Speed ropes may be shortened up to 3 or 4 inches by placing knots approximately 4 inches below the handles.
- Jump ropes react differently to heat and cold, calm, or windy weather, and rough, smooth, hard, or gritty surfaces. Colorful plastic speed ropes perform best on hard smooth surfaces. Individual preference is the key to rope selection, but in making a choice, the rope jumping conditions and goals should be considered.
Choosing and Fitting a Jump Rope

The length of jump rope is determined by the size (height and girth) of the student. When a student stands on the rope with their feet together the handles should reach their underarms.

For Single Jumping

- Student holds one of the handles of the selected rope under their armpits.
- Student stands on the center of the jump rope with both feet.
- If the rope stays in position and there is no slack in the rope it is a good choice.
- The student should remember the color of the rope handle and choose that one each time he or she uses the rope this year.

For Side-by-Side Jumping

- With two students standing on the middle of the rope, the ends should come up to the armpits of both students.

For Jumping with a Partner

- The ends of the rope should come up to the students’ shoulders when both standing in the middle of the rope.

SELECTING A SPEED ROPE (FOR MORE ADVANCED JUMPERS)

For Single Jumping

- While standing in the middle of the rope with both feet, the student holds one of the handles of the selected rope under one armpit, the other one is held waist high.
- If the rope stays in position and there is no slack in the rope it is a good choice.
- Minor adjustments can be made to the length of the speed rope by putting a loop in the rope up next to a handle.
- The student should remember the color of the rope handle and adjustments made then repeat those choices each time he or she uses the rope this year.
Intermediate Jump Rope Tricks

X to Straddle
- Start with feet in crossed position, with right leg in front of left leg.
- Jump to straddle position.
- Jump back to crossed feet position, with left leg in front of right leg.
- Jump to straddle position.
- Tips: feet shoulder width apart, alternate leg in front with each cross.
- Cues: apart, cross.

Flapper
- Jump, toes and knees together, heels spread.
- Jump, heels together, toes and knees spread.
- Tips: Alternate toes together, and heels together.
- Cues: “Toes, heels...”

Skipping Forward
- Step on left foot, hop with right foot.
- Step on right foot, hop with left foot.
- Tips: Alternate feet.
- Cues: “Step, hop...”

Bell
- Jump forward on both feet, land on balls of feet.
- Jump backwards on both feet.
- Tips: Repeat forward, backwards.
- Cues: “Forwards, backwards...”

Twist
- Jump and rotate hips to right side
- Jump and rotate hips to the left
- Tips: Keep shoulders straight ahead; turn toes completely to the side.
- Cues: “Right, left...”

Heel Touch
- Jump and touch left heel to the floor in front.
- Jump and touch right heel to the floor in front.
- Tips: Heel touches are forward.
- Cues: “Heel, heel, heel...”
Toe Touch
- Hop on left foot, touch right toe to the floor in back.
- Hop on right foot, touch left toe to the floor in back.
- Tips: Keep body over weighted foot.
- Cues: “Toe, toe, toe…”

X to Swing Kick
- Start feet in crossed position, with left leg in front of right.
- Kick right leg sideward.
- Jump back to crossed leg position with right leg in forward.
- Kick left leg sideward.
- Tips: Cross, kick, repeat.
- Cues: “Cross, kick…”

Crossies
- Cross arms until elbows touch and jump.
- Open rope and perform basic jump.
- Cross right arm over left or cross left arm over right.
- Cues: “Cross, open…”

Double Under
- Rope passes under feet twice during one jump.
- Whip rope with wrists to increase speed.
- Perform three basic bounces and one double under. Repeat.
- Tips: Jump higher than normal at double under. Vary with double every three jumps, then two.
- Cues: “One, two, three, under…”

Knee Fling
- Hop on left foot, right knee in the air.
- Hop on right foot, left knee in the air.
- Alternate and repeat.
- Tips: Alternate knees.
- Cues: “Step, knee, step, knee…”

Foot to Knee Fling
- Hop on left foot, right knee in the air.
- Hop on right foot, left foot in the air.
- Alternate and repeat.
- Tips: Alternate knee and foot.
- Cues: “Step, knee, step, foot…”
Partner Tricks

TWO IN ONE ROPE FACE-TO-FACE: BASIC JUMP

1. Partners face each other,
2. One partner controls the rope.
3. Both jump basic jump.
4. Tips: Partners should jump in unison.
5. Cue: “One, two, ready, go! Jump, jump, jump…”

TWO IN ONE ROPE FACE-TO-FACE: FREE TURNS

1. Partners face each other.
2. One partner controls rope.
3. Both jump basic jump.
4. Free partner (without rope) turns 1/4 turn with each jump.
5. Tips: Use head and shoulders to start free turning motion.
6. Cues: “One, two, ready, go! Jump, jump, jump…” “One, two, ready, turn, turn, turn…”

TWO IN ONE ROPE FACE-TO-FACE: SIDE STRADDLES

1. Partners face each other.
2. One partner controls the rope.
3. Start with basic jump to establish rhythm.
4. Perform side straddles in unison or alternating.
5. Tips: Skill is performed exactly as with single jumper.
6. Cues: “One, two, ready, go!” “One, two, ready, straddles apart, together…”
TWO IN ONE ROPE SIDE-BY-SIDE: BASIC JUMP

1. Partners stand shoulder-to-shoulder facing forward.
2. Rope is in right hand of partner on right and left hand of partner on left.
3. Perform basic jump in unison.
   • Tips: Make sure rope reaches tops of outside shoulders.
   • Cue: “One, two, ready, go! Jump, jump, jump…”

TWO IN ONE ROPE SIDE-BY-SIDE: SIDE STRADDLE

1. Partners stand side-by-side facing forward.
2. One partner calls the cues to control the rope, “One, two, ready, go!”
3. Start with basic jump to establish rhythm.
4. Perform side straddles in unison or alternating, “One, two, ready, straddles apart, together…”
   • Tips: Allow space between partners for leg movements.

ONE OUT ONE IN

1. Right jumper stands outside rope with handle in right hand.
2. Left jumper stands inside rope with handle in left hand.
3. Turn rope together while inside partner performs basic jump.
   • Tips: Turn as if you were turning your own single rope.
   • Cue: “One, two, ready, go! Jump, jump, jump…”

TWO IN TWO ROPES SIDE-BY-SIDE: BASIC JUMP

1. Partners stand shoulder-to-shoulder facing forward, each with a rope.
2. Exchange inside handles.
3. Perform basic jump in unison.
   • Tips: Jumpers must begin together and jump at the same speed.
   • Cue: “One, two, ready, go! Jump, jump, jump…”
# Basketball 6th Grade : Lesson 1

## Lesson Outcomes
- Demonstrate basic dribble.
- Protect the basketball with non-dribbling arm.

## Equipment
- 1 basketball per student
- 4 pinnies
- Containers (barrels) or cart to hold basketball

## Before Class Set Up
- Place basketball containers in different corners of the play space.

### Instant Activity

#### Dribble and Shoot
(3-5 minutes)

**Lesson Content**
- As students exit locker room, they each get a basketball and begin to dribble and shoot.

**Role of Assistant**
- Assist with equipment before and after activity.

### Health Related Physical Activity

#### Dribble Tag
(5 minutes)

**Lesson Content**
- Play space is a basketball court (add a second court if too crowded).
- Designate 4 students as “taggers;” they wear pinnies.
- Each student (including taggers) has a basketball and is dribbling.
- On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count.
- If dribbler is tagged, student must dribble around outside of the court one time.
- If dribbler loses control of the basketball, student must dribble around outside of court one time.
- Continue for 2 minutes then change taggers.
- Add taggers if the students are not active enough.

**Role of Assistant**
- Assist with equipment.
- Give positive specific feedback.
- Keep students on task.

### Activity #1

#### Dribbling
(4 minutes)

**Lesson Content**
- Students stand in horseshoe arrangement with basketball on the ground between their feet.
- Dribbling: Push basketball with pads of fingers; basketball should backspin, Non-dribbling arm is up to protect basketball.
- Demonstrate skill.
- All students practice stationary dribbling with dominant hand and protecting with non-dominant hand.
- All students practice stationary dribbling with non-dominant hand and protect with dominant hand.

**Role of Assistant**
- Assist with demonstration.
- Give positive specific feedback.
- Challenge students to dribble with head up.

 Italics indicate the teacher speaking directly to the student.
**Basketball**

### 6th Grade  |  Lesson 1

#### Dribble and Move
**(Activity #2)**

**Lesson Content**
- Students begin dribbling and moving inside the court area.
- Each student must maintain personal space by keeping his or her head up.
- Start with dominant hand dribble.
- Change to non-dominant hand dribble.

**Role of Assistant**
- Assist students with maintaining personal space.
- Demonstrate skill when needed.

#### Dribble Knock-Out
**(Activity #4)**

**Lesson Content**
- Either half-court, full court, or multiple courts are utilized according to class size.
- Each student has basketball.
- On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students.
- Students protect their basketballs with movement and with non-dribbling arm.
- If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.

**Role of Assistant**
- Help students understand rules.
- Give positive specific feedback.

#### Head’s Up Direction Challenge
**(Activity #3)**

**Lesson Content**
- Students are to follow your directional movements while dribbling basketballs.
- Move forward, backward, left, right, zigzag, etc.
- No verbal directional commands are given. Students should be watching your movements.
- As skills improve, make movements faster and more difficult.

**Role of Assistant**
- Give positive specific feedback.
- Assist with directional movements.

#### Cool Down/Closure
**(Cool Down/Closure)**

**Lesson Content**
- Have students return basketballs to receptacles.
- Students sit and cool down stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - What are the keys to dribbling?
  - Why is dribbling with your arm out so important?
  - When you go home today, find a basketball (or any large bouncing ball) and practice your dribbling skills.

**Role of Assistant**
- Assist with equipment collection.
- Assist with stretching and questions.

---

*Italics indicate the teacher speaking directly to the student.*
# Basketball 6th Grade: Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SETUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate a chest pass.</td>
<td>- 1 basketball for every 2 students</td>
<td>✓ Set up grid area for every 6 students, about a quarter of a basketball court.</td>
</tr>
<tr>
<td>- Execute a fake chest pass.</td>
<td>- Containers or basketball cart</td>
<td>✓ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>- Move to an open area without the basketball.</td>
<td>- 2-4 noodles</td>
<td></td>
</tr>
<tr>
<td>- 5 cones per court to set up grids (24 students per court)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Dribble Knock-Out (3-5 minutes)

**LESSON CONTENT**
- Each student has a basketball and moves onto the court.
- On your signal, students dribble, moving within the court and trying to knock basketballs away from other students.
- Students protect their basketballs with movement and with non-dribbling arm.
- If basketball is knocked away or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.

**ROLE OF ASSISTANT**
- ✓ Assist with equipment.
- ✓ Keep students on task.

## French Fry Tag (6 minutes)

**LESSON CONTENT**
- Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.
- Quickly discuss the negatives of fatty foods with the class.
- Then 2-4 students are given a noodle; these students are the French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- ✓ Assist with equipment.
- ✓ Keep students on task.

## Chest Pass (3 minutes)

**LESSON CONTENT**
- Chest Pass: Both hands on side of basketball, Push basketball from chest, Step towards target, Follow through with hands pointing out and thumbs down.
- Demonstrate skill.
- Students shadow practice chest pass without a basketball.
- Shadow practice faking a pass both to left and right. Students need to step when making a fake.

**ROLE OF ASSISTANT**
- Assist with demonstration if needed.
- Give positive specific feedback.

**INSTANT ACTIVITY**
- Activity #1

**HEALTH RELATED PHYSICAL ACTIVITY**
- French Fry Tag

*Italics indicate the teacher speaking directly to the student.*
### Partner Chest Pass

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and perform chest passes with one basketball.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Students should include faking a pass either left or right.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>After a minute of chest passes, students begin bounce chest passes.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs should form groups of 6, 2 basketballs per group.</td>
<td>Assist with groupings and equipment.</td>
</tr>
</tbody>
</table>

### Keep Away

**ACTIVITY #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within their groups of 6, students should form 2 groups of 3.</td>
<td>Assist with demo if needed.</td>
</tr>
<tr>
<td>Assign two groups of 3 to each quarter of the basketball court.</td>
<td>Direct students to area.</td>
</tr>
<tr>
<td>Demonstrate the game with 2 students or with a student and the assistant.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Designate one student to be in the middle (interceptor).</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down.</td>
<td>Congratulate on improvement.</td>
</tr>
<tr>
<td>The student stays in the middle until you signal to rotate (45 sec. to 1 min.).</td>
<td></td>
</tr>
<tr>
<td>All passes must be around the interceptor and not over his or her head.</td>
<td></td>
</tr>
<tr>
<td>Interceptor must guard only the thrower and be 3 feet away from thrower.</td>
<td></td>
</tr>
<tr>
<td>Thrower can pivot but cannot move.</td>
<td></td>
</tr>
<tr>
<td>Receiver practices making sharp cuts to get open.</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Catch Game

**ACTIVITY #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: complete 3 passes to your own team.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Demonstrate game with students.</td>
<td>Direct students and explain activity as needed.</td>
</tr>
<tr>
<td>Assign 2 teams of 3 to each quarter of the basketball court.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>One point for every 3 consecutive passes is awarded.</td>
<td></td>
</tr>
<tr>
<td>After 3 consecutive passes, the basketball is placed on the ground for the opposing team to begin.</td>
<td></td>
</tr>
<tr>
<td>If a pass is incomplete, the basketball goes to the other team.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s is in effect:</td>
<td></td>
</tr>
<tr>
<td>Must defend from 3 feet away.</td>
<td></td>
</tr>
<tr>
<td>3 catches by 3 different people to score a point.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**ACTIVITY #5**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>Assist with collecting equipment.</td>
</tr>
<tr>
<td>You or assistant lead cool down stretches.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
<td>Lead stretches if authorized by teacher.</td>
</tr>
<tr>
<td>What are the keys to a chest pass?</td>
<td></td>
</tr>
<tr>
<td>Why is faking a pass important?</td>
<td></td>
</tr>
<tr>
<td>Practice your passing skills at home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Basketball 6th Grade : Lesson 3**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in FLOW.</td>
<td>■ FLOW Equipment</td>
<td>✓ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>- Cooperatively work as a team.</td>
<td>■ CD Player</td>
<td>✓ FLOW.</td>
</tr>
<tr>
<td></td>
<td>■ 1 basketball per 3 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Containers or basketball cart</td>
<td></td>
</tr>
</tbody>
</table>

### Keep Away

**INSTANT ACTIVITY**

**LESSON CONTENT**

- Students form groups of 3.
- Designate one person to be in the middle (interceptor).
- On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down.
- The student stays in the middle until you blow the whistle (after 1 minute) to rotate.
- All passes must be around the interceptor and not over his or her head.
- Interceptor must guard only the thrower and be 3 feet away from thrower.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.

**ROLE OF ASSISTANT**

- Direct students and explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

### FLOW

**LESSON CONTENT**

- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**

- Assist with set up if needed.
- Encourage participation
- Find stations that may need additional supervision.
## ACTIVITY #1

### 4-on-4 3 Pass

**Object of game:** to score the most baskets.

- Students form groups of 4, 2 teams of 4 to each half of the basketball court.
- No dribbling in the game. Student with basketball must keep at least 1 foot in place by pivoting.
- Game begins with Rock, Paper, Scissors. Winner in-bounds from half-court.
- Whenever basketball returns to play it is in-bounds from half-court.
- Teams play man to man (or person to person) defense.

**Principle of 3’s in effect:**
- No shot taken until 3 passes to 3 different players.
- Defender on basketball must be 3 feet away and cannot steal basketball.
- Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court.
- Ties settled by Rock, Paper, Scissors.

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>✓ Help group students.</td>
</tr>
<tr>
<td></td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td></td>
<td>✓ Encourage participation.</td>
</tr>
</tbody>
</table>

## COOL DOWN/CLOSURE

- Students return equipment.
- Students stretch
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - Why is moving without the basketball so important?
  - What was the most difficult FLOW station?
  - What was your favorite station?
  - Practice your basketball shooting skills at home.

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>✓ Help with stretching.</td>
</tr>
</tbody>
</table>
### Basketball 6th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Demonstrate a basketball pivot.</td>
<td>✗ 1 basketball for every 3 students</td>
<td>✔ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>✗ Apply pivoting in a directional game.</td>
<td>✗ Containers or basketball cart</td>
<td></td>
</tr>
<tr>
<td>✗ Move to an open space without the basketball.</td>
<td>✗ One foam ball per 6 students</td>
<td></td>
</tr>
<tr>
<td>✗ Containers or basketball cart</td>
<td>✗ Cones for boundary markings (4 per court)</td>
<td></td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Shoot and Rebound

**LESSON CONTENT**
- As students exit locker room, get 1 basketball per 2 students. One shoots while the other rebounds and passes back to shooter. After 3 shots switch roles.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.

#### On Line Tag

**LESSON CONTENT**
- Object of game: to avoid being “it.” Students do that by tagging other students on the line and handing off the basketball.
- All students stand on the sideline, end line, free throw lines or 3 point line of the basketball court.
- Pick 4-5 students to be “it,” each carrying a foam ball.
- Students must run or walk on the lines of the basketball courts and cannot jump lines.
- Taggers, who also have to stay on the lines, tag students with the ball, hand it off and go in the opposite direction. There are no immediate tag backs.
- Variation: Start with 2 “it” students and add additional foam balls to increase action.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify rules.
- Encourage participation.

### HEALTH RELATED PHYSICAL ACTIVITY

#### Pivoting

**LESSON CONTENT**
- Demonstrate a legal pivot. Show how it serves to protect the basketball.
- Pivot: Ball of pivot foot in contact with ground, twist CW or CCW to protect basketball, foot cannot slide or move; cannot change pivot foot, ball of foot “nailed” to ground.
- Students shadow practice pivoting right and left feet, acting as if they are protecting the basketball.

**ROLE OF ASSISTANT**
- Assist with demonstration if needed.
- Give positive specific feedback.
### Watch It! Tag
#### (7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use a full court (add a court if too crowded)</td>
</tr>
<tr>
<td>■ Taggers are in partnerships with one foam ball.</td>
</tr>
<tr>
<td>■ Use 4-6 partnerships as taggers.</td>
</tr>
<tr>
<td>■ Taggers pass a foam ball to each other while trying to tag one of the runners with the foam ball. Throwing at a student is not allowed.</td>
</tr>
<tr>
<td>■ Taggers may not move with foam ball but can pivot on one foot.</td>
</tr>
<tr>
<td>■ Taggers without the foam ball move to get into tagging position.</td>
</tr>
<tr>
<td>■ If tagged, the runner switches roles and becomes a tagger.</td>
</tr>
<tr>
<td>➜ Variation: When tagged, the runner becomes an additional tagger. As the number grows, the role of the runner becomes more challenging.</td>
</tr>
<tr>
<td>➜ Variation: Change the passing roles so that the runners are passing and the taggers are trying to tag the person with the foam ball. If tagged switch roles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>■ Clarify rules.</td>
</tr>
<tr>
<td>■ Give positive specific feedback.</td>
</tr>
</tbody>
</table>

#### ACTIVITY #2

**Basketball 6th Grade Lesson 4**

**ACTIVITY #2**

**ACTIVITY #3**

### 3 Pass End Line
#### (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students form groups of 6 and divide into two groups of 3.</td>
</tr>
<tr>
<td>■ Object of game: to score a point by passing the basketball to a teammate across the end line.</td>
</tr>
<tr>
<td>■ Demonstrate the game utilizing student volunteers.</td>
</tr>
<tr>
<td>■ Game is played with two teams on a full court. If space is limited divide each court with cones down the middle, lengthwise.</td>
</tr>
<tr>
<td>■ Basketball may only be advanced by passing. Student with basketball may not dribble or walk, he or she may ONLY pivot, then pass.</td>
</tr>
<tr>
<td>■ Students without the basketball move to open areas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assist with court set-ups if needed.</td>
</tr>
<tr>
<td>■ Clarify rules.</td>
</tr>
<tr>
<td>■ Give positive specific feedback.</td>
</tr>
</tbody>
</table>

#### ACTIVITY #3

**ACTIVITY #3**

**ACTIVITY #3** (continued)

**ACTIVITY #3**

### 3 Pass End Line (continued)
#### (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Game starts with an in-bound pass.</td>
</tr>
<tr>
<td>■ A goal is scored if basketball is passed successfully to a student beyond the end line.</td>
</tr>
<tr>
<td>■ If pass is incomplete or dropped, basketball is in-bounded from closest sideline.</td>
</tr>
<tr>
<td>■ If traveling occurs, other team gets basketball. Use in-bound pass from closest sideline.</td>
</tr>
<tr>
<td>■ After goal, basketball is put into play at the end line by in-bound pass.</td>
</tr>
<tr>
<td>■ Principle of 3’s in effect:</td>
</tr>
<tr>
<td>■ 3 passes to 3 teammates before a team can score.</td>
</tr>
<tr>
<td>■ Defender of the basketball must be 3 feet away and cannot hit the basketball out of passers’ hands.</td>
</tr>
<tr>
<td>■ Defender of the basketball can count to 3 alligators to force a pass. Turnover if basketball is not passed in 3 alligators.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>■ Help with stretching.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
#### (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Collect equipment.</td>
</tr>
<tr>
<td>■ Stretch.</td>
</tr>
<tr>
<td>■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
</tr>
<tr>
<td>■ What are the keys to pivoting?</td>
</tr>
<tr>
<td>■ Show your partner how to pivot.</td>
</tr>
<tr>
<td>■ Find some friends at home and play End Line with any type of ball.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
## Basketball 6th Grade : Lesson 5

### LESSON OUTCOMES
- Demonstrate an overhead pass.
- Move without the basketball.

### EQUIPMENT
- 1 basketball per student
- Containers or basketball cart
- 16-20 cones

### BEFORE CLASS SET UP
- Place basketball containers in different corners of the play space.

#### Dribble Knock-Out
**LESSON CONTENT**
- Either half-court, full court, or multiple courts are utilized according to class size.
- Each student has basketball.
- On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students.
- Students protect their basketballs with movement and with non-dribbling arm.
- If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Keep students on task.

#### Keep Away
**LESSON CONTENT**
- Students form groups of 3.
- Demonstrate game with 2 students or with a student and the assistant.
- Designate one student to be in the middle (interceptor).
- On your signal, the 2 outside students pass basketball to each other without interceptor intercepting it or knocking it down.
- Student stays in the middle until you blow whistle (after 1 minute) to rotate.
- All passes must be around interceptor and not over his or her head.
- Interceptor must guard only the thrower and not over his or her head.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.

**ROLE OF ASSISTANT**
- Assist with demo if needed.
- Direct students and explain activity as needed.
- Give positive specific feedback.
- Congratulate improvement.

#### Overhead Pass
**LESSON CONTENT**
- Overhead pass: Both hands on side of basketball, Basketball above head, Step towards target.
- Students shadow practice overhead pass without basketball.
- Students shadow practice faking a pass both to left and right. Students need to step when making a fake.

**ROLE OF ASSISTANT**
- Assist with demonstration if needed.
- Give positive specific feedback.

---

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
### 4 in 1
(7 minutes)

**LESSON CONTENT**
- Students form groups of 4.
- In each group, 1 student puts 1 ball in receptacle. Use 4 corners of basket key or have 2 students get 4 cones for group. One student secures space for setting up cones in a square.
- Three students (X, X, Z in diagram) stand by cones. The last student (Y) stands in middle of square.
- Student with basketball should not be on corner that is diagonally across from the open corner. Thrower/passer should use overhead pass to move ball.
- Y tries to deflect or catch basketball.
- X closest to open corner moves to it and catches basketball before it hits floor.
- If X's may not move until thrower begins to release basketball.
- If basketball hits floor or is deflected, Z switches places with Y.
- If X successfully catches basketball in open corner, then X passes it to new open corner, and game continues.

**ROLE OF ASSISTANT**
- Assist with court set-up if needed.
- Help with demonstration.
- Give positive specific feedback.
- Clarify activity.

---

**ACTIVITY #3**

**4-on-4 3 Pass**  
(15 minutes)

**LESSON CONTENT**
- Students remain in their groups of 4.
- Object of game: to score the most baskets.
- Two teams of 4 on each half-court (more students per team if courts are limited).
- No dribbling in the game. Student with basketball must keep at least one foot in place by pivoting.
- Game begins with Rock, Paper, Scissors. Winner in-bounds from half-court.
- Whenever the basketball returns to play it is in-bounded from half-court.
- Teams play man to man (or person to person) defense.
- Principle of 3’s in effect:
  - No shot until 3 passes to 3 different players.
  - Defender on the basketball must be 3 feet away and cannot steal the basketball.
- Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court.
- Ties settled by Rock, Paper, Scissors.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help group students.
- Give positive specific feedback.
- Encourage participation.

---

**Cool Down/Closure**  
(3 minutes)

**LESSON CONTENT**
- Collect equipment.
- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - Why do you think passing is more important than dribbling?
  - Can you show your partner how to overhead pass?
- Play basketball with friends after school today.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with stretching.
## Basketball
### 6th Grade: Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate a one-hand shot.  
  - Execute a shot during game situation. | - 1 basketball per 5 students  
  - 1 football per 10 students | - Place basketball containers in different corners of the play space.  
  - High Ten: 25 x 25 yard square for 35 students. |

### Shoot and Rebound
**LESSON CONTENT**
- As students exit locker room, give 1 basketball per 2 students. One shoots while the other rebounds and passes back to shooter. After 3 shots switch roles.

**ROLE OF ASSISTANT**
- Assist with equipment.  
- Encourage participation.

### One-Hand Shot
**LESSON CONTENT**
- One-Hand Shot: Basketball on finger pads chest high, Bent knees extend upward, Pushed ball finishes with a wrist snap.  
- Students shadow practice shooting.

**ROLE OF ASSISTANT**
- Assist with demonstration.  
- Give positive specific feedback.

### High 10 Everybody’s It
**LESSON CONTENT**
- Object of game: to tag and free as many people as possible.  
- Use 4 cones to form a 25 x 25 yd. square.  
- All students are “it.”  
- If tagged, a student must sit or kneel down with both hands up.  
- A tagged student returns to game when given a high 10 by another student.  
- If 2 tagging students argue about who tagged who both are out and must kneel down.

**ROLE OF ASSISTANT**
- Assist with set up.  
- Encourage participation.

### Partner Shooting the Hoops
**LESSON CONTENT**
- Students find a partner, 1 basketball per pair.  
- One shoots while the other rebounds and passes back to shooter.  
- After 3 shots switch roles.  
- All shots taken from 15 feet or less.  
- 3-5 pairs at each basket.  
- Challenge: How many baskets can the shooter make in 30 seconds? Reverse roles and add scores with your partner.  
- Can the combined score improve over the next 30 seconds?

**ROLE OF ASSISTANT**
- Assist with equipment.  
- Encourage participation.  
- Give positive specific feedback.
### Pig Ball (18 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs form groups of 10 for a full court 5-on-5 game.</td>
<td>✔ Help with equipment.</td>
</tr>
<tr>
<td>Object of game: to make as many baskets as possible using a football on a basketball court by only passing, catching, and shooting.</td>
<td>✔ Assist with grouping.</td>
</tr>
<tr>
<td>Use Rock, Paper, Scissors to determine who starts game with control of the basketball.</td>
<td>✔ Clarify rules and encourage participation.</td>
</tr>
<tr>
<td>Game starts with a throw-in from end line. Team in possession tries to pass and catch the football and advance toward their basket.</td>
<td>✔ Give positive specific feedback.</td>
</tr>
<tr>
<td>Once the student catches the ball he or she must stop and can only pivot, pass or shoot.</td>
<td></td>
</tr>
<tr>
<td>Defender guards the passer, but cannot knock the football out of the passer’s hands.</td>
<td></td>
</tr>
<tr>
<td>All dropped footballs, bad throws or balls thrown out-of-bounds go to defending team. Free toss from that point.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s in effect:</td>
<td></td>
</tr>
<tr>
<td>Passer has 3 seconds to throw football (3 alligators counted by closest defender).</td>
<td></td>
</tr>
<tr>
<td>Defenders must be 3 feet away from passer.</td>
<td></td>
</tr>
<tr>
<td>After a score, other team takes the football out from end line.</td>
<td></td>
</tr>
<tr>
<td>Play 4-minute games and have leading teams move up and teams behind move down.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment then assemble near you as you lead stretching.</td>
<td>✔ Collect equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
<td>✔ Assist with stretching.</td>
</tr>
<tr>
<td>What are the keys to shooting?</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to shot a basketball with your partner.</td>
<td></td>
</tr>
<tr>
<td>Play Pig ball at home with friends.</td>
<td></td>
</tr>
</tbody>
</table>
## Basketball 6th Grade: Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate passing, pivoting, and shooting skills in a game situation.</td>
<td>FLOW equipment</td>
<td>FLOW: If possible, set up before class or assign students to help during Instant Activity. CD cued to music.</td>
</tr>
</tbody>
</table>

### Instant Activity

**Shoot and Rebound**

**LESSON CONTENT**

- As students exit locker room, give 1 basketball per 2 students. One shoots while the other rebounds and passes back to shooter. After 3 shots switch roles.

**ROLE OF ASSISTANT**

- Assist with equipment.
- Encourage participation.

### FLOW

**LESSON CONTENT**

- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**

- Assist with set up if needed.
- Encourage participation
- Find stations that may need additional supervision.
# Basketball

## Activity #1

### Pig Ball

**Lesson Content:**
- Pairs form groups of 10 for a full court 5-on-5 game.
- Object of game: to make as many baskets as possible using a football on a basketball court by only passing, catching, and shooting.
- Use Rock, Paper, Scissors to determine who starts game with control of the basketball.
- Game starts with a throw-in from end line. Team in possession tries to pass and catch the football and advance toward their basket.
- Once the student catches the ball he or she must stop and can only pivot, pass or shoot.
- Defender guards the passer, but cannot knock the football out of the passer’s hands.
- All dropped footballs, bad throws or balls thrown out-of-bounds go to defending team. Free toss from that point.
- Principle of 3’s in effect:
  - Passer has 3 seconds to throw football (3 alligators counted by closest defender).
  - Defenders must be 3 feet away from passer.
  - After a score, other team takes the football out from end line.
- Play 4-minute games and have leading teams move up and teams behind move down.

### Cool Down/Closure

**Lesson Content:**
- Students collect equipment then assemble near you as you lead stretching.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - What basketball skills were used today? (Passing, pivoting, shooting, defense.)
  - Which skill is your best? Which skill do you need the most practice?
- Find some friends after school and play pig basketball.

### Role of Assistant

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help with equipment.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Assist with grouping.</td>
<td>Help with stretching.</td>
</tr>
<tr>
<td>Clarify rules and encourage participation.</td>
<td></td>
</tr>
<tr>
<td>Give positive specific feedback.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Basketball** 6th Grade : Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate basketball skills in a game.</td>
<td>■ 1 basketball per 2 students</td>
<td>✔ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>■ Understand half-court rules.</td>
<td>■ Containers or basketball cart</td>
<td></td>
</tr>
<tr>
<td>■ One foam ball per 6 students</td>
<td>■ One foam ball per 6 students</td>
<td></td>
</tr>
</tbody>
</table>

---

**Keep Away**  
(3-5 minutes)

 **LESSON CONTENT**
- Students form groups of 3.
- Designate one person to be in the middle (interceptor).
- On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down.
- The student stays in the middle until you blow the whistle (after 1 minute) to rotate.
- All passes must be around the interceptor and not over his or her head.
- Interceptor must guard only the thrower and be 3 feet away from thrower.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.

 **ROLE OF ASSISTANT**
- Direct students and explain activity as needed.
- Give positive specific feedback.
- Congratulate improvement.

**Watch It! Tag**  
(5 minutes)

 **LESSON CONTENT**
- Use a full court (add a court if too crowded)
- Taggers are in partnerships with one foam ball.
- Use 4-6 partnerships as taggers.
- Taggers pass a foam ball to each other while trying to tag one of the runners with the foam ball. Throwing at a student is not allowed.
- Taggers may not move with foam ball but can pivot on one foot.
- Taggers without the foam ball move to get into tagging position.
- If tagged, the runner switches roles and becomes a tagger.
  - Variation: When tagged, the runner becomes an additional tagger. As the number grows, the role of the runner becomes more challenging.
  - Variation: Change the passing roles so that the runners are passing and the taggers are trying to tag the person with the foam ball. If tagged switch roles.

 **ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify rules.
- Give positive specific feedback.

---

**HEALTH RELATED PHYSICAL ACTIVITY**

**Instant Activity**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
Basketball

3-on-3 Half-Court Basketball
(6 minutes)

**LESSON CONTENT**
- Object of game: to score as many points as possible. Students form groups of 3 (more if courts are limited).
- Principle of 3's in effect:
  - Defender must be 3 feet away from basketball.
  - 3 passes before a shot can be taken.
  - No dribbling.
  - All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).
- Scoring: 2 points for a basket

**ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify rules.
- Give positive specific feedback.

---

Partner Shooting the Hoops
(5 minutes)

**LESSON CONTENT**
- Review one-hand shot: Basketball on finger pads chest high, Bent knees extend upward, Pushed ball finishes with a wrist snap.
- Groups of 6 from previous game divide into pairs, 1 basketball per pair, 3-5 pairs at each basket.
- Student shoots while the other rebounds and passes back to shooter.
- After 3 shots switch roles.
- All shots taken from 15 feet or less.
- Challenge: How many baskets can the shooter make in 30 seconds? Reverse roles and add scores together.
- Can you improve your score if you are timed again?

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.
- Give positive specific feedback.

---

3-on-3 Half-Court Basketball
(15 minutes)

**LESSON CONTENT**
- Object of game: to score as many points as possible.
- Same groups and courts as previous game.
- Principle of 3's in effect:
  - Defender must be 3 feet away from basketball.
  - 3 passes before a shot is taken.
- Dribbling allowed.
- All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).
- Scoring: 2 points for a basket
- Play 4-minute games; leading teams move up a court and those behind move down.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify rules.
- Give positive specific feedback.

---

Cool Down/Closure
(3 minutes)

**LESSON CONTENT**
- Collect equipment
- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - Has your shooting improved? Why or why not?
  - Was the game better with or without dribbling? Why?
  - Play a half-court game of basketball after school today.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with stretching.

---

* Italics indicate the teacher speaking directly to the student.*
# Basketball 6th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate ball handling skills.  
■ Rebound and throw an outlet pass. | ■ 1 basketball per student  
■ Containers or basketball cart | ✗ Place basketball containers in different corners of the play space. |

## Half-Court or Shooting (3-5 minutes)

### LESSON CONTENT
- Students can either play half-court basketball games or shoot with a partner on a different basket.

### ROLE OF ASSISTANT
- Assist with equipment.
- Help with groupings.
- Assist with games.

## Basketball Awesome Add-on (6 minutes)

### LESSON CONTENT
- Each student has a basketball.
- Students dribble basketball around court (or two courts for larger classes).
- Students begin on your signal (music, whistle, GO, etc.).
- On your second signal, students stop and perform a designated basketball skill. You could use any of the following:
  - Hold basketball and pivot on one foot.
  - Dribble and jog in place.
  - Dribble back and forth in front using right and left hand.

### ROLE OF ASSISTANT
- Assist with equipment.
- Give positive specific feedback.
- Encourage participation.

## Basketball Awesome Add-on (continued) (6 minutes)

### LESSON CONTENT
- Toss basketball up and catch behind back.
- Dribble and spin in a small circle.
- Dribble between legs.
- Dribble behind back.
- Roll basketball in a figure 8 around feet.
- Dribble basketball in a figure 8 around feet.
- A new skill will be added on each time you signal for students to stop.
- From memory, students must do all the other skills, in order, before adding new skill.

### ROLE OF ASSISTANT

## Transition

### LESSON CONTENT
- Students place basketballs into containers.
- Students form groups of 3 (or more) for half-court basketball games.

### ROLE OF ASSISTANT
- Assist with equipment.
- Help with groupings.
## Basketball

### 3-on 3-Half-Court Basketball
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to score as many points as possible. Students form groups of 3 (more if courts are limited).</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Principle of 3’s in effect:</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>Defender must be 3 feet away from basketball.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>3 passes before a shot is taken.</td>
<td></td>
</tr>
<tr>
<td>All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Passes and a Shot
(7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate drill.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Two groups of 3 per court (more if groupings are larger), 1 basketball per group.</td>
<td>Help organize courts.</td>
</tr>
<tr>
<td>Each group begins at half-court, middle student with basketball and students on right and left. Second group waits behind with a basketball.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Each group makes 3 passes (or more) without dribbling to move basketball toward basket then shoots.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>A student rebounds basketball, pivots toward near sideline and passes out to a teammate who has run to that sideline (free throw line extended).</td>
<td></td>
</tr>
<tr>
<td>Sideline student pivots and passes to third teammate, who has run to near sideline at half-court.</td>
<td></td>
</tr>
<tr>
<td>Once basketball is rebounded and the outlet pass is started, the second group begins to pass 3 times then shoot.</td>
<td></td>
</tr>
<tr>
<td>Each group keeps passing, shooting, rebounding, and outlet passing.</td>
<td></td>
</tr>
<tr>
<td>Groups rotate positions, making sure all students get opportunities to shoot.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many baskets in a row can the group make?</td>
<td></td>
</tr>
</tbody>
</table>

### 3-on 3-Half-Court Basketball
(13 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to score as many points as possible.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Same groups and courts as previous game.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>Principle of 3’s in effect:</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Defender must be 3 feet away from basketball.</td>
<td></td>
</tr>
<tr>
<td>3 passes before a shot is taken.</td>
<td></td>
</tr>
<tr>
<td>All restarts begin at half-court (beginning of the game, out of bounds, fouls, etc.).</td>
<td></td>
</tr>
<tr>
<td>Play 4-minute games; leading teams move up a court and those behind move down.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td>Help with stretching.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>Why is basketball good for your heart?</td>
<td></td>
</tr>
<tr>
<td>Do you play basketball regularly? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>Find some friends and play half-court basketball today after school.</td>
<td></td>
</tr>
</tbody>
</table>

---

*Italics indicate the teacher speaking directly to the student.*
# Basketball 6th Grade: Lesson 10

## Lesson Outcomes
- Demonstrate accuracy in shooting.

## Equipment
- 1 basketball per 3 students
- 1 football per 10 students
- Containers or basketball cart

## Before Class Set Up
- Place basketball containers in different corners of the play space.

## INSTANT ACTIVITY

### Half-Court or Shooting

**Content**
- Students can either play half-court basketball games or shoot with a partner on a different basket.

**Role of Assistant**
- Assist with equipment.
- Help with groupings.
- Assist with games.

## Health Related Physical Activity

### 3 Passes and a Shot

**Content**
- Demonstrate drill.
- Two groups of 3 per court (more if groupings are larger), 1 basketball per group.
- Each group begins at half-court, middle student with basketball and students on right and left. Second group waits behind with a basketball.
- Each group makes 3 passes (or more) without dribbling to move basketball toward basket then shoots.
- A student rebounds basketball, pivots toward near sideline and passes out to a teammate who has run to that sideline (free throw line extended).
- Sideline student pivots and passes to third teammate, who has run to near sideline at half-court.
- Once basketball is rebounded and pass is started, the second group begins to pass 3 times then shoot.
- Each group keeps passing, shooting, rebounding, and passing.
- Groups rotate positions, making sure all students get opportunities to shoot.
- Challenge: How many baskets in a row can the group make?

**Role of Assistant**
- Assist with equipment.
- Help organize courts.
- Give positive specific feedback.
- Encourage participation.

 Italics indicate the teacher speaking directly to the student.
**Basketball**

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form groups according to the number of available baskets, for example, if you have 6 baskets you will need 6 groups.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Help with grouping.</td>
<td></td>
</tr>
</tbody>
</table>

**Never Ending Knockout**  
(12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: stay on the same court for as long as possible.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Demonstrate game.</td>
<td>✓ Help organize courts.</td>
</tr>
<tr>
<td>Two basketballs per court.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>Students line up at top of circle inside the key (usually played at free throw line).</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>First student in line shoots and tries to make basket before second person in line makes a basket.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>If the first student makes a basket before the second student, he or she passes basketball to next student in line and runs to back of the line. If the second student makes a basket before the first student, the first student takes a basketball from cart and dribbles around gym or courts.</td>
<td></td>
</tr>
<tr>
<td>The second student is now trying to make a basket before the third student makes a basket.</td>
<td></td>
</tr>
<tr>
<td>Once knocked out, students get a ball from the closest location and dribble around gym or courts once CCW, then put basketball away and join next game one court CCW. This makes the game continuous and all students stay involved.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #1**

**Pig Ball**  
(18 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form groups of 10 for a full court 5-on-5 game.</td>
<td>✓ Help with equipment.</td>
</tr>
<tr>
<td>Object of game: to make as many baskets as possible using a football on a basketball court by only passing, catching, and shooting.</td>
<td>✓ Assist with grouping.</td>
</tr>
<tr>
<td>Use Rock, Paper, Scissors to determine who starts game with control of the basketball.</td>
<td>✓ Clarify rules and encourage participation.</td>
</tr>
<tr>
<td>Game starts with a throw-in from end line. Team in possession tries to pass and catch the football and advance toward their basket.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Once the student catches the ball he or she must stop and can only pivot, pass or shoot.</td>
<td></td>
</tr>
<tr>
<td>Defender guards the passer, but cannot knock the football out of the passer’s hands.</td>
<td></td>
</tr>
<tr>
<td>All dropped footballs, bad throws or balls thrown out-of-bounds go to defending team. Free toss from that point.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s in effect:</td>
<td></td>
</tr>
<tr>
<td>Passer has 3 seconds to throw football (3 alligators counted by closest defender).</td>
<td></td>
</tr>
<tr>
<td>Defenders must be 3 feet away from passer.</td>
<td></td>
</tr>
<tr>
<td>After a score, other team takes football out from end line.</td>
<td></td>
</tr>
<tr>
<td>Play 4-minute games and have leading teams move up and teams behind move down.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Cool Down/Closure**  
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment then assemble near you as you lead stretching.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Help with stretching.</td>
</tr>
<tr>
<td>What has been your favorite part of the basketball unit?</td>
<td></td>
</tr>
<tr>
<td>What is your best basketball skill? Why?</td>
<td></td>
</tr>
<tr>
<td>Play either basketball or pig ball with friends at home.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Soccer 6th Grade: Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate the skills for dribbling a soccer ball.  
■ Execute a stop and change of direction while dribbling the soccer ball.  
■ Protect the soccer ball while dribbling. | ■ 1 soccer ball (or other ball) per student  
■ 4 cones  
■ 6 pinnies, any color | ✓ Set up soccer balls in barrels or hoops at 4 corners.  
✓ Set up 4 cones in a 30 x 30 yard square. |

#### Dribbling (3-5 minutes)

**LESSON CONTENT**
- As students exit locker room, each gets 1 soccer ball, finds space in activity area, and begins dribbling ball with foot.
- Students must always be aware of other students and stay out of each other’s way.

**ROLE OF ASSISTANT**
- ✓ Assist with equipment and instructions.

#### Mosquito Tag (6 minutes)

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down.
- A tagged student returns to game when two students give a high 10 above the seated student and they yell “OFF” (or any sort of mosquito repellant).
- To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.
- If claps are not in unison, no one is killed and mosquitoes can try to tag the line so they cannot clap again.

**ROLE OF ASSISTANT**
- Assist with demonstration.
- Encourage participation.
- Ensure proper tagging with noodles.

#### Dribble Chase (6 minutes)

**LESSON CONTENT**
- 4 cones are on boundaries and 12 hoops are scattered within coned area. 1 soccer ball per student.
- 6 students are “it.” These students carry pinnies and do not have soccer balls.
- “It” students tag other students with free hands and trade pinnies for soccer balls and dribble away.
- No immediate tag backs.
- Students can dribble into hoops to prevent being tagged.
- If new student enters hoop, old student must exit and find a different hoop.
- Student in hoop cannot protect hoop to keep others out.

**ROLE OF ASSISTANT**
- ✓ Set up field if needed.
- ✓ Help clarify rules.

#### Transition

**LESSON CONTENT**
- Students keep soccer balls as they come together for instruction. Soccer balls must be secured during instruction (under foot, etc.).

**ROLE OF ASSISTANT**
- Assist gathering students for instruction.
<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Dribbling Ball (1 minute)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td>Help with demonstration if needed.</td>
<td></td>
</tr>
<tr>
<td>Students are either seated or standing in a semi-circle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate dribbling skills and stopping skills, including changing directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Dribbling: Keep soccer ball 2-3 feet in front of feet, Use inside of both feet, Stop soccer ball by placing foot on top.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #3</th>
<th>Dribble Practice (4 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td>Help with crowd control.</td>
<td></td>
</tr>
<tr>
<td>Each student has a soccer ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students walk and dribble inside four cones in a 30 x 30 area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students avoid contact with other students by looking up while dribbling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students practice stopping soccer ball and changing directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 1-2 minutes, signal students to jog while dribbling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #4</th>
<th>Steal the Ball (8 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td>Remove a third of soccer balls and put them away.</td>
<td></td>
</tr>
<tr>
<td>Object of game: to get soccer ball and guard it while moving inside boundaries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to guard soccer ball while changing directions, using body to block defender.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students get soccer balls and begin dribbling around area, controlling soccer balls while walking, jogging, or running.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must keep moving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students without soccer balls may steal them at any time from anyone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After soccer ball has been stolen from 1 student, he or she may not steal ball back, but may steal another student’s soccer ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If a student with a soccer ball is standing still, he or she must give ball to another student.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Cool Down/Closure (3 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td>Help in counting and collecting equipment.</td>
<td></td>
</tr>
<tr>
<td>Students collect equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead class in stretches that stretch calves, quadriceps, and hamstrings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ How close to your feet should you keep a soccer ball when dribbling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ What do you do to protect the soccer ball from others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ Practice these drills with a soccer ball at home for your fun homework.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Text:

Set Up or Prep Duties
Cues or Key Concepts
Variation
Challenge

Italics indicate the teacher speaking directly to the student.
**Soccer** 6th Grade : Lesson 2

### LESSON OUTCOMES
- Execute basic soccer ball handling skills for changing directions.
- Demonstrate the ability to dribble while protecting the soccer ball.

### EQUIPMENT
- 1 soccer or utility ball per student
- 16 hoops
- 6 pinnies
- 4 cones

### BEFORE CLASS SET UP
- Set up 30 x 30 yard square formed with 4 cones for 50 students.
- Scatter 12 hoops inside coned area.
- Evenly distribute 4 hoops with soccer balls outside 4 cones at 4 different corners.

### Dribble Practice
**Instant Activity**
- **Dribble Practice (3-5 minutes)**

**Lesson Content**
- Each student comes out to activity area, gets a soccer ball and practices dribbling, stopping, and changing directions. This can be done while walking or running.

**Role of Assistant**
- Assist with equipment.
- Monitor and encourage students.

### Dribble Chase
**Health Related Physical Activity**
- **Dribble Chase (6 minutes)**

**Lesson Content**
- 4 cones are on boundaries and 12 hoops are scattered within coned area. 1 soccer ball per student.
- 6 students are “it.” These students carry pinnies and do not have soccer balls.
- “It” students tag other students with free hands and trade pinnies for soccer balls and dribble away.
- No immediate tag backs.
- Students can dribble into hoops to prevent being tagged.
- If new student enters hoop, old student must exit and find a different hoop.
- Student in hoop cannot protect hoop to keep others out.

**Role of Assistant**
- Monitor activity.
- Clarify rules.
- Encourage students to keep moving.

### Transition
**Activity #1**
- **Ball Handling Drills (15 minutes total)**

**Lesson Content**
- Each student gets a soccer ball and finds space inside 4 cones
- Students can help assistant remove hoops.

**Role of Assistant**
- Assist with soccer ball distribution and hoop removal.

**Dribbling (2 minutes)**
- Dribbling: Keep soccer ball 2-3 feet in front of feet, Use inside of both feet.
- Have students walk quickly dribbling the ball inside 4 cones.
- After 1 minute students start jogging.
- Signal stop and have students control soccer balls between their feet.

**Tap Drill (3 minutes)**
- With either foot, students tap top of soccer balls.
- Students quickly alternate foot taps.
- Challenge: How many taps can be done in 30 seconds? Can that number be improved?

---

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
**Soccer**

**6th Grade**  
**Lesson 2**

### BALL HANDLING DRILLS (continued)

**LESSON CONTENT**  
**ROLE OF ASSISTANT**  

#### Pull Back to Instep (2 minutes)
- Students start with right foot on top of soccer balls.
- Students roll soccer balls back.
- Students trap soccer balls with right foot insteps.
- Have students switch feet.

★ Challenge: How quickly can each student do 5 pull backs with each foot?

#### Brushes (3 minutes)
- Students use right feet to brush across top of soccer balls to the left.
- Students use left feet to brush soccer ball back to the right.
- Have students alternate feet.

★ Challenge: How many brushes can each student do in 30 seconds? Can that number be improved?

#### Brush Trap (2 minutes)
- Students use right feet to brush across top of soccer balls to the left.
- Students use left feet to trap soccer balls with insteps.
- Students use left feet to brush across top of soccer balls to the right.
- Students use right feet to trap soccer balls with insteps.

★ Challenge: How many times in a row can the drill be executed without losing the soccer ball?

### Soccer Knock-Out

**ACTIVITY #2**

**LESSON CONTENT**

- Object of game: to protect soccer ball while kicking another student’s soccer ball out of coned area.
- Students dribble soccer balls inside coned area.
- If student’s soccer ball goes out, he or she retrieves it and does 5 jumping jacks before returning.

**ROLE OF ASSISTANT**

- Clarify rules.
- Monitor students doing jumping jacks.
- Encourage movement and activity.

### Cool Down/Closure

**ACTIVITY #3**

**LESSON CONTENT**

- Collect equipment.
- Students stretch for cool down.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)

- Name 3 skills for dribbling.
- Why is ball handling important for soccer?
- Continue to practice the soccer drills at home.

**ROLE OF ASSISTANT**

- Assist in collecting equipment.
- Lead stretching.

Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge  

*Italics indicate the teacher speaking directly to the student.*
# Soccer 6th Grade: Lesson 3

## Lesson Outcomes
- Execute an instep pass and trap.
- Demonstrate how to move without the soccer ball.

## Equipment
- 1 soccer ball for every 2 students
- 4 cones
- 1 cone for every 2 students
- 4 hoops
- Have soccer balls in 4 hoops spread out in activity area.
- Area for game is 30 x 30 yard square.

## Before Class Set Up

### Drills (3-5 minutes)

#### Lesson Content
- Students get soccer balls and begin ball handling drills from previous day.

#### Role of Assistant
- Assist with equipment.
- Post sign listing drills.
- Assist with skill instruction.

## Activity #1: 1-on-1 Soccer (6 minutes)

#### Lesson Content
- Students find partners and get 1 soccer ball and 1 cone per pair.
- Object of game: to score a goal by knocking down cone.
- Demonstrate game.
- Student with soccer ball tries to dribble around defender and knock cone over.
- Defender must guard shooter and not cone.
- Start game about 20 feet from cone.
- After goal, defender gets soccer ball and begins dribbling 20 feet from cone.

#### Role of Assistant
- Distribute equipment.
- Assist with demonstration.
- Monitor games.
- Encourage fair play.

## Activity #2: Instep Pass and Trap (1 minute)

#### Lesson Content
- Instep Pass: Strike soccer ball with instep of foot, Plant non-striking foot even with soccer ball when kicking,
- Trap: Turn inside of foot toward rolling soccer ball, Catch soccer ball by giving a little as ball strikes foot.

#### Role of Assistant
- Assist with demonstrations.
- Assist with skill instruction.
- Encourage participation.

---

 Italics indicate the teacher speaking directly to the student.

---
### Partner Instep Pass

**Activity #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>Help students move without soccer ball.</td>
</tr>
<tr>
<td>Partners find space and trap and pass back and forth.</td>
<td>Assist with spacing of students.</td>
</tr>
<tr>
<td>After 2 minutes, give a stop signal.</td>
<td></td>
</tr>
</tbody>
</table>

### Passing to a Moving Target

**Activity #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate drill.</td>
<td>Help students move without soccer ball.</td>
</tr>
<tr>
<td>Partners are 20 feet apart.</td>
<td>Assist with spacing of students.</td>
</tr>
<tr>
<td>Student without soccer ball moves either to right or left.</td>
<td></td>
</tr>
<tr>
<td>Student with soccer ball instep passes to moving student.</td>
<td></td>
</tr>
<tr>
<td>Best practice is for moving student to cut at a 45° angle. A student can create a 45° angle by pointing 1 hand at his or her partner and the other hand at a 90° angle. Student then runs between the arms.</td>
<td></td>
</tr>
<tr>
<td>Moving student receives by trapping soccer ball, stops, and passes back to partner, who is now moving.</td>
<td></td>
</tr>
</tbody>
</table>

### 2-on-2 Soccer

**Activity #5**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners form groups of 4, 2 cones and 1 soccer ball per group.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>Object of game: to score a goal by shooting soccer ball through 2 cones from a particular direction.</td>
<td>✓ Assist with field set-ups.</td>
</tr>
<tr>
<td>Demonstrate game.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>Teams make a goal with 2 cones with enough space to move.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>Only 1 goal is utilized; each team decides which direction they will shoot through goal. (e.g., 1 team may score shooting north while opposing team shoots south through goal).</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Defenders must guard student with soccer ball, not goal.</td>
<td></td>
</tr>
<tr>
<td>Start game about 20 feet from cones and off to side.</td>
<td></td>
</tr>
<tr>
<td>After goal, defenders get soccer ball off to side of goal cones.</td>
<td></td>
</tr>
<tr>
<td>Size of goal is to be decided by group.</td>
<td></td>
</tr>
<tr>
<td>A soccer ball going through goal in wrong direction counts only as a pass.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**Cool Down/Closure**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>✓ Assist in collecting equipment.</td>
</tr>
<tr>
<td>Have students cool down stretch.</td>
<td>✓ Assist with stretching.</td>
</tr>
<tr>
<td>Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>Name the skills needed to do an instep pass.</td>
<td></td>
</tr>
<tr>
<td>Why did we learn to make a 45° cut?</td>
<td></td>
</tr>
<tr>
<td>Find a friend and practice after school today’s skills.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*

- ✓ Set Up or Prep Duties
- ➔ Cues or Key Concepts
- ➔ Variation
- ★ Challenge
## Soccer 6th Grade : Lesson 4

### LESSON OUTCOMES
- Participate in FLOW.
- Dribble under control while moving.

### EQUIPMENT
- 1 ball per student (can be a utility ball)
- 4 hoops
- FLOW
- 4 cones

### BEFORE CLASS SET UP
- Set up FLOW.
- Have soccer balls in 4 hoops spread out in activity area.
- Set up 4 cones in 30 x 30 yard square area.

### INSTANT ACTIVITY
#### Pass and Trapping
**LESSON CONTENT**
- Students find partners and practice instep passing and trapping.
- When ready, students can pass with a moving partner.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Organize student spacing.</td>
</tr>
</tbody>
</table>

#### Flow
**LESSON CONTENT**
- Students do FLOW stations (see FLOW section)

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help set up equipment.</td>
</tr>
<tr>
<td>Encourage participation.</td>
</tr>
<tr>
<td>Keep students on task at stations.</td>
</tr>
</tbody>
</table>

### LESSON CONTENT
#### Follow the Leader
**LESSON CONTENT**
- Students find a partner and both get soccer balls.
- Object of game: for leader to lose follower.
- Demonstrate game.
- 1 student leads while dribbling soccer ball as partner follows dribbling soccer ball inside cones.
- After whistle is blown to start, follower is successful if he or she can touch leader while keeping 1 hand and 1 foot on soccer ball.
- If leader is touched, he or she must do 5 jumping jacks.
- If follower cannot touch leader while keeping contact with ball, he or she must do 5 jumping jacks.
- Students must keep their heads up to watch for others while dribbling.
- On your signal, students switch roles.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Encourage participation.</td>
</tr>
<tr>
<td>Give positive specific feedback.</td>
</tr>
</tbody>
</table>

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### 2-on-2 Soccer 1 Goal
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>◼ Partners form groups of 4, 2 cones and 1 soccer ball per group.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>◼ Object of game: to score a goal by shooting soccer ball through 2 cones from a particular direction.</td>
<td>✓ Assist with field set-ups.</td>
</tr>
<tr>
<td>◼ Demonstrate game.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>◼ Teams make a goal with 2 cones with enough space to move.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>◼ Only 1 goal is utilized; each team decides which direction they will shoot through goal. (e.g., 1 team may score shooting north while opposing team shoots south through goal).</td>
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<tr>
<td>◼ Defenders must guard student with soccer ball, not goal.</td>
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</tr>
<tr>
<td>◼ Start game about 20 feet from cones and off to side.</td>
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</tr>
<tr>
<td>◼ After goal, defenders get soccer ball off to side of goal cones.</td>
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<tr>
<td>◼ Size of goal is to be decided by group.</td>
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</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>◼ Collect equipment.</td>
<td>✓ Assist in collecting equipment.</td>
</tr>
<tr>
<td>◼ Stretch for cool down.</td>
<td>✓ Assist with stretching.</td>
</tr>
<tr>
<td>◼ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>◼ What is your favorite FLOW station? Why</td>
<td></td>
</tr>
<tr>
<td>◼ What is the hardest FLOW station? Why</td>
<td></td>
</tr>
<tr>
<td>◼ Practice passing with a friend at home today.</td>
<td></td>
</tr>
</tbody>
</table>
### Soccer 6th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate passing and trapping.</td>
<td>■ 1 soccer ball for every 3 students</td>
<td>✓ 4 cones in a 15 x 15 yard square for HRPA.</td>
</tr>
<tr>
<td></td>
<td>■ 39 cones</td>
<td>✓ Soccer balls in 4 hoops spread out in activity area.</td>
</tr>
<tr>
<td></td>
<td>■ 4 hoops</td>
<td>✓ 15 cones creating 8 grids (each 10 x 10).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ 3 cones per group of 6 (8 groups = 24 cones).</td>
</tr>
</tbody>
</table>

#### Pass or 1-on-1 (3-5 minutes)

**LESSON CONTENT**
- Students play 1-on-1 soccer trying to knock over a single cone or instep pass with a partner.

**ROLE OF ASSISTANT**
- ✓ Distribute equipment.
- ✓ Help organize.

#### Partner Tag (5 minutes)

**LESSON CONTENT**
- Object of game: to tag partner.
- 4 cone boundaries should be fairly small to create a crowded situation.
- 4 “its” stand on outside of square. When game begins, they enter square and chase partner.
- Only speed walking allowed within boundaries.
- After being tagged, a student must spin 3 times then chase his or her partner.
- If a student bumps into someone else during chase he or she must stop momentarily and tell the other student “I won’t do it again.”
- Partners do Rock, Paper, Scissors to see who is “it” first.

**ROLE OF ASSISTANT**
- ✓ Help set up equipment.
- ✓ Encourage participation.
- ✓ Help with demonstrations.

#### Transition

**LESSON CONTENT**
- Each partnership finds 2 more pairs to form a group of 6
- 1 soccer ball per group.

**ROLE OF ASSISTANT**
- ✓ Assist with groupings.
- ✓ Assist with equipment.

#### Triangle Pass (7 minutes)

**LESSON CONTENT**
- Have a group demonstrate game.
- Use 3 cones, about 5 yards apart, to form a triangle.
- Students in groups of 6, 2 students behind each cone.
- At cone “A,” the first student passes to cone “B” then runs behind cone “B.”
- First student at cone “B” traps soccer ball and passes to cone “C” then runs behind cone “C.”
- First student at “C” traps and passes back to “A” and process starts over.
- Receiving students continue to trap, pass and run behind cone they passed to.
- Challenge: How many traps can each group make in 30 seconds? Can the score be improved?
- How long will it take each group to complete 25 passes? Have groups sit down when finished.

**ROLE OF ASSISTANT**
- ✓ Distribute equipment.
- ✓ Encourage participation.
- ✓ Give positive specific feedback.

---

Instant Activity

**Cue:** Italics indicate the teacher speaking directly to the student.
### Soccer 6th Grade Lesson 5

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group of 6 divides into two groups of 3.</td>
<td>Assist with equipment distribution.</td>
</tr>
<tr>
<td>1 soccer ball per group of 3.</td>
<td>Help with groupings.</td>
</tr>
</tbody>
</table>

#### Review Instep Pass and Trap

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instep Pass: Strike soccer ball with instep of foot. Plant non-striking foot even with soccer ball when kicking, follow-through towards target.</td>
<td>Monitor activity</td>
</tr>
<tr>
<td>Trap: Turn inside of foot toward rolling soccer ball, catch soccer ball by giving a little as ball strikes foot, trap soccer ball then pass it back.</td>
<td>Give positive specific feedback</td>
</tr>
<tr>
<td>Demonstrate instep pass and trap</td>
<td></td>
</tr>
<tr>
<td>Students stationary pass and trap in groups of 3</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many traps can each group make in 30 seconds? Can the score be improved?</td>
<td></td>
</tr>
<tr>
<td>Students pass and trap on the move.</td>
<td></td>
</tr>
</tbody>
</table>

#### 3 Trap Game

**Activity #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 groups of 3 compete, 1 soccer ball per group of 6. Play inside a grid.</td>
<td>Assist with groupings and equipment.</td>
</tr>
<tr>
<td>Object of game: to complete 3 consecutive traps.</td>
<td>Monitor games.</td>
</tr>
<tr>
<td>Each group passes, traps, dribbles or whatever it takes to maintain control of soccer ball.</td>
<td>Assist with rules of game.</td>
</tr>
<tr>
<td>A turnover is: soccer ball goes out-of-bounds, intercepted, or stolen.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>After a point is scored or soccer ball is turned over, other team gets soccer ball.</td>
<td></td>
</tr>
<tr>
<td>Defense is person to person.</td>
<td></td>
</tr>
<tr>
<td>Principal of 3's in effect</td>
<td></td>
</tr>
<tr>
<td>Team scores a point after 3 consecutive traps.</td>
<td></td>
</tr>
<tr>
<td>Must guard the player with ball 3 steps away.</td>
<td></td>
</tr>
<tr>
<td>Three different players must trap the ball to score a point.</td>
<td></td>
</tr>
</tbody>
</table>

#### Cool Down/Closure

**Activity #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>Assist with equipment collection.</td>
</tr>
<tr>
<td>Students stretch during cool down.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>Why is trapping the ball so important?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to know how to move without the ball?</td>
<td></td>
</tr>
<tr>
<td>When you go home today, find some friends to play keep away or the 3 pass trap game. If no one is around then practice controlling the ball using the drills we worked on earlier this week.</td>
<td></td>
</tr>
</tbody>
</table>

Set Up or Prep Duties — Cues or Key Concepts — Variation — Challenge

*Italics indicate the teacher speaking directly to the student.*
## Soccer 6th Grade: Lesson 6

### Lesson Outcomes
- Demonstrate how to defend someone with the soccer ball.
- Utilize defensive skills during a game situation.

### Equipment
- 1 soccer ball for every 2 students
- 1 cone per student
- 4 hoops which hold soccer balls
- Have soccer balls set out in hoops in activity area.
- Set up 4 cones in large 40 x 40 yard area.

### Before Class Set Up

#### 2-on-2 Soccer 1 Goal (3-5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners form groups of 4, 2 cones and 1 soccer ball per group.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>Object of game: to score a goal by shooting soccer ball through 2 cones from a particular direction.</td>
<td>✓ Assist with field set-ups.</td>
</tr>
<tr>
<td>Demonstrate game.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>Teams make a goal with 2 cones with enough space to move.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>Only 1 goal is utilized; each team decides which direction they will shoot through goal. (e.g., 1 team may score shooting north while opposing team shoots south through goal).</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Defenders must guard student with soccer ball, not goal.</td>
<td></td>
</tr>
<tr>
<td>Start game about 20 feet from cones and off to side.</td>
<td></td>
</tr>
<tr>
<td>After goal, defenders get soccer ball off to side of goal cones.</td>
<td></td>
</tr>
<tr>
<td>Size of goal is to be decided by group.</td>
<td></td>
</tr>
<tr>
<td>A soccer ball going through goal in wrong direction counts only as a pass.</td>
<td></td>
</tr>
</tbody>
</table>

#### Cops & Robbers (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner close to same speed.</td>
<td></td>
</tr>
<tr>
<td>1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.</td>
<td></td>
</tr>
<tr>
<td>Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.</td>
<td></td>
</tr>
<tr>
<td>If robber is more than arm’s length away when whistle blows, then cop does 5 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>If robber is within reach at whistle, he or she does 5 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>Switch roles after each round.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Soccer 6th Grade Lesson 6

#### ACTIVITY #1

**1-on-1 Soccer**

*(7 minutes)*

**LESSON CONTENT**
- Students keep partners from previous activity, 1 soccer ball and 1 cone per pair.
- Object of game: to score a goal by knocking down cone.
- Demonstrate game.
- Student with soccer ball tries to dribble around defender and knock cone over.
- Defender must guard shooter and not cone.
- After goal, defender gets soccer ball and begins dribbling 10 feet from cone.

**ROLE OF ASSISTANT**
- Distribute equipment
- Encourage participation
- Give positive specific feedback

#### ACTIVITY #2

**Playing Defense on the Soccer Ball**

*(1 minute)*

**LESSON CONTENT**
- Playing Defense on Soccer Ball: Position 3-5 feet from soccer ball, As opposing player dribbles, backpedal, Keep ball in front, Maintain 3-5 feet from soccer ball.

**ROLE OF ASSISTANT**
- Assist with demonstration

#### ACTIVITY #3

**Defense Shadow Drill**

*(3 minutes)*

**LESSON CONTENT**
- Object of drill: to help dribbler control soccer ball and for defender to learn positioning.
- Students keep partners from game, 1 soccer ball per pair. Partners find personal space.
- Students face each other, 1 with soccer ball and other 3-5 feet away.
- Student with soccer ball dribbles while defensive student shuffles backward.
- Defensive student simply shadows offensive student’s movements.
- After 10-15 yards, switch roles.

**ROLE OF ASSISTANT**
- Help students with spacing during drill
- Give positive specific feedback

#### ACTIVITY #4

**2-on-2 Soccer – 2 Goals**

*(12-15 minutes)*

**LESSON CONTENT**
- Object of game: to score a goal.
- Demonstrate game.
- Fields are set up by each group of 4. Size of goals is agreed upon by each group.
- There are no sidelines, so spacing of games is important.
- No goalies; students must guard each other and not goal.
- All scored balls must touch ground after kick – soccer balls in air are not goals.
- Begin game with groups at mid-field, 5 yards apart.
- After each goal, defenders get soccer ball at mid-field and start again.

**ROLE OF ASSISTANT**
- Assist with demonstration
- Help students with spacing during game
- Give positive specific feedback

#### Transition

**LESSON CONTENT**
- Partners find another pair of students to form a group of 4, 1 soccer ball and 4 cones per group.

**ROLE OF ASSISTANT**
- Assist with equipment
- Help students make groups

#### Cool Down/Closure

**LESSON CONTENT**
- Collect equipment.
- Stretch for cool down.
- Think, Pair, Share (After a minute or so or with each question, have a few students share answers with the class.)
  - What are the keys to defending someone with the ball?
  - What is good defensive position during game?
- At home you can either play 1-on-1 or 2-on-2 soccer using cones or other markers for cones. You could use liter soft drink bottles for cones.

**ROLE OF ASSISTANT**
- Assist with equipment
- Lead stretching if needed

*Italics indicate the teacher speaking directly to the student.*
Soccer 6th Grade : Lesson 7

LESSON OUTCOMES
- Execute a long pass.
- Demonstrate shooting a goal

EQUIPMENT
- Soccer balls for two-thirds of students
- 30 cones
- 4 hoops to hold soccer balls

BEFORE CLASS SET UP
- Have soccer balls set out around activity area in 4 hoops.
- Set up multiple mini soccer fields for 6 students per field.
- Set up 4 cones marking 30 x 30 area for HRPA.

INSTANT ACTIVITY
1-on-1
1. Students select partners as they exit locker room. 1 student gets soccer ball while 1 student gets a cone and secures an area (not too close to other pairs).
2. Play 1-on-1, counting a point scored when defensive partner touches cone with soccer ball. Defender doesn’t just defend cone; defender also tries to steal soccer ball.
3. After a goal, defender is on offense and tries to strike cone to score.

LESSON CONTENT
- Students should keep moving.
- Students without soccer balls may steal soccer balls at any time from anyone.
- If a student with a soccer ball is standing still, give soccer ball to another student.

ROLE OF ASSISTANT
- Assist with equipment.
- Organize pairings.
- Assist with spacing.
- Monitor activity.

ROLE OF ASSISTANT
- Assist with demonstration.
- Assist with spacing as students kick soccer balls.

Shooting and Long Passes
LESION CONTENT
- These kicks are used for scoring or for making a long pass.
- Demonstrate kick.
- Shooting or Long Pass: Non-kicking foot planted even with back of soccer ball, Kicking foot pointed towards ground, Strike the soccer ball with shoelaces.
- Students shadow kicking motion without a soccer ball.
- Students pick partners, 1 ball per pair. All students kick in same direction.
- Partners should be 15-20 yards apart, 1 student at cone.
- Students should make solid contact but not kick soccer ball with full strength.
- When partner receives kick, he or she traps it and makes a long pass back.
- Activity continues until your signal.

ROLE OF ASSISTANT
- Assist with demonstration.
- Give positive specific feedback.
- Help students find partners.
- Assist with spacing as students kick soccer balls.

ACTIVITY #1
Shooting and Long Passes

LESSON CONTENT
- Students select partners as they exit locker room. 1 student gets soccer ball while 1 student gets a cone and secures an area (not too close to other pairs).
- Play 1-on-1, counting a point scored when defensive partner touches cone with soccer ball. Defender doesn’t just defend cone; defender also tries to steal soccer ball.
- After a goal, defender is on offense and tries to strike cone to score.

ROLE OF ASSISTANT
- Assist with demonstration if needed.
- Set up field with soccer balls and cones.
- Monitor game.
- Encourage MVPA.

Soccer 6th Grade Lesson 7

Italics indicate the teacher speaking directly to the student.
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Partners find 2 other partnerships to form a group of 6, then make 2 groups of 3, 1 soccer ball per group of 3. | ■ Assist with groupings.  
  ✓ Help with equipment. |

### Activity #2

#### 3 Person Keep Away  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Demonstrate drill.                                                            | ✓ Assist with field set-ups.  
  ■ Monitor games.  
  ■ Encourage participation.  
  ■ Give positive specific feedback. |
| Assign 2 groups to each grid.                                                  | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Passer and receiver will be about 10-15 yards apart with a student in middle. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Student in middle must guard passer and stay 3 feet away.                     | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Passer can move to make pass.                                                  | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Receiver runs on a 45° angle to receive pass.                                 | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Student in middle tries to disrupt pass.                                      | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| As soon as a pass is completed, middle student guards new passer.            | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| If middle student intercepts soccer ball, he or she gives it back and continues to defend. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Change middle students on whistle (suggested change every 45 seconds-1 minute).| ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |

### Activity #3

#### 3-on-3 Soccer – 2 Goals  
(12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Each group of 3 finds another group to play.                                  | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Object of game: to score a goal.                                              | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| There are no sidelines, so spacing of games is important.                     | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| No goalies; students must guard each other and not goal.                      | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Soccer ball touching a cone counts as a goal.                                 | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| All scored balls must touch ground after kick – soccer balls in air are not goals. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Begin game with groups at mid-field, 5-10 yards apart.                        | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Game begins with a pass to a teammate.                                        | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Teams return to mid-field after each goal. Team scored on begins with soccer ball. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Soccer balls that go out of bounds past end-line are kicked back into play from nearest sideline. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |

### Cool Down/Closure  
(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Collect equipment.                                                            | ✓ Assist with collecting the equipment.  
  ■ Monitor students while they practice skills.  
  ■ Give positive specific feedback. |
| Students stand in scattered formation.                                         | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| With the person next to you, demonstrate the proper skills for a long distance kick. | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |
| Practice kicking long with a friend at home.                                  | ■ Assist with demonstration.  
  ■ Help students with spacing during game.  
  ■ Give positive specific feedback. |

✓ Set Up or Prep Duties  => Cues or Key Concepts  ➔ Variation  ★ Challenge  

Italics indicate the teacher speaking directly to the student.
## Soccer 6th Grade: Lesson 8

### Lesson Outcomes

- Demonstrate the skills of a legal throw-in.

### Equipment

- 1 soccer ball per 3 students
- 4 hoops to hold soccer balls
- 30+ Cones
- FLOW equipment
- CD Player and CD

### Before Class Set Up

- Have balls set up around area in 4 hoops.
- Set up FLOW.
- Soccer: Set up enough fields and sidelines for 8 students per field.

### Instant Activity

#### 2-on-1 Keep Away

**Lesson Content**

- Students form groups of 3 as they exit locker room. 1 student gets a soccer ball, other 2 find space (not too close to other groups).
- Have 2 students (1 with ball), about 10-15 feet apart. Third student stands in the middle.
- Middle student tries to intercept soccer ball being passed by other 2 students. Movement must be within a certain distance from starting point.
- Change middle student when an interception occurs or after 1 minute.
- Rotate positions so each student participates in middle.

**Role of Assistant**

- Assist with equipment.
- Organize groupings.
- Monitor activity.

### Activity #1

#### Throw-Ins

**Lesson Content**

- Demonstrate skill
  - Throw-in: Soccer ball held in two hands above head, Step forward tossing soccer ball, Both feet must remain on ground.
- Students shadow practice skill.
- Students find a partner, 1 soccer ball per pair.
- In their own personal space, students toss soccer ball back and forth, practicing keeping both feet on ground.

**Role of Assistant**

- Assist with demonstration.
- Help with partnering.
- Distribute equipment.
- Give positive specific feedback.

### Health Related Physical Activity

#### FLOW

**Lesson Content**

- Students do FLOW stations (see FLOW section)

**Role of Assistant**

- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

### Transition

**Lesson Content**

- Partners find another partnership and form groups of 4.
- This group of 4 finds another group of 4 to play a soccer game.

**Role of Assistant**

- Assist with groupings.

*Italics indicate the teacher speaking directly to the student.*
### 4-on-4 Soccer
**Activity #2**
**Lesson 8**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to score a goal.</td>
<td>Help with groupings.</td>
</tr>
<tr>
<td>There are no sidelines, so spacing of games is important.</td>
<td>Assist with field assignments.</td>
</tr>
<tr>
<td>No goalies; students must guard each other and not goal.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Soccer ball touching a cone counts as a goal.</td>
<td>Monitor games.</td>
</tr>
<tr>
<td>All scored balls must touch ground after kick – soccer balls in air are not goals.</td>
<td></td>
</tr>
<tr>
<td>Begin game with groups at mid-field, 5-10 yards apart.</td>
<td></td>
</tr>
<tr>
<td>Game begins with a pass to a teammate.</td>
<td></td>
</tr>
<tr>
<td>Teams return to mid-field after each goal. Team scored on begins with soccer ball.</td>
<td></td>
</tr>
<tr>
<td>Soccer balls that go out of bounds past end-line are kicked back into play from nearest sideline. Use nearest sideline for throw-in.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
**Lesson 8**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch while standing.</td>
<td>■ Help with standing stretches.</td>
</tr>
<tr>
<td><em>With a partner, demonstrate a legal throw-in.</em></td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td><em>Find some friends after school to play soccer today.</em></td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Lesson Outcomes

- Work cooperatively with a partner.
- Execute a throw-in.

Equipment

- 1 soccer ball per 2 students
- 4 hoops to hold balls
- 30+ cones
- Pinnies for half of class
- Dynaband pieces for ankle connection

Before Class Set Up

- Have balls set up in 4 hoops around area.
- 3-Legged Soccer: Set up soccer fields for 12 students per field (6 per team).
- Everybody’s It: Set up 25 x 25 yard cone square.

1-on-1 Soccer

(3-5 minutes)

Lesson Content
- Students select partners as they exit locker room. 1 student gets soccer ball while 1 student gets a cone and secures an area (not too close to other pairs).
- Play 1-on-1, counting a point scored when offensive partner touches cone with soccer ball. Defender doesn’t just defend cone; defender also tries to steal soccer ball.
- Game begins with 1 student with ball 10 yards from cone.
- After a goal, defender is on offense, 10 yards from cone, and tries to strike cone to score.

Role of Assistant
- Assist with partnering.
- Distribute equipment.
- Monitor games.

High 10 Everybody’s It

(5 minutes)

Lesson Content
- Set up a cone square about 25 x 25 yards (or larger for more students).
- Object of game: to tag and free as many people as possible without getting tagged.
- All students are “it” and can tag anyone and be tagged by anyone.
- If tagged, a student must sit or kneel down.
- A student is free when another student kneels down and gives tagged student a high 10.
- Student freeing another student cannot be tagged.

Role of Assistant
- Encourage participation.
- Demonstrate activity if needed.
- Assist keeping students on task.

Triangle Throw-in Pass

(5 minutes)

Lesson Content
- Review Throw-In: Soccer ball held in two hands above head, Step forward tossing soccer ball, Both feet must remain on ground.
- Have a group demonstrate game.
- Use 3 cones, about 5 yards apart, to form a triangle.
- Students in groups of 6, 2 students behind each cone.
- At cone “A,” the first student throw-in passes to cone “B” then runs behind cone “B.”
- First student at cone “B” catches soccer ball and throw-in passes to cone “C” then runs behind cone “C.”
- First student at “C” catches and throw-in passes back to “A” and process starts over.
- Receiving students continue to catch, pass and run behind cone they passed to.
- Challenge: How many catches can each group make in 30 seconds? Can the score be improved?
- Challenge: How long will it take each group to complete 25 catches? Have groups sit down when finished.

Role of Assistant
- Distribute equipment.
- Encourage participation.
- Give positive specific feedback.
### 3 Trap Game

**(7 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Groups of 6 from previous activity divide into 2 teams of 3 with 1 soccer ball.</td>
<td>✓ Assist with groupings and equipment.</td>
</tr>
<tr>
<td>- Play game inside soccer field. 2 groups of 6 per field. Need a center sideline cone to keep groups separated.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>- Object of game: to complete 3 consecutive traps.</td>
<td>✓ Assist with rules of the game.</td>
</tr>
<tr>
<td>- Each group passes, traps, dribbles or whatever it takes to maintain control of soccer ball.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- A point is scored after 3 consecutive traps are made.</td>
<td></td>
</tr>
<tr>
<td>- A turnover is: soccer ball goes out-of-bounds, intercepted, or stolen.</td>
<td></td>
</tr>
<tr>
<td>- After a point is scored or soccer ball is turned over, other team gets soccer ball.</td>
<td></td>
</tr>
<tr>
<td>- Other team tries to complete 3 traps.</td>
<td></td>
</tr>
<tr>
<td>- Defense is person to person.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

### 3-Legged Soccer

**(14 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use same field and groups as previous activity. This will greatly lessen confusion.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>- Place larger cone between goal cones.</td>
<td>✓ Help students join legs with Dynabands.</td>
</tr>
<tr>
<td>- Each group divides into 3 pairs, and each pair joins inside legs tied together with a Dynaband.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Play regular soccer game with 3 pairs. Goal is scored when ball passes through cones.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>- When goal occurs, other team takes soccer ball from end-line and moves up field.</td>
<td></td>
</tr>
<tr>
<td>- Game begins in center of field with teams 10 yards apart. Return to center of field after each goal.</td>
<td></td>
</tr>
<tr>
<td>- Soccer balls that go out of play are tossed in via a throw-in by one of the students in the pair.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

### Cool Down/Closure

**(3-5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>- Students stretch.</td>
<td>✓ Help lead the stretching.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- What skills did we use today?</td>
<td></td>
</tr>
<tr>
<td>- What soccer skills do you need to work on to improve and why?</td>
<td></td>
</tr>
<tr>
<td>- Find a friend to play 1-on-1 soccer or find 3 other friends to play 2-on-2 soccer at home.</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Help lead the stretching.</td>
</tr>
</tbody>
</table>

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Soccer 6th Grade : Lesson 10

## LESSON OUTCOMES
- Demonstrate goalie skills.
- Utilize all soccer skills in a game.

## EQUIPMENT
- 40 cones
- 1 soccer ball per student
- 4 hoops to hold soccer balls
- Pinnies for half the class

## BEFORE CLASS SET UP
- Have soccer balls set out in 4 hoops in activity area.
- Bulldozers and Builders: Scatter cones about playing area. Set up 2 games with 20 cones per game.
- Triangle Passing: Set up cones in triangle shape, 6 strides apart. 1 soccer ball per group.
- Indoor Soccer: Set up 4 cones and 1 ball per field, pinnies for 1 team. Mark field by using 20 paces in a square.

## Throw-Ins (3-5 minutes)

### LESSON CONTENT
- Students find partners and get a soccer ball.
- Student with soccer ball practices a 2-hand throw-in to partner. Partner stops, traps, passes soccer ball back to partner.
- Perform 5 throw-ins then switch.
- Students should keep both feet in contact with ground during and after throw.

### ROLE OF ASSISTANT
- Distribute equipment.
- Assist with activity.
- Give positive specific feedback.

## Bulldozers and Builders (6 minutes)

### LESSON CONTENT
- Set up square coned area 20 x 20 yards with 1 small cone for every 2 students scattered evenly inside coned area.
- Bulldozers' job is to go around and knock over cones with their hands. Builders' job is to rebuild fallen cones by resetting them.
- You can change method of movement (run, basketball slide, hop, skip, etc.).
- Switch jobs for variety.

### ROLE OF ASSISTANT
- Assist with setting up cones.
- Encourage participation and fair play.
- Give positive specific feedback.
- Collect equipment at end.

## Transition

### LESSON CONTENT
- Students keep partners from IA.
- 1 partner squats while other stands.
- Standing students move to 1 side of coned area; they are bulldozers.
- Squatting students move across from them and become builders.

### ROLE OF ASSISTANT
- Assist with groupings.

---

 Italics indicate the teacher speaking directly to the student.
**Soccer**

**Soccer 6th Grade Lesson 10**

**ACTIVITY #1**

**Shooting on goal**  
(7 minutes)

**LESSON CONTENT**
- Goalie Skills: Move side to side quickly, Use hands to protect goal by blocking or catching soccer ball, Can move forward and to side about 10 strides (10 yards), When outside 10 yards can use only feet.
- Students form groups of 4.
- Each group gets 2 cones and 1 ball.
- Demonstrate drill.
- 1 student is goalie and 1 student stands behind goal to retrieve shots.
- 2 students are offensive passer and shooter 10-15 yards away.
- Student with soccer ball is shooter. He or she passes to partner, who passes back. Shooter traps soccer ball and takes a shot on goal.
- Shooter gets 2 attempts and then rotates.
- Shooter becomes goalie, goalie becomes retriever, retriever becomes passer and passer goes to shooter.
- This is a clockwise rotation if shooter is on right side and passer on left.

**ROLE OF ASSISTANT**
- Demonstrate skill if needed.
- Assist with groupings.
- Help with spacing of groups.
- Give positive specific feedback.

**ACTIVITY #2**

**4-on-4 soccer**  
(16-20 minutes)

**LESSON CONTENT**
- Groups of 4 from previous activity can be used.
- Object of game: to score a goal.
- All students on team must be in goalie rotation. Goalie rotates after every goal. If you change games, goalie rotates for every new game.
- Soccer ball touching cone counts as a goal.
- All goals must be kicked below goalie’s head.
- Begin game with groups at mid-field, 5-10 yards apart.
- Game begins with a pass to a teammate.
- Teams return to mid-field after each goal. Team scored on begins with soccer ball.
- Soccer balls that go out of bounds past end-line are kicked back into play from nearest sideline. Use nearest sideline for throw-in.
- Variation: Royal Court
  - Object of game: to stay in top court for as long as possible.
  - Play 4-minute games; team leading moves up a field and team behind goes down a field.
  - Team that wins at top court stays; on last court, team behind stays.
  - Ties are broken by Rock, Paper, Scissors.

**ROLE OF ASSISTANT**
- Help with groupings.
- Assist with field assignments.
- Give positive specific feedback.
- Monitor games.

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Collect equipment.
- While students are stretching, ask:
  - What are the skills needed to be a goalie?
  - What special rules are there for goalies?
  - With a friend at home, practice your goalie skills as he or she tries to score from 10 yards or more.

**ROLE OF ASSISTANT**
- Help collect equipment.
- Encourage students to stretch.

 Italics indicate the teacher speaking directly to the student.
# Team Handball 6th Grade : Lesson 1

## Lesson Outcomes

- Demonstrate proper dribble while stationary and traveling.
- Dribble in a crowd.

## Equipment

- Music
- Handballs
- Cones
- HRPA Task Cards

## Before Class Set Up

- Put handballs in hula hoops spread around perimeter of play space.
- Partner Race Track Fitness set-up - Large circle/square is set up using 6-8 cones on half of play area.

### Instant Activity

**Dribbling**  
**Lesson Content**  
- As they enter play space, each student gets handball and finds his or her own space.
- Instruct students to demonstrate their favorite dribbles after securing a handball and space.

**Role of Assistant**  
- Help students organize and understand Instant Activity.

### Health Related Physical Activity

**Partner Race Track Fitness**  
**Lesson Content**  
- Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners when music stops.

**Role of Assistant**  
- Prepare music.
- Supervise inner circle while teacher is supervising outer circle.
- At the end of the HRPA, set up Dribble Speedway on opposite end of play space (see diagram in Activity #1).

---

Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge  

*Italics indicate the teacher speaking directly to the student.*
# Team Handball

## 6th Grade Lesson 1

### ACTIVITY #1

**Dribbling Speedway**

- **LESSON CONTENT**
  - Ask 1 student from partnership above to get a handball.
  - Cones within court are speed bumps, cones in corners are pit stops.
  - On your signal, students begin dribbling within court, trying to avoid speed bumps and other students.
  - If student hits a speed bump, then he or she must go to a “pit stop” and perform task on the card there.
  - If students dribble out of court, they have “gone off the road” and must go to nearest pit stop and perform the task on the card there.
  - If students stand still and dribble for more than 3 seconds, their “cars stall” and they must go to nearest pit stop and perform the task on the card there.
  - Task suggestions include health-related physical fitness activities (e.g., push-ups, sit-ups, jogging in place) or skill-specific activities such as passing or dribbling.

- **ROLE OF ASSISTANT**
  - Set up task card activities at 4 cones in the corners.
  - Watch for correct dribbling form and body position.
  - Make sure all students are actively involved and moving around the court.

- **Cues**

<table>
<thead>
<tr>
<th>Cones of 1 color</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ □ □ □</td>
</tr>
<tr>
<td>△ △ △ △</td>
</tr>
<tr>
<td>★ ★ ★ ★</td>
</tr>
<tr>
<td>● ● ● ●</td>
</tr>
</tbody>
</table>

**Cones of 1 color**

**Cues**

- Dribbling: Push with finger pads.

### ACTIVITY #2

**Sharks and Minnows**

- **LESSON CONTENT**
  - Each student should have handball from previous activity.
  - Choose 2 students and have assistant choose 2 students to be sharks (taggers). Sharks put on pinnies.
  - Other students are minnows and spread out in the play space.
  - On your signal, sharks and minnows begin to dribble around play space. If a shark tags a minnow, the minnow must go off court and perform a skill, as prescribed by you before returning to game.
  - Skills could include:
    - Dribble 20 times with right hand and 20 with left.
    - Slide down sideline in 1 direction 10 slides then 10 in the other direction.
    - Dribble 10 ten steps forward and 10 steps backward.
  - Game continues until students are signaled to stop and new sharks are chosen.

- **ROLE OF ASSISTANT**
  - Watch sidelines for non-compliance.
  - If students are not following rules, make them leave game and perform skill as if they had been tagged.
  - For larger classes, monitor games in two separate areas.

### COOL DOWN/CLOSURE

- **LESSON CONTENT**
  - Have students return handballs to receptacles.
  - Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
    - Was everyone tagged? If not, what did you do to stay away from the shark?
    - What part of your hand do you use to dribble the ball? (Trick question, you really use your finger pads.)
    - Where are your eyes when you dribble? Where is your head when you dribble?

- **ROLE OF ASSISTANT**
  - Help collect equipment.

**Cues**

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
Team Handball 6th Grade : Lesson 2

LESSON OUTCOMES
- Demonstrate proper passing technique.
- Be able to move to open space when teammate has handball.

EQUIPMENT
- Music
- Handballs
- Cones
- HRPA Task Cards

BEFORE CLASS SET UP
- Spread out handballs or place in hula hoops around play space.
- Cones for Race Track Fitness.

---

2 Pass-without Defenders
(3-5 minutes)

LESSON CONTENT
- Object of game: to pick up any ball, complete two passes with partner, set ball down, and move to another ball.
- Spread many different types of balls around gym. Have students find partners.
- Challenge: How many different balls can students use? How many different types of passes can students make?

ROLE OF ASSISTANT
- Supervise and remind students of rules.

---

3 Pass
(3 minutes)

LESSON CONTENT
- Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.
- 1 student puts extra handballs away.
- Object of game: for a team to complete 3 bounce passes to each other without dribbling.
- 1 point for every 3 consecutive catches, after which handball is set down so other team can begin.
- If pass is incomplete, handball goes to other team.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch handball.
  - Pass: Transfer weight forward, Hand to target.
  - Variation: If you need to speed up game, stipulate that handball must be passed within 3 seconds.

ROLE OF ASSISTANT
- Supervise all activities for safety compliance and correct throwing form.
- During activity, find a group that is demonstrating good passing form. Ask this group if they would demonstrate for the class.

---

Partner Race Track Fitness
(8-10 minutes)

LESSON CONTENT
- Students use partners from previous activity. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners for the next activity.

ROLE OF ASSISTANT
- Supervise inner circle while teacher is supervising outer circle.

---

 Italics indicate the teacher speaking directly to the student. 

✓ Set Up or Prep Duties ➔ Cues or Key Concepts ➔ Variation ★ Challenge
### Handball Dribble and Pass

**LESSON CONTENT**
- Using groups of 3 from previous activity, have groups form triangles with students about 5 ft. apart, 1 handball per group.
- Student with ball (Partner 3) jogs or walks while dribbling around both partners, then dribbles backward to “home” position.
- When back “home,” Partner 3 bounce passes handball to Partner 1. Partners 1 and 2 repeat task.
- Group demo a bounce pass.

**ROLE OF ASSISTANT**
- Help students get into groups and find space.

**ACTIVITY #2**

#### Cool Down/Closure

**LESSON CONTENT**
- 1 student returns equipment.
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
- Turn to a partner and review passing cues.

**ROLE OF ASSISTANT**
- Help put away equipment.
# Team Handball 6th Grade: Lesson 3

## Lesson Outcomes
- Be able to move to open space when teammate has handball.
- Be able to move to defend space.

## Equipment
- Music
- Handballs
- Cones
- FLOW

## Before Class Set Up
- Have handballs out for 2 Pass.
- Have FLOW equipment out for students to set up.

### Instant Activity

#### 2 Pass-with Defenders

**Role of Assistant**
- Spread many different types of balls around the gym.
- Change defenders every minute.

**Lesson Content**
- Use a partner strategy to form groups of two.
- Object of game: to pick up any ball, complete two passes with partner, set ball down and move to another ball.
- Set up a goal (how many different balls, different types of passes, etc.) or a number of passes within time limit.
- Choose 4-5 students to move around play space defending against passes.

### Transition

**Role of Assistant**
- Help set up FLOW stations.

**Lesson Content**
- Have students get into groups of 6 for FLOW.

### Flow

**Role of Assistant**
- Gather and distribute equipment for FLOW.
- Start and stop music.
- Supervise stations if necessary.
- Assist with equipment clean-up.

**Lesson Content**
- Students do FLOW stations (see FLOW section).

---

 Italics indicate the teacher speaking directly to the student.
### Pass & Switch
**ACTIVITY #1**
**Pass & Switch**
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into groups of 4 players (A, B, C, D) with 2 balls per group.</td>
<td>Circulate around area to each group giving ideas for improvement and success with passing.</td>
</tr>
<tr>
<td>Groups should find a 10 x 10 play space. See figure below.</td>
<td></td>
</tr>
<tr>
<td>A and B on one end, facing C and D. There should be approx 10 ft. between A and C and B and D.</td>
<td></td>
</tr>
<tr>
<td>A passes straight across to C. B passes straight across to D.</td>
<td></td>
</tr>
<tr>
<td>A and B switch places and C and D switch places. Pass again.</td>
<td></td>
</tr>
<tr>
<td>Vary pattern by passing diagonally, but keep original switching pattern: A passes to D, B passes to C.</td>
<td></td>
</tr>
</tbody>
</table>

![Original Pattern:](image1)
![Variation:](image2)

→ Pass: Follow pass.
→ Variation: Change distance between students.
→ Variation: Use different types of passes.

### Partner Passing Play
**ACTIVITY #2**
**Partner Passing Play**
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners stand 10 feet from each other. 1 student forms a 2-hand target in front of throwing hand shoulder.</td>
<td>During activity, find a group that is demonstrating good form. Ask this group if they would demonstrate for class.</td>
</tr>
<tr>
<td>Students pass to each other using overhead pass. Partner should not have to move hands to catch handball.</td>
<td></td>
</tr>
<tr>
<td>Students each move a step back after each completion until there is a miss, then move back to original positions and start over.</td>
<td></td>
</tr>
<tr>
<td>Variation: Cut 45º and Catch: Student without handball runs 3 steps forward and cuts to side and turns toward thrower; thrower throws handball as student is turning.</td>
<td></td>
</tr>
<tr>
<td>Variation: Slide and Pass: On your signal, students move to end of playing area and form 2 lines facing each other. Use a slide and pass handball with overhead pass across area. Use lead passes as in a game situation. Students reach end of area, jog back and get in line again. Repeat several times.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
**ACTIVITY #3**
**Cool Down/Closure**
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Supervise return of equipment.</td>
</tr>
<tr>
<td>What are the components of health-related fitness?</td>
<td></td>
</tr>
<tr>
<td>What components did we work on during FLOW?</td>
<td></td>
</tr>
</tbody>
</table>
Team Handball  6th Grade : Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Be able to move to open space when teammate has handball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Be able to use proper catching form.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Be able to move to defend space.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Handballs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Cones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ HRPA Task Cards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Set out handballs in hula hoops spread around perimeter of play space.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pass & Switch** (3-5 minutes)

**LESSON CONTENT**
-■ A and B on one end, C and D on other.
-■ A passes straight across to C. B passes straight across to D.
-■ A and B switch places and C and D switch places. Pass again.
-■ Vary pattern by passing diagonally, but keep original switching pattern: A passes to D, B passes to C.
-■ See Lesson 3, Activity #1 for diagram.

**ROLE OF ASSISTANT**
-■ Circulate around area to each group giving ideas for improvement and success with passing.

**Physical Activity Scavenger Hunt** (10-12 minutes)

**LESSON CONTENT**
-■ Form squads of 3-5 students. Each squad receives a ”Squad Leader Challenge” task card.
-■ Students take turns acting as Squad Leader.
-■ Once a task is completed, a new squad leader reads next task.
-■ Squads will perform in different areas based on order of tasks.
-■ Squads start over if they complete all tasks before other groups.

**ROLE OF ASSISTANT**
-■ Assist with grouping.
-■ Participate with several groups as you supervise.

**HEALTH-RELATED PHYSICAL ACTIVITY**

**LESSON CONTENT**
-■ Incorporate Team Handball skills as tasks.
-■ Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.

**INSTANT ACTIVITY**

**Variation**
-■ Change distance between students.
-■ Use different types of passes.

**Circulate around area to each group giving ideas for improvement and success with passing.**

*Italics indicate the teacher speaking directly to the student.*
**Partner Passing Play**

**Content:**
- Partners stand 10 feet from each other. 1 student forms a 2-hand target in front of throwing hand shoulder.
- Students pass to each other using overhead pass. Partner should not have to move hands to catch handball.
- Students each move a step back after each completion until there is a miss, then move back to original positions and start over.
  - Overhead Pass: Lead with elbow and snap wrist.
  - Defensive Position: Stay low, Arms out.
  - Variation: Cut 45° and Catch; this time, add a defender. Defender tries to make contact with handball. Student without handball runs 3 steps forward and cuts to side, turns toward thrower, thrower throws handball as student is turning.
  - Variation: Change distance between students.
  - Use different types of passes.

**Role of Assistant:**
- Circulate around area to each group giving ideas for improvement and success with passing.

**Bouncing in the Ring**

**Content:**
- Students form groups of 4. In each group, 1 student gets 2 handballs, 1 gets a hula hoop, and others secure a place in the activity area.
- Students stand 2 large steps away from hoop and try to bounce handball to student across from them. Handball may only bounce once, and must bounce in the ring.
- If handball bounces outside of hoop, team loses a point. If handballs hit while being passed, both teams lose a point.
  - Catching: Hands up, Form a triangle.
  - Challenge: Count successful passes. Play for number of successful passes against another pair.
  - Variation: Depending on time, winning pair may play another pair.

**Role of Assistant:**
- Circulate among groups to make sure students are cooperating and working together to make the game fun and satisfying for all involved.
- Specify passes. Make sure to use chest, bounce, and overhead passes.

**Cool Down/Closure**

**Content:**
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
  - What are the cues for defense?

**Role of Assistant:**
- Circulate among groups to make sure students are cooperating and working together to make the game fun and satisfying for all involved.
# Team Handball 6th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Be able to move to open space</td>
<td>Music</td>
<td>✓ Put balls in hula hoops spread</td>
</tr>
<tr>
<td>when teammate has handball.</td>
<td>Handballs</td>
<td>around perimeter of play space.</td>
</tr>
<tr>
<td>☐ Be able to move to defend</td>
<td>Cones</td>
<td></td>
</tr>
<tr>
<td>space.</td>
<td>HRPA Task Cards</td>
<td></td>
</tr>
<tr>
<td>☐ Use passing and defending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills in game situation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Partner Passing Play

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Partners stand 10 feet from each other. 1 student forms a 2-hand target in front of throwing hand shoulder.</td>
<td>Circulate around area to each group giving ideas for improvement and success with passing.</td>
</tr>
<tr>
<td>Students pass to each other using overhead pass. Partner should not have to move hands to catch handball.</td>
<td></td>
</tr>
<tr>
<td>Students each move a step back after each completion until there is a miss, then move back to original positions and start over.</td>
<td></td>
</tr>
<tr>
<td>Variation: Cut 45º and Catch; this time, add a defender. Defender tries to make contact with ball. Student without ball runs 3 steps forward and cuts to side, turns toward thrower, thrower throws ball as student is turning.</td>
<td></td>
</tr>
<tr>
<td>Variation: Change distance between students.</td>
<td></td>
</tr>
<tr>
<td>Use different types of passes.</td>
<td></td>
</tr>
</tbody>
</table>

## Physical Activity Scavenger Hunt

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form squads of 3-5 students. Each squad receives a “Squad Leader Challenge” task card.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Students take turns acting as Squad Leader.</td>
<td>Participate with several groups as you supervise.</td>
</tr>
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<td>Once a task is completed, a new squad leader reads next task.</td>
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<tr>
<td>Squads will perform in different areas based on order of tasks.</td>
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<td>Squads start over if they complete all tasks before other groups.</td>
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<td>Variation: Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.</td>
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</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### 4 in 1 (15 minutes)

**LESSON CONTENT**
- Use same groups as previous activity. Use a group to demonstrate game to class.
- In each group, 1 student puts 1 ball in receptacle, 2 students get 4 cones, 1 student finds space to set up cones in a square.
- 3 students (X, X, Z in diagram) stand by cones. The last student (Y) stands in middle of square.
- Student with handball should not be on corner that is diagonally across from the open corner. Demonstrate different types of passes students may use to move handball (overhead, chest, or bounce pass).
- Y tries to deflect or catch handball.
- X closest to open corner moves to it and catches handball before it hits floor.
- X's may not move until thrower begins to release handball.
- If handball hits floor or is deflected, Z switches places with Y.
- If X successfully catches handball in open corner, that X passes it to new open corner, and game continues.

**ROLE OF ASSISTANT**
- Help students with equipment and group set up

![Diagram](X Z O Y)

**O = Open Corner
X = Outside Students
Z = Student with Ball
Y = Defender

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Students form large circle around you. Students walk in 1 direction as directed by you. On your signal, students will: hop on 1 foot, other foot, both feet, stand and lunge out to side, then other side. You can add any movement that stretches and builds muscle.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What skills did you use today? (Passing, catching, defending.)
  - What kinds of passes were most effective for what you were trying to achieve? (Throw, chest, bounce, overhead.)
- Students may walk or jog in place while you ask questions. Try to keep students moving in circle at a walking or jogging pace.

**ROLE OF ASSISTANT**
- Help students with equipment and group set up

** Italics indicate the teacher speaking directly to the student.**
# Team Handball 6th Grade: Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Be able to move to open space when teammate has handball.  
- Be able to move to defend space.  
- Use passing and defending skills in game situation. | - Music  
- Handballs  
- Cones  
- HRPA Task Cards  
- 4 Corners | - Set 4 cones in each corner of gym with a task card on each cone.  
- Create task cards on dry erase board.  
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter. |

---

### 4 Corners (3-5 minutes)

<table>
<thead>
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<th>ROLE OF ASSISTANT</th>
</tr>
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</table>
| - Students enter gym, find a handball, and begin dribbling around outside of 4 cones in a CW direction.  
- Stop students and explain that when music begins, they will read and perform task on each cone. Tasks are performed while moving to next cone.  
- Activities for long sides of rectangle could include jogging, power skipping, basketball shuffle, and grapevine step while dribbling.  
- Activities for short sides could include squat lunges, crab walk, broad jumps, high knees, and pump step. Ask students to hold their handballs on short sides. | - Make sure students follow directions and stay on task.  
- Participate along with students for short bouts. |

### Partner Race Track Fitness (10 minutes)

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<thead>
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</thead>
</table>
| - Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.  
- Inner circle activity includes task cards.  
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.  
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.  
- Students do not need to return to original partners for the next activity. | - Move cones to form a large circle or square. Add 6-8 cones. |

---

*Italics indicate the teacher speaking directly to the student.*
## Defend Your City

**ACTIVITY #1**

**Defend Your City**

*10 minutes*

**LESSON CONTENT**

- There should be 10 students in each area: 5 offense and 5 defense, 1 handball per group.
- Object of game: do not let offense knock pin over.
- Defense is within 5 feet of pin around outside of circle with pin in middle. Offense dribbles, not more than 3 steps, then passes and/or shoots.
- If handball is thrown and pin goes down, offense scores a point.
- Play to 5 points and change sides.

**ROLE OF ASSISTANT**

- Move among groups and offer suggestions to improve defense.
- Second visit to group, offer praise if defense is working well and more information if not doing as well as expected.
- Make sure all safety rules are enforced, and that all students are actively engaged.

## 3 Pass

**ACTIVITY #2**

**3 Pass**

*10 minutes*

**LESSON CONTENT**

- Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.
- 1 student puts extra handballs away.
- 1 point for every 3 consecutive catches, after which handball is set down for the other team to begin.
- If pass is incomplete, ball goes to other team.
- Add dribbling.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch handball.
  - Variation: If you need to speed up game, stipulate that handball must be passed within 3 seconds.

**ROLE OF ASSISTANT**

- Supervise all activities for safety compliance and correct throwing form.
- Make sure all students are actively involved and moving.

## Cool Down/Closure

**COOL DOWN/CLOSURE**

*5 minutes*

**LESSON CONTENT**

- Students form large circle around you. Students walk in 1 direction as directed by you. On your signal, students will: hop on 1 foot, other foot, both feet, stand and lunge out to side, then other side. You can add any movement that stretches and builds muscle.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What kinds of passes were most effective during 3 pass? (Throw, chest, bounce, overhead.)
  - What should your teammates do when you have the ball? (Move to get open.)
- Students may walk or jog in place while you ask questions. Try to keep students moving in circle at a walking or jogging pace.

**ROLE OF ASSISTANT**

- Italics indicate the teacher speaking directly to the student.
# Team Handball
## 6th Grade: Lesson 7

### Lesson Outcomes
- Be able to move to open space when teammate has handball.
- Be able to move to defend space.
- Use passing and defending skills in game situation.

### Equipment
- Music
- Handballs
- Cones
- HRPA Task Cards

### Before Class Set Up
- Put handballs in hula hoops.
- Outline a 10 x 10 space.
- Have task cards for HRPA on cones and ready off to side of play space.

### Instant Activity

#### 3 Pass
**(3-5 minutes)**

<table>
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<tr>
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<tr>
<td>Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.</td>
<td>Supervise all activities for safety compliance and correct throwing form.</td>
</tr>
<tr>
<td>1 student puts extra handballs away.</td>
<td>Make sure all students are actively involved and moving.</td>
</tr>
<tr>
<td>1 point for every 3 consecutive catches, after which handball is set down for the other team to begin.</td>
<td></td>
</tr>
<tr>
<td>If pass is incomplete, handball goes to other team.</td>
<td></td>
</tr>
<tr>
<td>Add dribbling.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3's is in effect: Must complete 3 passes to score.</td>
<td></td>
</tr>
<tr>
<td>Defender stands 3 feet away from thrower or kicker.</td>
<td></td>
</tr>
<tr>
<td>3 different students must catch handball.</td>
<td></td>
</tr>
</tbody>
</table>

→ Variation: If you need to speed up game, stipulate that handball must be passed within 3 seconds.

### Health Related Physical Activity

#### Partner Race Track Fitness
**(10 minutes)**

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<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.</td>
<td>Supervise and keep students on task.</td>
</tr>
<tr>
<td>Inner circle activity includes task cards.</td>
<td>Participate in short bouts.</td>
</tr>
<tr>
<td>Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
<td></td>
</tr>
<tr>
<td>When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.</td>
<td></td>
</tr>
<tr>
<td>Students do not need to return to original partners for the next activity.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### 2 vs. 1
(8-10 minutes)

**LESSON CONTENT**
- Students form groups of 3, 1 handball per group.
- Decide which students will be defenders, supporters, and attackers (see figure).
- On your signal, defender attacks handball, supporter moves to either side, attacker draws defender and passes.

**ROLE OF ASSISTANT**
- Help form teams.
- Set up an example of goal with cones.

**ACTIVITY #1**

<table>
<thead>
<tr>
<th>S = Supporter</th>
<th>O = Defender</th>
<th>X = Attacker with Handball</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>O</td>
<td>X</td>
</tr>
</tbody>
</table>

- Attacker waits for defender to close before passing.
- Goal of activity is for supporter to move to open position using fake step and 45° cut
- After 3 passes, rotate positions.
  - Attacker: Wait for defender to close.

### 3 vs. 3 Circle Team Handball
(10-12 minutes)

**LESSON CONTENT**
- Combine groups from previous activity to form groups of 6.
- Create a center goal with 2 large cones approximately 3 ft. apart with a stick or rope laid across both; 2 cones back to back could also be used.
- Boundary is a 20 ft. diameter circle (see diagram).
- Dribbling is allowed.
- At least 3 passes must be made before a shot on goal.
- There isn’t a goalie and guarding goal isn’t allowed.
- Goals are scored by underhand toss or roll and must go through cones from either side.
  - Variation: Team “X” can only score goals from front side of goal and Team “O” can only score from backside.

**ROLE OF ASSISTANT**
- Help form teams.

**COOL DOWN/CLOSURE**
(5 minutes)

**LESSON CONTENT**
- Have students pick a place along wall or fence, and sit back against it. Legs should be no more than 90°, and stomach and shoulders should be flat to wall as possible. The focus here is building quadriceps and maintaining tight stomach and shoulder muscles.
- Allow students to leave early if they answer a question.
- As students “sit,” ask:
  - We used a lot of skills today, how many can we name?
  - In team handball is it easier to move the ball with the dribble or the pass? Why?

**ROLE OF ASSISTANT**
- Move about giving feedback, corrections, and praise regarding body position.

**ITALICS** indicate the teacher speaking directly to the student.
# Team Handball 6th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Be able to move to open space when teammate has handball.</td>
<td>■ Music  ■ Handballs  ■ Cones  ■ FLOW</td>
<td>✓ Set out FLOW equipment.</td>
</tr>
<tr>
<td>■ Be able to move to defend space.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Use passing and defending skills in game situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Be able to get a shot handball past defense and goalie.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Pass & React

**3-5 minutes**

**LESSON CONTENT**
- As students exit locker room they form groups of 2 or 4, depending on facilities.
- 1 student finds handball and the other finds a place on wall around court (if there's no wall-type surface, use 4 people and basketball backboards).
- Both students face wall, 1 behind the other. Student in back will throw handball to wall above partner. Partner will catch handball as it comes off wall and before it hits ground.
- Point goes to back student if handball hits ground.
- Point goes to front student if catch is clean or if throw is not catchable.
- Play until 1 student has 5 points, then change places.
- If student throwing handball does not release it above the other student’s head, then no point is given and two exchange places.

**ROLE OF ASSISTANT**
- As soon as most students are in area, help form groups.

---

### FLOW

**15 minutes**

**LESSON CONTENT**
- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.

---

*Italics indicate the teacher speaking directly to the student.*
### Line Shooting

**ACTIVITY #1**

**Line Shooting**  
(8 minutes)

**LESSON CONTENT**
- Students form groups of 3, 1 handball per group.
- 1 student finds handball, 1 secures 2 cones to set up goal, last student secures place in activity area.
- 1 student plays defense, 1 is offense, and 1 is goalie. Offense attempts to get handball past defense and goalie. Defense must stay 6 feet away from goalie at all times.
- After a score or steal, switch positions: goalie to offense, offense to defense, and defense to goalie.

**Monitor games and help students make decisions regarding rules.**

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- With students in a large group, ask:
  - What can an offensive player do to increase shooting success?

**ROLE OF ASSISTANT**
- Lead or supervise.

### 3 vs. 3 Circle Team Handball

**ACTIVITY #2**

**3 vs. 3 Circle Team Handball**  
(10 minutes)

**LESSON CONTENT**
- Combine groups from previous activity to form groups of 6.
- Create a center goal with 2 large cones approximately 3 ft. apart with a stick or rope laid across both; 2 cones back to back could also be used.
- Boundary is a 20 ft. diameter circle (see diagram).
- Dribbling is allowed.
- At least 3 passes must be made before a shot on goal.
- There isn’t a goalie and guarding goal isn’t allowed.
- Goals are scored by underhand toss or roll and must go through cones from either side.

**Variation:** Team “X” can only score goals from front side of goal and Team “O” can only score from backside.

**ROLE OF ASSISTANT**
- Be sure cones are easily accessible to students.
- Move about play space and use shooting cues.
Team Handball 6th Grade : Lesson 9

LESSON OUTCOMES
- Be able to move to open space when teammate has handball.
- Be able to move to defend space.
- Use passing and defending skills in game situation.
- Be able to get a shot handball past defense and goalie.

EQUIPMENT
- Music
- Handballs
- Cones
- HRPA Task Cards

BEFORE CLASS SET UP
- Create several triangles for Pass-N-Go; place 3 cones in a triangle, 20-30 feet apart.
- Have task cards on cones for Race Track Fitness.

Pass-N-Go
(5 minutes)

LESSON CONTENT
- Form 2 or 4 groups, depending on class size, from roll call.
- On your signal, 1 group begins to run a relay around cones. Runners may only begin laps when the students in front of them return to first cone.
- Other group gets 1 handball and forms a circle inside cone area. On your signal, they pass handball to the left and count number of complete passes.
- Once each member of relay group has run a lap, signal to stop.
- Both groups stop and passing group yells out number of complete passes. Groups change places and repeat process.
- At end of second rotation, compare numbers of completed passes. Group with higher score wins.

ROLE OF ASSISTANT
- Help form groups.

Partner Race Track Fitness
(10 minutes)

LESSON CONTENT
- Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners for the next activity.

ROLE OF ASSISTANT
- Help supervise and keep students on task.
- Participate in short bouts.

Team Handball
Italics indicate the teacher speaking directly to the student.
### Team Handball

#### Quarter–Court Handball

**ACTIVITY #1**

**LESSON CONTENT**
- Form several teams of 3-5. Use quarter of basketball court for court. 1 team wears pinnies.
- Attacking team begins play behind mid-court line and attempts to score in a pre-established goal.
- Defense must stay an arms length away. Defense can intercept passes but can't steal handball.
- Once possession of handball is lost, teams exchange roles and handball is put into play at mid-court.
- Play continues until you signal to stop. On your signal, 1 student collects pinnies, 1 puts handballs away, 1 puts goals/cones away.

**ROLE OF ASSISTANT**
- Monitor games and help students make decisions regarding rules.

**ACTIVITY #2**

**LESSON CONTENT**
- Form groups of 5; 4 shooters, 1 goalie. 2 handballs per group. 2 cones used for goal.
- Goalie lines up in center of goal. Shooters form 2 lines 1 on each side of goal.
- First shooter shoots from his or her side of goal. Shooter may choose to shoot high or low into goal. Goalie attempts to deflect, catch, or block shot. Another student in line retrieves handball, and gets back in line.
- First shooter from second line shoots from his or her side of goal, as above. After all 4 students have shot, all 5 students change positions, forming new lines and rotating goalie.

**ROLE OF ASSISTANT**
- Be sure cones can easily be accessed by students.
- Move about play space and review shooting cues.

**ACTIVITY #3**

**LESSON CONTENT**
- Repeat Activity #1.

**ROLE OF ASSISTANT**
- Review the basic strategy used in Team Handball (e.g., creating space).
- In what other activities or sports do we use these skills (e.g., soccer)?

### Cool Down/Closure

**LESSON CONTENT**
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)

**ROLE OF ASSISTANT**
- Review the basic strategy used in Team Handball (e.g., creating space).
- In what other activities or sports do we use these skills (e.g., soccer)?

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Team Handball
6th Grade : Lesson 10

## LESSON OUTCOMES
- Be able to move to open space when teammate has handball.
- Be able to move to defend space.
- Use passing and defending skills in game situation.
- Be able to get a shot ball past defense and goalie.

## EQUIPMENT
- Music
- Handballs
- Cones
- HRPA Task Cards
- Have handballs out for 1 on 1.

## BEFORE CLASS SET UP

### 1-on-1
(5 minutes)

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<tbody>
<tr>
<td>As students exit locker room, they form pairs with 1 getting handball, and other student securing space where there is a wall to act as a goal.</td>
<td>Assist students in making goal and using appropriate amount of space.</td>
</tr>
<tr>
<td>1 student is a defender in front of “goal,” other student dribbles or fakes, and shoots on empty goal. Defender must stay 5–6 feet away from goal.</td>
<td></td>
</tr>
<tr>
<td>If goal is scored, switch places and repeat.</td>
<td></td>
</tr>
<tr>
<td>If there is too much movement, set boundaries.</td>
<td></td>
</tr>
<tr>
<td>Variation: Can use a goalie (groups of 3 are best for this option).</td>
<td></td>
</tr>
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</table>

### Physical Activity Scavenger Hunt
(10-12 minutes)

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<td>Students take turns acting as Squad Leader.</td>
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## HEALTH RELATED PHYSICAL ACTIVITY

**Physical Activity Scavenger Hunt**

- Help supervise and keep students on task.
- Participate in short bouts.

---

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### Team Handball

#### Line Shooting
**(10 minutes)**

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<td>Form groups of 5; 4 shooters, 1 goalie. 2 handballs per group. 2 cones used for goal.</td>
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<tr>
<td>Goalie lines up in center of goal. Shooters form 2 lines 1 on each side of goal.</td>
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<td>First shooter shoots from his or her side of goal. Shooter may choose to shoot high or low into goal. Goalie attempts to deflect, catch, or block shot. Another student in line retrieves handball, and gets back in line.</td>
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<tr>
<td>First shooter from second line shoots from his or her side of goal, as above. After all 4 students have shot, all 5 students change positions, forming new lines and rotating goalie.</td>
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<table>
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<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>✔️ Be sure needed equipment is easily accessible for all students.</td>
</tr>
</tbody>
</table>

#### Quarter- or Half-Court Handball
**(10-12 minutes)**

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<td>Form several teams of 3-5. Use quarter of basketball court for court. 1 team wears pinnies.</td>
</tr>
<tr>
<td>Attacking team begins play behind mid-court line and attempts to score in a pre-established goal.</td>
</tr>
<tr>
<td>Defense must stay an arms length away. Defense can intercept passes but can’t steal handball.</td>
</tr>
<tr>
<td>Once possession of handball is lost, teams exchange roles and handball is put into play at mid-court.</td>
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<tr>
<td>Play continues until you signal to stop. On your signal, 1 student collects pinnies, 1 puts handballs away, 1 puts goals/cones away.</td>
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<tbody>
<tr>
<td>✔️ Separate pinnies by color and make easily accessible for teams.</td>
</tr>
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</table>

#### Cool Down/Closure
**(5 minutes)**

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<td>Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)</td>
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<td>Review the basic strategy used in Team Handball (e.g., creating space).</td>
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<td>In what other activities or sports do we use these skills (e.g., soccer)?</td>
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Frisbee 6th Grade: Lesson 1

**LESSON OUTCOMES**
- Demonstrate basic backhand Frisbee grip and throw.
- Demonstrate basic sandwich catch

**EQUIPMENT**
- Music
- Cones
- Frisbees
- HRPA Task Cards

**BEFORE CLASS SET UP**
- Frisbees in hula hoops spread around perimeter of play space.
- Partner Race Track Fitness set-up - Large circle or square is set up using 6-8 cones on one half the play area.

---

**2 Pass-without Defenders**

**LESSON CONTENT**
- Spread Frisbees around play space. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with partner, set Frisbee back down and move to another Frisbee.
- Challenge: Set a goal for the activity (e.g., How many passes can be made in 1 minute).

**ROLE OF ASSISTANT**
- Stand at the area entrance helping students organize and understand IA.
- During IA, set up Partner Race Track Fitness.

---

**3 Pass**

**LESSON CONTENT**
- Students create groups of 3.
- 2 teams of 3 in a 10 ft. x 10 ft. grid area
- Object of game: for each team to complete 3 passes. Students shouldn’t move after a catch.
- 1 point for every 3 consecutive catches, after which Frisbee is set down so other team can begin.
- If pass is incomplete, Frisbee goes to other team.
- Defense must give offense an arm’s length and may not steal Frisbee.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch Frisbee.
- Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.

**ROLE OF ASSISTANT**
- During activity, find a group that is demonstrating good passing form. Ask this group if they would demonstrate for class.

---

**Partner Race Track Fitness**

**LESSON CONTENT**
- Students use partners from IA. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners when music stops.

**ROLE OF ASSISTANT**
- Prepare music.
- Supervise inner circle while teacher is supervising outer circle.

---

**ACTIVITY #1**

**LESSON CONTENT**
- Students create groups of 3.
- 2 teams of 3 in a 10 ft. x 10 ft. grid area
- Object of game: for each team to complete 3 passes. Students shouldn’t move after a catch.
- 1 point for every 3 consecutive catches, after which Frisbee is set down so other team can begin.
- If pass is incomplete, Frisbee goes to other team.
- Defense must give offense an arm’s length and may not steal Frisbee.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch Frisbee.
- Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.

**ROLE OF ASSISTANT**
- During activity, find a group that is demonstrating good passing form. Ask this group if they would demonstrate for class.
### Triangle Pass
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a triangle of 3 students, about 5 ft. apart. Use groups of 3 from previous activity.</td>
<td>Watch all students for safety.</td>
</tr>
<tr>
<td>1 student retrieves a Frisbee.</td>
<td>For larger classes, monitor games in 2 separate areas.</td>
</tr>
<tr>
<td>Student with Frisbee passes to Partner 1 and follows pass, taking Partner 1’s spot on the triangle. Second and third students repeat task.</td>
<td></td>
</tr>
<tr>
<td>Use 1 group to demo backhand Frisbee grip and throw.</td>
<td></td>
</tr>
<tr>
<td>Grip: Pinch disk’s edge with thumb and forefinger.</td>
<td></td>
</tr>
<tr>
<td>Sandwich Catch: Alligator mouth and close.</td>
<td></td>
</tr>
<tr>
<td>Ask students to see how many “good” passes they can get in 1 minute.</td>
<td></td>
</tr>
<tr>
<td>On stop signal, ask student with Frisbee to travel to a new group and begin activity again.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 student returns equipment.</td>
<td>Help put away Frisbees.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>Turn to a partner and review passing cues.</td>
<td></td>
</tr>
</tbody>
</table>
## Frisbee 6th Grade: Lesson 2

### Lesson Outcomes
- Demonstrate basic backhand Frisbee grip and throw.
- Demonstrate basic sandwich catch.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Before Class Set Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Frisbees, HRPA Task Cards</td>
</tr>
<tr>
<td>Cones</td>
<td></td>
</tr>
</tbody>
</table>

### 2 Pass-without Defenders (5 minutes)

**Lesson Content**
- Spread Frisbees around play space. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with partner, set Frisbee back down and jog to another Frisbee.
- **Challenge:** Set a goal for the activity (e.g., How many passes or catches can be made in 1 minute).

**Role of Assistant**
- Stand at the area entrance helping students organize and understand IA.
- During IA, set up Partner Race Track Fitness.

### Partner Race Track Fitness (8-10 minutes)

**Lesson Content**
- Students use partners from IA. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners when music stops.

**Role of Assistant**
- Supervise inner circle while teacher is supervising outer circle.

### 3 Pass (5 minutes)

**Lesson Content**
- Students create groups of 3.
- 2 teams of 3 in a 10 ft. x 10 ft. grid area
- Object of game: for each team to complete 3 passes. Students shouldn’t move after a catch.
- 1 point for every 3 consecutive catches, after which Frisbee is set down so other team can begin.
- If pass is incomplete, Frisbee goes to other team.
- Defense must give offense an arm’s length and may not steal Frisbee.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch Frisbee.
- **Variation:** If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.

**Role of Assistant**
- Supervise activities for safety compliance and correct throwing form.
- Make sure all students are actively involved and moving.
- During activity, find a group that is demonstrating good form. Ask this group if they would demonstrate for class.

---

*Italics indicate the teacher speaking directly to the student.*

---
### Triangle Pass
**ACTIVITY #2**
*LESSON CONTENT*: Form a triangle of 3 students, about 5 ft. apart. Use groups of 3 from previous activity.  
- 1 student retrieves a Frisbee.  
- Student with Frisbee passes to Partner 1 and follows pass, taking Partner 1’s spot on the triangle. Second and third students repeat task.  
- Use 1 group to demo backhand Frisbee grip and throw.  
- Backhand Throw: Step at target and lead with elbow.  
- Ask students to see how many “good” passes they can get in 1 minute.  
- On stop signal, ask student with Frisbee to travel to a new group and begin activity again.

**ROLE OF ASSISTANT**: Watch all students for safety. For larger classes, monitor games in 2 separate areas.

### 3 Pass
**ACTIVITY #3**
*LESSON CONTENT*: See ACTIVITY #1.  
- Have groups of 3 find a new group of 3 to challenge.  
- Variation: Add movement with Frisbee if students are ready.

**ROLE OF ASSISTANT**: 1 student returns equipment. Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)  
- *Turn to a partner and review passing cues.*
# Frisbee 6th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate basic backhand Frisbee grip and throw.  
■ Demonstrate basic sandwich catch.  
■ Move to open space to receive Frisbee. | ■ Music  
■ Frisbees  
■ Cones  
■ FLOW | ✓ Frisbees out for Two Pass.  
✓ FLOW Stations out and accessible for students. |

<table>
<thead>
<tr>
<th>2 Pass-with Defenders (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| LESSON CONTENT | ■ Spread Frisbees around play space. Each person has a partner.  
■ The object is to pick up a Frisbee, complete two passes with partner, set Frisbee back down and jog to another Frisbee.  
■ Choose 4-5 students to move around play space defending against passes. | ■ Change defenders every 2 minutes. |

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Pass-with Defenders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOW (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>■ Students do FLOW stations (see FLOW section)</td>
</tr>
</tbody>
</table>
| ROLE OF ASSISTANT | ✓ Gather and distribute equipment for FLOW.  
■ Start and stop music.  
■ Supervise stations if necessary.  
✓ Assist with equipment clean-up  
■ Participate in activities for short bouts. |

<table>
<thead>
<tr>
<th>TRANSITION</th>
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</thead>
<tbody>
<tr>
<td>Transition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH-RELATED PHYSICAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Have students get into groups of 6 for FLOW.</td>
</tr>
</tbody>
</table>

- ✓ Set Up or Prep Duties  
- ✶ Cues or Key Concepts  
- ➔ Variation  
- ✤ Challenge

*Italics indicate the teacher speaking directly to the student.*
### Pass & Switch

**5 minutes**

**LESSON CONTENT**
- Divide students into groups of 4 players (A, B, C, D) with 2 Frisbees per group.
- Ask students to find a 10 x 10 space. See figure below.
- A and B on one end, C and D on other.
- A passes straight across to C. B passes straight across to D.
- A and B switch places and C and D switch places. Pass again.
- Vary pattern by passing diagonally, but keep original switching pattern: A passes to D, B passes to C.
- Backhand Passing: Wipe table with back of hand.
- A and B switch places and C and D switch places. Pass again.
- Vary pattern by passing diagonally, but keep original switching pattern: A passes to D, B passes to C.

**ROLE OF ASSISTANT**
- Circulate around area to each group giving ideas for improvement and success with passing.

**Original Pattern:**

```
A ←→ B
C ←→ D
```

**Variation:**

```
A ←→ B
C ←→ D
```

- Variation: Change distance between students.
- Variation: Use different types of passes.

### Partner Passing Play

**8 minutes**

**LESSON CONTENT**
- Passing: Lead teammate with throw.
- Partners stand 10 feet from each other. One student forms a 2-hand target in front of throwing hand shoulder.
- Students pass to each other using a forehand Frisbee toss. Partner should not have to move hands to catch Frisbee.
- Students each move a step back after each completion until there is a miss, then move back to original positions and start over.
- Variation: Cut 45º and Catch: Student without Frisbee runs 3 steps forward and cuts to side and turns toward thrower, thrower throws Frisbee as student is turning.
- Variation: Slide and Pass: On your signal, students move to end of playing area and form 2 lines facing each other. Use a slide and pass Frisbee with overhead pass across area. Use lead passes as in a game situation. Students reach end of area, jog back and get in line again. Repeat several times.

**ROLE OF ASSISTANT**
- During activity, find a group that is demonstrating good form. Ask this group if they would demonstrate for class.

### Cool Down/Closure

**5 minutes**

**LESSON CONTENT**
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the components of health-related fitness?
  - What components did we work on during FLOW?

**ROLE OF ASSISTANT**
- Supervise return of equipment.

*Italics indicate the teacher speaking directly to the student.*
### Frisbee 6th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate basic backhand Frisbee throw and sandwich catch.</td>
<td>Music</td>
<td>✔ Set out Frisbees in hula hoops spread around perimeter of play space.</td>
</tr>
<tr>
<td>- Move to open space to receive Frisbee using a 45° cut and catch.</td>
<td>Frisbees</td>
<td>✔ Have task cards out and ready for HRPA.</td>
</tr>
<tr>
<td>- Demonstrate basic defensive position.</td>
<td>HRPA Task Cards</td>
<td></td>
</tr>
</tbody>
</table>

#### Pass & Switch (5 minutes)

**LESSON CONTENT**
- A and B on one end, C and D on other.
- A passes straight across to C. B passes straight across to D.
- A and B switch places and C and D switch places. Pass again.
- Vary pattern by passing diagonally, but keep original switching pattern: A passes to D, B passes to C.
- See Lesson 3, Activity #1 for diagram.

**ROLE OF ASSISTANT**
- Circulate around area to each group giving ideas for improvement and success with passing.

#### Physical Activity Scavenger Hunt (10-12 minutes)

**LESSON CONTENT**
- Form squads of 3-5 students. Each squad receives a "Squad Leader Challenge" task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.
- Variation: Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

**ROLE OF ASSISTANT**
- Assist with grouping.
- Participate with several groups as you supervise.

---

*Italics indicate the teacher speaking directly to the student.*
### Partner Passing Play

**LESSON CONTENT**
- Partners stand 10 feet from each other. One student forms a 2-hand target in front of throwing hand shoulder.
- Students pass to each other using a backhand pass. Partner should not have to move hands to catch Frisbee.
- Students each move a step back after each completion until there is a miss, then move back to original positions and start over.
  - Passing: Snap wrist.
  - Variation: Cut 45º and Catch; this time add a defender. Defender tries to intercept Frisbee. Student without Frisbee runs 3 steps forward and cuts to side, turns toward thrower, thrower throws Frisbee as student is turning.
  - Variation: Change distance between students.
  - Use different types of passes.

**ROLE OF ASSISTANT**
- Circulate around area to each group giving ideas for improvement and success with passing.

### Frisbee Ring

**LESSON CONTENT**
- Passing: Snap wrist.
- Defensive Position: Bends knees, Hands out.
- Students form groups of four. In each group, 1 student gets 2 Frisbees, 1 gets a hula hoop, and others secure a place in the activity area.
- 3 students stand 2 large steps away from hoop and try to toss Frisbee across hoop to student across from them. 1 student stays in hoop and tries to intercept pass.
- Count successful passes or interceptions.
- If Frisbee is intercepted while being passed, tossing team loses a point or defender gains a point.

**ROLE OF ASSISTANT**
- Circulate among groups to make sure students are cooperating and working together to make the game fun and satisfying for all involved.
- Specify passes.

### Cool Down/Closure

**LESSON CONTENT**
- Think, Pair, Share
  - With a partner demo proper defensive stance.

**ROLE OF ASSISTANT**
- Use different types of passes.
Frisbee 6th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Demonstrate basic backhand Frisbee throw and sandwich catch.</td>
<td>☐ Music ☐ Frisbees ☐ HRPA Task Cards</td>
<td>✔ Set out Frisbees in hula hoops spread around perimeter of play space.</td>
</tr>
<tr>
<td>☐ Move to open space to receive Frisbee using a 45º cut and catch.</td>
<td></td>
<td>✔ Have task cards out and ready for HRPA.</td>
</tr>
<tr>
<td>☐ Basic defensive position.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Cut 45º and Catch**

**LESSON CONTENT**

- Students form groups of 3.
- 2 students stand 10 feet from each other. 1 student is in middle between them.
- Defender tries to intercept Frisbee. Student without Frisbee runs 3 steps forward and cuts to side, turns toward thrower, thrower throws Frisbee as student is turning.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulate around area to each group giving ideas for improvement and success with passing.</td>
</tr>
</tbody>
</table>

**Physical Activity Scavenger Hunt**

**LESSON CONTENT**

- Form squads of 3-5 students. Each squad receives a "Squad Leader Challenge" task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.
- Variation: Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Participate with several groups as you supervise.</td>
</tr>
</tbody>
</table>

**HEALTH RELATED PHYSICAL ACTIVITY**

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #1: 4 in 1 (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☛ Defensive Position: Cut passing lane in half, Arms out.</td>
<td>✓ Help students with equipment and group set up.</td>
</tr>
<tr>
<td>❏ Use same groups as previous activity. Use a group to demonstrate to class.</td>
<td>✓ Keep students in designated play space and be sure they are rotating student in middle.</td>
</tr>
<tr>
<td>❏ In each group, 1 student retrieves a Frisbee, 2 students get 4 cones, 1 student finds space to set up cones in a square.</td>
<td></td>
</tr>
<tr>
<td>❏ 3 students (X, X, Z in diagram) stand by cones. The last student (Y) stands in middle of square.</td>
<td></td>
</tr>
<tr>
<td>❏ Student with Frisbee should not be on corner that is diagonally across from the open corner. Student with Frisbee passes it to open corner.</td>
<td></td>
</tr>
<tr>
<td>❏ Y tries to deflect or catch Frisbee.</td>
<td></td>
</tr>
<tr>
<td>❏ X closest to open corner moves to it and catches Frisbee before it hits floor.</td>
<td></td>
</tr>
<tr>
<td>❏ X's may not move until thrower begins to release Frisbee.</td>
<td></td>
</tr>
<tr>
<td>❏ If Frisbee hits floor or is deflected, Z switches places with Y.</td>
<td></td>
</tr>
<tr>
<td>❏ If X successfully catches Frisbee in open corner, that X passes it to new open corner and game continues.</td>
<td></td>
</tr>
</tbody>
</table>

![Diagram of 4 in 1 activity](attachment:image.png)

- **X** = Outside Students
- **Z** = Student with Frisbee
- **O** = Open Corner
- **Y** = Defender

### COOL DOWN/CLOSURE (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>❏ With students in small groups, ask them</td>
<td></td>
</tr>
<tr>
<td>❏ <em>What should a teammate without the Frisbee be trying to do?</em></td>
<td></td>
</tr>
<tr>
<td>❏ <em>What specific moves can be used to find open space?</em></td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Frisbee 6th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate basic backhand Frisbee throw and sandwich catch.  
- Move to open space to receive Frisbee using a 45° cut and catch.  
- Demonstrate basic defensive position.  
- Demonstrate defensive marking during 3 vs. 3. | - Music  
- Frisbees  
- HRPA Task Cards | ✓ Set 4 cones in each corner of the gym with a task card on each cone.  
✓ Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter. |

## 4 Corners (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Students enter gym and begin walking or jogging around outside of 4 cones in a CW direction.  
- Stop students and explain that when music begins, they will read and perform task on each cone. Tasks are performed while moving to next cone.  
- Activities for long sides of rectangle could include jogging, power skipping, basketball shuffle, and grapevine step.  
- Activities for short sides could include squat lunges, crab walk, broad jumps, high knees, and pump step. | ✓ Set up 4 Corner and design tasks using dry erase boards.  
✓ Supervise and make sure students follow directions and stay on task. |

## Partner Race Track Fitness (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Split group in half using a partner strategy  
- Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.  
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.  
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.  
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.  
- Students do not need to return to original partners when music stops. | ✓ Move cones in to form a large circle or square. Add 6-8 cones. |

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Activity</th>
<th>10 minutes</th>
<th>6th Grade</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defend Your City</td>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There should be 10 students in each 20 x 20 play area: 5 offense and 5 defense.</td>
<td>Move among groups and offer suggestions to improve defense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object of game: do not let offense knock pin over.</td>
<td>Second visit to group, offer praise if defense is working well and more information if not doing as well as expected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defense is within 5 feet of pin around outside of circle with pin in middle. Offense walks or jogs, not more than 3 steps, then passes and/or shoots at pin.</td>
<td>Make sure all safety rules are enforced, and that all students are actively engaged.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If Frisbee is thrown and pin goes down, offense scores a point.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play to 3 points and change sides.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity #2</td>
<td>3 Pass</td>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td></td>
<td>Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.</td>
<td>Supervise all activities for safety compliance and correct throwing form.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 student puts extra Frisbees away.</td>
<td>Make sure all students are actively involved and moving.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emphasis is on defensive play (e.g., marking offensive player).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defensive Position: Stick like glue, Concentrate on midsection of offensive player.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Object of game: for each team to complete 3 passes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 point for every 3 consecutive catches, after which Frisbee is set down for other team to begin. If pass is incomplete, Frisbee goes to other team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principle of 3’s is in effect:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must complete 3 passes to score.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defender stands 3 feet away from passer.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3 different students must catch Frisbee.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool Down/Closure</td>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)</td>
<td>Italic indicates the teacher speaking directly to the student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the Principle of 3’s when playing 3 Pass?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Frisbee 6th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move to an open space on offense.</td>
<td>Music</td>
<td>Set out Frisbees in hula hoops spread around perimeter of play space.</td>
</tr>
<tr>
<td>Attack an offensive player while on defense.</td>
<td>Cones</td>
<td></td>
</tr>
</tbody>
</table>

3 Pass

LESSON CONTENT
- Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.
- 1 student puts extra Frisbees away.
- Emphasis is on defensive play (e.g., marking offensive player).
- Object of game: for each team to complete 3 passes.
- 1 point for every 3 consecutive catches, after which Frisbee is set down for other team to begin. If pass is incomplete, Frisbee goes to other team.
- Principle of 3's is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch Frisbee.
  - Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.

ROLE OF ASSISTANT
- Supervise all activities for safety compliance and correct throwing form.
- Make sure all students are actively involved and moving.

Aerobic Circle

LESSON CONTENT
- Students form 2 circles, facing in, arm’s length apart. 1 with you, 1 with TA.
- Tell students that if they want they can take a turn being leader for 16 beats.
- After 16 beats, student leaves middle and someone else can lead.
- Examples of aerobic activities:
  - Jog, clapping hands overhead, behind, in front, under right leg, under left leg
  - Sailor jumps; jump with one leg forward and other back while swinging arms in time to music
  - Jumping jacks
  - Combo Jacks; alternating jumping jacks and sailor jumps
  - Side kicks; kick legs from side to side and wave hands
  - Seat kicks, jump up and kick your buttocks with your heels
  - Mule kicks, place hands on floor, kick legs straight behind
  - Front kicks, kick legs out front
  - Skier kick; jump from side to side
  - Bell jumps; jump forward and back
  - X-jumps; jump to cross and uncross legs
  - Pantomime jumping rope
  - Cool dancing

ROLE OF ASSISTANT
- Set up equipment and music with a strong 4/4 beat.
- Help supervise and keep students on task.
- Demo specific tasks as needed.

Set Up or Prep Duties  ▶  Cues or Key Concepts  ▶  Variation  ★  Challenge  Italics indicate the teacher speaking directly to the student.
ACTIVITY #1

2 vs. 1
(8-10 minutes)

LESSON CONTENT
- Students form groups of 3.
- Decide which students will be defenders, supporters, and attackers (see figure).
- On your signal, defender attacks Frisbee, supporter moves to either side, attacker draws defender and passes.
- Attacker waits for defender to close before passing.
- Goal of activity is for supporter to move to open position using fake step and 45° cut
- After 3 passes, rotate positions.

ROLE OF ASSISTANT
- Check space of groups.
- Remind students to rotate.

S = Supporter
O = Defender
X = Attacker with Frisbee

ACTIVITY #2

3 vs. 3 Circle
(10-12 minutes)

LESSON CONTENT
- Combine groups from previous activity to form groups of 6.
- Create a center goal with two large cones approximately 3 ft. apart with a stick or rope laid across both; 2 cones back to back could also be used.
- Boundary is a 20 ft. diameter circle (see diagram).
- Walking or jogging with Frisbee is allowed (3 steps).
- At least 3 passes must be made before shot on goal.
- There isn’t a goalie and guarding isn’t allowed.
- Goals are scored by low Frisbee toss and must go through cones from either side.
- Emphasize “off-the-ball” movements (i.e., finding open space using a 45 cut)
- Defensive team gains possession of Frisbee whenever offensive team’s pass is incomplete, intercepted, knocked down, or goes out of bounds.
- Variation: Team “X” can only score goals from front side of goal and Team “O” can only score from backside.

ROLE OF ASSISTANT
- Help form teams.
- ✔ Set up an example of goal with cones.
- ✔ Check spacing between groups.

Cool Down/Closure
(5 minutes)

LESSON CONTENT
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
- What were the “supporters” roles during 2 vs. 1?
- How did you tactically support your teammates during 3 vs. 3?

ROLE OF ASSISTANT
- Italics indicate the teacher speaking directly to the student.
**Frisbee**  6th Grade : Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Move to an open space on offense.</td>
<td>☐ Music</td>
<td>☑ Set out Frisbees in hula hoops spread around perimeter of play space.</td>
</tr>
<tr>
<td>☐ Attack an offensive player.</td>
<td>☐ Frisbees</td>
<td></td>
</tr>
<tr>
<td>☐ Shoot on goal with goalie.</td>
<td>☐ Cones</td>
<td>☑ Set up FLOW equipment on side of play space.</td>
</tr>
<tr>
<td></td>
<td>☐ FLOW Stations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Pass (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
</tr>
<tr>
<td>☐ Students form groups of 3, with 2 groups of 3 in a 10 ft. x 10 ft. grid area.</td>
<td>☐ As soon as most students are in area, assistant moves to help groups.</td>
</tr>
<tr>
<td>☐ 1 student puts extra Frisbees away.</td>
<td></td>
</tr>
<tr>
<td>☐ Emphasis is on defensive play (e.g., marking offensive player).</td>
<td></td>
</tr>
<tr>
<td>☐ Object of game: for each team to complete 3 passes.</td>
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<td>☐ 3 different students must catch Frisbee.</td>
<td></td>
</tr>
<tr>
<td>→ Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOW (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
</tr>
<tr>
<td>☐ Students do FLOW stations (see FLOW section)</td>
<td>☑ Gather and distribute equipment for FLOW.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather and distribute equipment for FLOW.</td>
<td></td>
</tr>
<tr>
<td>Start and stop music.</td>
<td></td>
</tr>
<tr>
<td>Supervise stations if necessary.</td>
<td></td>
</tr>
<tr>
<td>Assist with equipment clean-up</td>
<td></td>
</tr>
<tr>
<td>Participate in activities for short bouts.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
 ACTIVITY #1

**3 vs. 3 Circle Frisbee**
(10-12 minutes)

**LESSON CONTENT**
- Create a center goal with two large cones approximately 3 ft. apart with a stick or rope laid across both; 2 cones back to back could also be used.
- Boundary is a 20 ft. diameter circle (see diagram).
- Walking or jogging with Frisbee is allowed (3 steps).
- At least 3 passes must be made before shot on goal.
- There isn’t a goalie and guarding isn’t allowed.
- Goals are scored by low Frisbee toss and must go through cones from either side.
- Emphasize “off-the-ball” movements (i.e., finding open space using a 45 and cut).
- Defensive team gains possession of Frisbee whenever offensive team’s pass is incomplete, intercepted, knocked down, or goes out of bounds.
- Variation: Team “X” can only score goals from front side of goal and Team “O” can only score from backside.

**ROLE OF ASSISTANT**
- Help form teams.
- Set up an example of goal with cones.
- Check spacing between groups.

 ACTIVITY #2

**Line Shooting**
(8 minutes)

**LESSON CONTENT**
- Students form groups of 3, 1 Frisbee per group.
- 1 student finds Frisbee, 1 secures 2 cones to set up goal, last student secures place in activity area.
- 1 student plays defense, 1 is offense, and 1 is goalie. Offense attempts to get Frisbee past defense and goalie. Defense must stay 6 feet away from goalie at all times.
- After a score or steal, switch positions: goalie to offense, offense to defense, and defense to goalie.
- Shooting: Step toward target and snap wrist.
- Principle of 3’s is in effect:
  - Passer can only take 3 steps.
  - Defender stands 3 feet away from passer.
  - Frisbee must be passed in 3 seconds.

**ROLE OF ASSISTANT**
- Monitor games and help students make decisions regarding rules.
- Remind students to rotate through positions.

 ACTIVITY #3

**3 vs. 3 Circle Frisbee**
(10-12 minutes)

**LESSON CONTENT**
- Repeat Activity #1.

**ROLE OF ASSISTANT**

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- With students in a large group, ask:
  - What are the components of health-related fitness?
  - What components did we work on during FLOW?
  - What can an offensive player do to increase shooting success?

**ROLE OF ASSISTANT**
- Lead or supervise.

* Italics indicate the teacher speaking directly to the student.*
**Frisbee 6th Grade : Lesson 9**

### LESSON OUTCOMES
- Move to an open space on offense.
- Attack an offensive player.
- Shoot on goal with goalie.

### EQUIPMENT
- Music
- Cones
- Frisbees
- HRPA Task Cards

### BEFORE CLASS SET UP
- Cones out for IA.
- Set out Frisbees in hula hoops. spread around perimeter of play space.

---

**Pass-N-Go** (5 minutes)

**LESSON CONTENT**
- Form 2 or 4 groups, depending on class size.
- On your signal, 1 group begins to run a relay around cones. Runners may only begin laps when the students in front of them return to first cone.
- Other group gets 1 Frisbee and forms a circle inside cone area. On your signal, they pass Frisbee to the left and count number of complete passes.
- Once each member of relay group has run a lap, signal to stop.
- Both groups stop and passing group yells out number of complete passes. Groups change places and repeat process.
- At end of second rotation, compare numbers of completed passes. Group with higher score wins.

**ROLE OF ASSISTANT**
- Place 3 cones in a triangle, 20-30 feet apart.
- Form 2 or 4 groups depending on class size from roll call groups.

---

**Partner Race Track Fitness** (10 minutes)

**LESSON CONTENT**
- Split group in half using a partner strategy
- Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners when music stops.

**ROLE OF ASSISTANT**
- Help supervise and keep students on task.
- Participate in short bouts.

---

Italics indicate the teacher speaking directly to the student.
### 3 vs. 3 Circle Frisbee

**Lesson Content**
- Create a center goal with two large cones approximately 3 ft. apart with a stick or rope laid across both; 2 cones back to back could also be used.
- Boundary is a 20 ft. diameter circle (see diagram).
- Walking or jogging with Frisbee is allowed (3 steps).
- At least 3 passes must be made before shot on goal.
- There isn’t a goalie and guarding isn’t allowed.
- Goals are scored by low Frisbee toss and must go through cones from either side.
- Emphasize “off-the-ball” movements (i.e., finding open space using a 45 cut).
- Defensive team gains possession of Frisbee whenever offensive team’s pass is incomplete, intercepted, knocked down, or goes out of bounds.

**Role of Assistant**
- Be sure cones can easily be accessed by students.
- Move about play space and use shooting cues.

**Variation:** Team “X” can only score goals from front side of goal and Team “O” can only score from backside.

### Line Shooting

**Lesson Content**
- Form groups of 5: 4 shooters, 1 goalie. 2 Frisbees per group. 2 cones used for goal.
- Goalie lines up in center of goal. Shooters form 2 lines 1 on each side of goal.
- First shooter shoots from his or her side of goal. Shooter may choose to shoot high or low into goal. Goalie attempts to deflect, catch, or block shot. Another student in line retrieves Frisbee, and gets back in line.
- First shooter from second line shoots from his or her side of goal, as above. After all 4 students have shot, all 5 students change positions, forming new lines and rotating goalie.

**Role of Assistant**
- Monitor games and help students make decisions regarding rules.
- Remind students to rotate through positions.

### Cool Down/Closure

**Lesson Content**
- With students in a large group, ask:
  - What can an offensive player do to increase shooting success?

---

**Set Up or Prep Duties**
- **Cues or Key Concepts**
- **Variation**
- **Challenge**

*Italics indicate the teacher speaking directly to the student.*
Frisbee 6th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move to an open space on offense in game situation.</td>
<td>Music</td>
<td>✔ Set out Frisbees in hula hoops spread around perimeter of play space.</td>
</tr>
<tr>
<td>Attack an offensive player in game situation.</td>
<td>Frisbees</td>
<td>✔ Set out task cards for HRPA.</td>
</tr>
<tr>
<td>Shoot on goal with goalie in game situation.</td>
<td>HRPA Task Cards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-on-1</strong> (5 minutes)</td>
<td>As students exit locker room, they form pairs with 1 getting Frisbee, and other student securing space where there is a wall to act as a goal.</td>
<td>Assist students in making goal and using appropriate amount of space.</td>
</tr>
<tr>
<td></td>
<td>One student is a defender in front of “goal,” and begins with a pass to offensive student. Offensive student can take up to 3 steps then must shoot. After initial pass, defender must play person to person defense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If goal is scored, switch places and repeat.</td>
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</tr>
<tr>
<td></td>
<td>If there is too much movement, set boundaries.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity Scavenger Hunt</strong> (10-12 minutes)</td>
<td>Form squads of 3-5 students. Each squad receives a ”Squad Leader Challenge” task card.</td>
<td>Help supervise and keep students on task.</td>
</tr>
<tr>
<td></td>
<td>Students take turns acting as Squad Leader.</td>
<td></td>
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<tr>
<td></td>
<td>Once a task is completed, a new squad leader reads next task.</td>
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<tr>
<td></td>
<td>Squads will perform in different areas based on order of tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Squads start over if they complete all tasks before other groups.</td>
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</tr>
<tr>
<td></td>
<td>Variation: Incorporate Frisbee skills as tasks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variation: Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.</td>
<td></td>
</tr>
</tbody>
</table>

✔ Set Up or Prep Duties   ➔ Cues or Key Concepts   ➔ Variation   ★ Challenge

*italics indicate the teacher speaking directly to the student.*
### Line Shooting (10 minutes)

**LESSON CONTENT**
- Form groups of 5; 4 shooters, 1 goalie. 2 Frisbees per group. 2 cones used for goal.
- Goalie lines up in center of goal. Shooters form 2 lines 1 on each side of goal.
- First shooter shoots from his or her side of goal. Shooter may choose to shoot high or low into goal. Goalie attempts to deflect, catch, or block shot. Another student in line retrieves Frisbee, and gets back in line.
- First shooter from second line shoots from his or her side of goal, as above. After all 4 students have shot, all 5 students change positions, forming new lines and rotating goalie.

**ROLE OF ASSISTANT**
- Be sure needed equipment is easily accessible for all students.

### Quarter- or Half-Court Ultimate Frisbee (10-12 minutes)

**LESSON CONTENT**
- Form several teams of 3-5. Use quarter of basketball court for court. One team team wears pinnies.
- Attacking team begins play at their goal and attempts to score in a pre-established goal.
- Defense must stay an arms length away. Defense can intercept passes but can’t steal Frisbee.
- Once possession of Frisbee is lost, teams exchange roles and play begins at spot of infraction or loss of possession.
- Defensive team gains possession of Frisbee whenever offensive team’s pass is incomplete, intercepted, knocked down, or goes out of bounds.
- Principle of 3’s is in effect:
  - Must complete 3 passes to score.
  - Defender stands 3 feet away from passer.
  - 3 different students must catch Frisbee.
- Variation: If you need to speed up game, stipulate that Frisbee must be passed within 3 seconds.

**ROLE OF ASSISTANT**
- Separate pinnies by color and make easily accessible for teams.

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
  - Review the basic strategy used in Ultimate Frisbee (e.g., creating space).
  - In what other activities or sports do we use these skills (e.g., soccer)?

**ROLE OF ASSISTANT**
- Italic indicates the teacher speaking directly to the student.
# Dance 6th Grade : Lesson 1

## Lesson Outcomes
- Perform simple creative dances and understand the benefits of dance.
- Perform the grapevine step.
- Sustain aerobic activity, maintaining a target heart rate to achieve cardiovascular benefits.
- Respect physical and performance limitations of self and others.

## Equipment
- Boom box
- CDs
- Jump ropes, posters of jump rope “clubs”
- Red, blue, green, and yellow pinnies
- Dynabands
- Poster listing heart disease risk factors

## Before Class Set Up
- Have Dynabands in 4-5 bins spread around play space.
- Have jump ropes spread out in containers.
- Place risk factor poster where students can see it.

### Instant Activity
**Partner Activities** (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and try various activities.</td>
<td>Help supervise students.</td>
</tr>
<tr>
<td><strong>Log Lift:</strong> 1 student lies on his or her back, keeping as stiff as possible while partners attempt to lift students on floor to their feet by lifting under their shoulders.</td>
<td></td>
</tr>
<tr>
<td><strong>Aura:</strong> partners face each other an arm’s length apart and touch palms (either rights or lefts). Keeping eyes closed, each partner turns around 3 times and without opening eyes tries to relocate partner by placing palms together again.</td>
<td></td>
</tr>
<tr>
<td><strong>Pair Bicycling:</strong> partners sit crab-walk style and place bottoms of both feet together. Partners lift their bodies and attempt to “pedal” their feet like a bicycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Wring the Dishrag:</strong> partners join hands and lift hands above their heads. Both partners turn to right (or left), spinning back to starting point without letting go.</td>
<td></td>
</tr>
<tr>
<td><strong>Stand-Off:</strong> partners stand face to face an arm’s length apart, feet together. Partners stand palm to palm. Object of game is to cause partner to lose balance (or move feet at all). Contact can only be made with hands. It is permissible to dodge and feint.</td>
<td></td>
</tr>
</tbody>
</table>

**Variation:** Partners start with palms together and may not lose contact.

### Exercise Band Aerobics
(10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student needs a Dynaband. Students spread out around gym. Lead students by stretching slowly using Dynabands.</td>
<td>Help keep students on task and make sure they are using correct technique-pulling and releasing slowly.</td>
</tr>
<tr>
<td>Hands held wide, stretch up and hold.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Keeping hands above head, bend to right side and hold; repeat to left.</td>
<td></td>
</tr>
<tr>
<td>Back flat and knees slightly bent, bend forward and hold.</td>
<td></td>
</tr>
<tr>
<td>As music begins, have students step in place to beat followed by:</td>
<td></td>
</tr>
<tr>
<td>4 steps forward</td>
<td></td>
</tr>
<tr>
<td>4 steps backward</td>
<td></td>
</tr>
<tr>
<td>4 steps grapevine to the right</td>
<td></td>
</tr>
<tr>
<td>4 steps grapevine to the left</td>
<td></td>
</tr>
<tr>
<td>Repeat 4 times.</td>
<td></td>
</tr>
<tr>
<td>Band activities, done in conjunction with steps:</td>
<td></td>
</tr>
<tr>
<td>4 pulls front; grip Dynaband holding it shoulder width apart, extend arms in front of body about 4 inches below shoulder level, pull arms to side even with the body, return arms to starting position.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
### Exercise Band Aerobics (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 over head pulls; arms straight up above head extend arms out to sides.</td>
<td></td>
</tr>
<tr>
<td>4 pulls up right; start in the same position as a front pull except hold left arm still and pull Dynaband above head with the right arm.</td>
<td></td>
</tr>
<tr>
<td>4 pulls up left: same as up right except with left hand.</td>
<td></td>
</tr>
<tr>
<td>Repeat.</td>
<td></td>
</tr>
<tr>
<td>Repeat this entire progression for duration of music.</td>
<td></td>
</tr>
</tbody>
</table>

### Beginning Line Dances (continued)
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a brief summary regarding benefits of dancing:</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Dance can be energizing</td>
<td>Help students who are having difficulty with moves.</td>
</tr>
<tr>
<td>Dance can provide an excellent cardiovascular workout</td>
<td>Learn a dance and lead it while teacher observes students.</td>
</tr>
<tr>
<td>Dance improves flexibility</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Dance achieves and maintains a health-enhancing level of fitness</td>
<td></td>
</tr>
<tr>
<td>Dance can be done alone or with friends</td>
<td></td>
</tr>
<tr>
<td>Dance is an expressive way to have fun and learn about other cultures</td>
<td></td>
</tr>
<tr>
<td>Use Number Game to get students into groups for line dancing.</td>
<td></td>
</tr>
<tr>
<td>Have students run, skip, gallop, etc., around area.</td>
<td></td>
</tr>
<tr>
<td>Call out a number and students quickly form groups of that number.</td>
<td></td>
</tr>
<tr>
<td>Either use that number or continue with a different movement and number.</td>
<td></td>
</tr>
<tr>
<td>Stop activity at any time (no more than 2-3 minutes).</td>
<td></td>
</tr>
<tr>
<td>Have groups line up in rows facing you.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Activity #1**

**NJ Wave**
- Music: “Get ready 4 This,” 2 Unlimited; “Strike it Up,” Black Box; or any fast hip-hop music.
- Both hands wave high right, 4 counts.
- Both hands wave high left, 4 counts.
- Both hands wave low left, 4 counts.
- Both hands wave low right, 4 counts.
- Repeat each wave for 2 counts.
- Put right hand on left shoulder, 1 count.
- Put left hand on right shoulder, 1 count.
- Put right hand on right hip, 1 count.
- Put left hand on left hip, 1 count.
- Jump 4 times. On last jump, make a quarter turn to the right, 4 counts.
- Repeat Dance

**Grapevine**
- Music: “That’s the Way I Like It,” KC and The Sunshine Band; “Ready to Go,” Republica; or any medium-fast 4/4 time song.
- Double grapevine to right, 8 counts (or do grapevine right and left twice).
- Repeat to left, 8 counts.
- Step to right, touch left foot beside right foot, 2 counts.
- Step to left, touch right foot beside left foot, 2 counts.
- Grapevine right and left, 8 counts.
- Step to right, touch left foot beside right foot, 2 counts.
- Step to left, touch right foot beside left foot, 2 counts.
- Grapevine right and left, 8 counts.
- Cool walk (strutting and snapping fingers) in circle to left, 8 counts.
- Repeat.
### Beginning Line Dances (continued)

**Activity #1**

**Lesson Content**
- Alley Cat:
  - Music: Original “Alley Cat,” Strike it Up,” Black Box; or “Tribal Dance,” 2 Unlimited.
  - Touch right foot to side twice.
  - Touch left foot to side twice.
  - Touch right foot back twice.
  - Touch left foot back twice.
  - Lift right knee up twice.
  - Lift left knee up twice.
  - Lift right knee once.
  - Lift left knee once.
  - Clap hands once then make a quarter turn to right.
  - Repeat.
  - After students learn Alley Cat, try it again with upbeat hip-hop music.

**Role of Assistant**

### Heart Disease Tag

**Activity #2**

**Lesson Content**
- Have a poster on the wall or a quick discussion about risk factors for Coronary Heart Disease:
  - Inactivity
  - Overweight
  - Excessive alcohol
  - Stress
- Select 3-4 students to be taggers, each one wearing a pinnie.
- When music starts, taggers try to tag a many students as possible.
- Tagged students run in place with arms over head as a signal to another student that they need to be rescued by doing 5 jumping jacks together.
- If tagged once, a student has 1 risk factor, tagged twice, 2 risk factors, etc.
- When a student is tagged for fifth time, that student has a “heart attack” and becomes a tagger by putting on a pinnie.
- Emphasize that students keep their own score.

**Role of Assistant**
- Hand out pinnies.
- Supervise, demonstrate, and encourage students.
- Keep opposite teacher and encourage students to keep score when they are tagged. Remind students that they are never out of the game.

### Cool Down/Closure

**Lesson Content**
- Lead cool down stretches.
- Ask students:
  - What are the benefits of warming up?
  - What are the benefits of dancing?
  - What are risk factors that contribute to heart attacks?
  - Dance to your music at home!

**Role of Assistant**
- Keep students on task.
# Dance 6th Grade : Lesson 2

## Lesson Outcomes
- Perform simple creative dances.
- Perform the grapevine step and a four-wall dance.
- Sustain aerobic activity, maintaining a target heart rate to achieve cardiovascular benefits.
- Respect physical and performance limitations of self and others.

## Equipment
- Boom box, line dance CDs
- Cones for team tag
- 16-35 different types of balls (at least 1 ball for every 2 students)
- 4-6 pinnies, tubs
- Containers for balls

## Before Class Set Up
- Set up IA area.
- Spread balls around play area.

---

### 2 Pass (5 minutes)

**Lesson Content**
- Spread many different types of balls around play space. Each student has a partner. If there are an odd number of students, have a group of 3; they still have to complete 2 passes to each other.
- Object of game: to pick up a ball, complete 2 passes with partner, set ball back down and move to another ball.
- Challenge: Set a goal for activity (e.g., how many passes can be made in 1 minute).

**Role of Assistant**
- Encourage students to work together.
- Praise students doing a good job.
- Supervise students putting away the balls.

---

### Review Line Dances (15 minutes)

**Lesson Content**
- Review dances from Day 1. Have a student volunteer lead class or be in front with you.

**Grapevine**
- Music: “That’s the Way I Like It,” KC and The Sunshine Band; “Ready to Go,” Republica; or any medium-fast 4/4 time song.
- Double grapevine to right, 8 counts (or do grapevine right and left twice).
- Repeat to left, 8 counts.
- Step to right, touch left foot beside right foot, 2 counts.
- Step to left, touch right foot beside left foot, 2 counts.
- Grapevine right and left, 8 counts.
- Cool walk (strutting and snapping fingers) in circle to left, 8 counts.
- Repeat.

**Activity #1**

- Lead a dance while teacher observes students.
- Provide positive feedback throughout.
- If not leading, begin to set up for tag game.

---

### Boxer Training (5 minutes)

**Lesson Content**
- Students jog, hop, skip, etc., clockwise, counterclockwise or scrambled eggs (any direction student chooses).
- Call out commands: champions hold hands high, trainers pretend to jump rope or shadow box, dead bugs lie on backs screaming and quickly get up.
- Add any other commands you can think of: sit-ups, push-ups, etc.

**Role of Assistant**
- Keep opposite teacher to supervise students.
- Provide positive feedback throughout.

---

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
Review Line Dances (continued) (15 minutes)

**LESSON CONTENT**
- Alley Cat
  - Music: Original “Alley Cat,” Strike it Up,” Black Box; or “Tribal Dance,” 2 Unlimited.
  - Touch right foot to side twice.
  - Touch left foot to side twice.
  - Touch right foot back twice.
  - Touch left foot back twice.
  - Lift right knee up twice.
  - Lift left knee up twice.
  - Lift right knee once.
  - Lift left knee once.
  - Clap hands once then make a quarter turn to right.
  - Repeat.
- Lead a dance while teacher observes students.
- Provide positive feedback throughout.
- If not leading, begin to set up for tag game.

**ROLE OF ASSISTANT**

---

Transition

**LESSON CONTENT**
- Have each team line up in rows facing you for line dancing.

**ROLE OF ASSISTANT**

---

Superfreak (10 minutes)

**LESSON CONTENT**
- Superfreak
  - Right hand palm down, point right twice.
  - Left hand palm down, point left twice, 2 counts.
  - Right Hand palm up, point right twice, 2 counts.
  - Left hand palm down, point left twice, 2 counts.
  - Hitchhike right thumb twice, 2 counts.
  - Hitchhike left thumb twice, 2 counts.
  - Roll down twice, 2 counts.
  - Roll up twice, 2 counts.
  - Point down to left with right hand twice, 2 counts.
  - Point down to right with left hand twice, 2 counts.
  - Slap left thigh with right hand and slap right thigh with left hand (cross hands), 1 count (slaps are 4 counts).
  - Right hand slap buttocks, 1 count
  - Left hand slap buttocks 1 count
  - Jump 4 times. On third jump, cross legs, and on fourth jump, make a quarter turn to right, 4 counts.
  - Repeat.

**ROLE OF ASSISTANT**
- Lead dance or supervise from opposite side of class from teacher.

---

Team Toss Tag (5 minutes)

**LESSON CONTENT**
- Divide gym into as many sections as there are taggers. For example, use a team of 6 as taggers and divide gym into 6 sections.
- Taggers wear pinnies and cannot leave their sections.
- Other students can move anywhere they want in gym.
- To begin, give 2 taggers foam ball.
- Taggers can only tag students in their sections, and can only tag with a foam ball. Taggers have to work together, passing the ball to help each other tag students.
- Once tagged, a student must freeze. To re-enter game, frozen student must receive a Hi-5 from another student.

**ROLE OF ASSISTANT**
- Sets up cones to divide the gym into sections needed.
- Hand out pinnies.
- Help supervise game.
- Collect cones and pinnies.

**ACTIVITY #2**

---

ACTIVITY #3

---

*Italics indicate the teacher speaking directly to the student.*
## Cool Down/Closure

### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJ Wave</strong></td>
<td>Help supervise.</td>
</tr>
<tr>
<td>Music: “Get ready 4 This,” 2 Unlimited; “Strike it Up,” Black Box; or any fast hip-hop music.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Both hands wave high right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Both hands wave high left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Both hands wave low left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Both hands wave low right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Repeat each wave for 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Put right hand on left shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>Put left hand on right shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>Put right hand on right hip, 1 count.</td>
<td></td>
</tr>
<tr>
<td>Put left hand on left hip, 1 count.</td>
<td></td>
</tr>
<tr>
<td>Jump 4 times. On last jump, make a quarter turn to the right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Repeat.</td>
<td></td>
</tr>
<tr>
<td>Lead stretching.</td>
<td></td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>What were three things needed to succeed in the team tag game?</td>
<td></td>
</tr>
</tbody>
</table>

_Italics indicate the teacher speaking directly to the student._
### Dance 6th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform a 4-wall dance.</td>
<td>Foam Frisbees (indoors), regular Frisbees (outdoors), Boom box</td>
<td>✓ Have Frisbees in 3-4 containers spread around area.</td>
</tr>
<tr>
<td>Respect physical and performance limitations of self and others.</td>
<td>CDs</td>
<td>✓ Have FLOW equipment on the side, out of the way, ready for students to set up.</td>
</tr>
<tr>
<td>Name three reasons why we need physical activity.</td>
<td>Beanbags (1 for every 2 students)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLOW equipment</td>
<td></td>
</tr>
</tbody>
</table>

### Foam Frisbee Catch (5 minutes)

**LESSON CONTENT**
- Students find partners, 1 Frisbee per pair.
- Students find space students and play catch.
- How many catches can each pair make consecutively?

**ROLE OF ASSISTANT**
- Hand out Frisbees.
- Keep students on task.

### Superfreak and Bus Stop (10 minutes)

**LESSON CONTENT**
- Review Superfreak.
- Right hand palm down, point right twice.
- Left hand palm down, point left twice, 2 counts.
- Right Hand palm up, point right twice, 2 counts.
- Left hand palm down, point left twice, 2 counts.
- Hitchhike right thumb twice, 2 counts.
- Hitchhike left thumb twice, 2 counts.
- Roll down twice, 2 counts.
- Roll up twice, 2 counts.
- Point down to left with right hand twice, 2 counts.
- Point down to right with left hand twice, 2 counts.
- Slap left thigh with right hand and slap right thigh with left hand (cross hands), 1 count.
- Right hand slap buttocks, 1 count
- Left hand slap buttocks, 1 count
- Jump 4 times. On third jump, cross legs, and on fourth jump, make a quarter turn to right, 4 counts.
- Repeat.

**ROLE OF ASSISTANT**
- Lead or supervise. If supervising, keep opposite teacher to maintain control.
- Provide positive feedback throughout.

### FLOW (15 minutes)

**LESSON CONTENT**
- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.

*Italics indicate the teacher speaking directly to the student.*
Superfreak and Bus Stop (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bus Stop</strong></td>
<td><strong>Lead or supervise.</strong></td>
</tr>
<tr>
<td>Starting on right foot, walk back 4 steps (right/left/right/left) 4 counts.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Starting on left foot, walk forward 4 steps (left/right/left/right), 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Repeat sequence.</td>
<td></td>
</tr>
<tr>
<td>Grapevine right and left, 8 count.</td>
<td></td>
</tr>
<tr>
<td>Step right and touch left foot or lift left leg, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Step left and touch right foot or lift right leg, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Heels out and in, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe forward twice, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe backward twice, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe forward, back, side, 3 counts.</td>
<td></td>
</tr>
<tr>
<td>Cross and pivot a quarter turn to left, 1 count.</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY #2

Doves and Hawks (from China)
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, grasping each other’s wrists.</td>
<td><strong>Lead or supervise.</strong></td>
</tr>
<tr>
<td>Student in middle is the “Chinese Child.”</td>
<td></td>
</tr>
<tr>
<td>“Chinese Child” releases 1 student, who becomes a dove and runs away from group.</td>
<td></td>
</tr>
<tr>
<td>After 2-3 counts, “Chinese Child” releases other student, a hawk.</td>
<td></td>
</tr>
<tr>
<td>Hawk tries to tag dove before dove is able to return and tag “Chinese Child.” “Chinese Child” can choose to help dove or hawk.</td>
<td></td>
</tr>
<tr>
<td>After the dove returns or is tagged students rotate roles.</td>
<td></td>
</tr>
</tbody>
</table>

YMCA Aerobics
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YMCA</strong></td>
<td><strong>Lead or supervise</strong></td>
</tr>
<tr>
<td>Music: “YMCA,” The Village People.</td>
<td></td>
</tr>
<tr>
<td>With lyric “Young man,” begin pointing from left to right using right arm at chest level while shaking hips, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>Point from right to left using left arm and shaking hips, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>Point from left to right using right arm at chest level while shaking hips, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>With lyric “No need to be unhappy,” raise both arms to form letter “Y.”</td>
<td></td>
</tr>
<tr>
<td>Cross right arm down to left hip and cross right arm down to right hip, hold arms and hands as pulling in reins of a horse and pull 2 times.</td>
<td></td>
</tr>
<tr>
<td>During instrumental, pull on reins and push hips forward 5 times.</td>
<td></td>
</tr>
<tr>
<td>With lyric “It’s fun to stay at the Y-M-C-A,” make letters with arms held above head.</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Right finger point up and down cross body, then left finger repeat same move (John Travolta motion).</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Swimming motion, forward then backward.</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Cool Jerk motion (the Monkey).</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Grapevine between YMCAs.</td>
<td></td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>What are 3 reasons we need to do regular amounts of physical activity?</td>
<td></td>
</tr>
<tr>
<td>What are 3 areas of health-related physical fitness we worked on in FLOW?</td>
<td></td>
</tr>
<tr>
<td>Can you think of other types of dances, what are they?</td>
<td></td>
</tr>
<tr>
<td>Dance at home!</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### LESSON OUTCOMES
- Perform a 4-wall dance.
- Respect physical and performance limitations of self and others.
- Work together as a team to complete a task.

### EQUIPMENT
- Boom box
- CDs
- Foam balls

### BEFORE CLASS SET UP
- Set up success/try again areas.
- Have music cued.

---

#### Toe Fencing
**Instant Activity:** (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and face each other holding hands.</td>
<td>Supervise students.</td>
</tr>
<tr>
<td>Partners try to tap tops of each other’s toes with their own.</td>
<td>Encourage students to be fair, honest, and respectful of each other.</td>
</tr>
<tr>
<td>When 1 student scores 3 taps, he or she moves to success side while partner moves to try again. Both find new partners and continue playing.</td>
<td></td>
</tr>
<tr>
<td>Play music for Bus Stop dance as students move into rows for line dance. Tell students to begin dancing whenever they recognize where the dance and the music fit together.</td>
<td></td>
</tr>
</tbody>
</table>

---

#### Bus Stop, Slap-N-Leather, and Twist and Shout
**Activity #1:** (15 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Bus Stop</td>
<td>Lead Bus Stop or supervise.</td>
</tr>
<tr>
<td>Starting on right foot, walk back 4 steps (right/left/right/left) 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Starting on left foot, walk forward 4 steps (left/right/right/left), 4 counts.</td>
<td></td>
</tr>
<tr>
<td>Repeat sequence.</td>
<td></td>
</tr>
<tr>
<td>Grapevine right and left, 8 count.</td>
<td></td>
</tr>
<tr>
<td>Step right and touch left foot or lift left leg, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Step left and touch right foot or lift right leg, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Heels out and in, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe forward twice, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe backward twice, 2 counts.</td>
<td></td>
</tr>
<tr>
<td>Touch right toe forward, back, side, 3 counts.</td>
<td></td>
</tr>
<tr>
<td>Cross and pivot a quarter turn to left, 1 count.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Awesome Add-Ons**

**Health Related Physical Activity:** (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students walk, jog, gallop, skip, etc. (you decide) around 20 x 20 area.</td>
<td>Move around opposite from the teacher</td>
</tr>
<tr>
<td>Students begin when you give signal.</td>
<td>Help students remember the previous skills.</td>
</tr>
<tr>
<td>On your second signal, students stop and perform a designated skill or exercise. For example, touch floor, change directions, turn around, or 10 jumping jacks.</td>
<td>Encourage and praise students.</td>
</tr>
<tr>
<td>Each time you signal, students stop and a new skill will be added.</td>
<td></td>
</tr>
<tr>
<td>Students must do all previous skills first before adding new skill.</td>
<td></td>
</tr>
</tbody>
</table>

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*Italics indicate the teacher speaking directly to the student.*
### Bus Stop, Slap-N-Leather, and Twist and Shout (continued)

#### LESSON CONTENT
- **Slap-N-Leather**
  - Point right toe to side then bring feet together twice, 4 counts.
  - Point left toe to side then bring feet together twice, 4 counts.
  - Front touch twice with right heel, 2 counts.
  - Front touch twice with left heel, 2 counts.
  - Right foot touch forward, back, and side, then slap bottom of right shoe with left hand and step to right side making a quarter turn to right, 4 counts.
  - Grapevine right, left, right, 12 counts.
  - Backup 4 steps, 4 counts.
  - Step forward with left foot and stomp with right foot, 2 counts.
  - 2 heel clicks then repeat dance, 2 counts.

- **Twist and Shout**
  - Touch right heel twice, 2 counts.
  - Grapevine right, 4 counts.
  - Touch left heel twice, 2 counts.
  - Grapevine left, 4 counts.
  - Repeat first 4 steps.
  - 2 steps forward on right foot, 4 counts.
  - 2 steps forward on left foot, 4 counts.
  - Walk back 4 steps (right, left, right, left), 4 counts.
  - Repeat 2 steps forward and 4 steps back.

#### ROLE OF ASSISTANT
- Students form groups of 3, 2 students with hands joined (holding wrists or a juggling scarf between them) and third student acting as a runner.
- On your signal, runner must step over his or her partners’ hands, run around both partners and go under their hands, run around both partners again, then step through the joined hands. Runner must start on same side for each movement.
- Each partner takes a turn being as runner. After group has this pattern established, they can try variations.
  - Challenge: How many times can each group do routine in 20-30 seconds? (Ask students how they made routine faster or slower.) All 3 must complete pattern for their group to be finished.
  - Variation: Race other groups, sitting down when finished.
  - Variation: Scramble order (e.g., around, over, through, under).
  - Variation: Hold up cards with words printed on them to change order.
  - Variation: Use sign language to give order.
  - Variation: Allow students to exit or enter on either side.

### Over, Under, Around, and Through

#### LESSON CONTENT
- Students form groups of 3, 2 students with hands joined (holding wrists or a juggling scarf between them) and third student acting as a runner.
- On your signal, runner must step over his or her partners’ hands, run around both partners and go under their hands, run around both partners again, then step through the joined hands. Runner must start on same side for each movement.
- Each partner takes a turn being as runner. After group has this pattern established, they can try variations.
  - Challenge: How many times can each group do routine in 20-30 seconds? (Ask students how they made routine faster or slower.) All 3 must complete pattern for their group to be finished.
  - Variation: Race other groups, sitting down when finished.
  - Variation: Scramble order (e.g., around, over, through, under).
  - Variation: Hold up cards with words printed on them to change order.
  - Variation: Use sign language to give order.
  - Variation: Allow students to exit or enter on either side.

#### ROLE OF ASSISTANT
- Supervise students, making sure they are being respectful of each other.

**Italics indicate the teacher speaking directly to the student.**
### Buzzerk
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 5, 2 groups per field, 1 foam ball per field.</td>
<td>Hand out equipment.</td>
</tr>
<tr>
<td>1 team “bats” first.</td>
<td>Keep opposite teacher.</td>
</tr>
<tr>
<td>Each student has a number from 1-5. Batter #1 throws ball then runs around his or her team until fielding team completes task.</td>
<td>Help students follow the rules.</td>
</tr>
<tr>
<td>Batting team must yell out number of times batter runs around their team.</td>
<td>Encourage and praise students.</td>
</tr>
<tr>
<td>Fielding team gets ball, everyone gets in line and ball is passed over and under to last student, then that student throws ball to their first batter, who throws ball and teams switch roles.</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Variation: After 1-2 minutes, switch teams so they play other teams; score can be counted against individual teams or be cumulative against all teams.</td>
<td></td>
</tr>
</tbody>
</table>

### Hand Jive
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>While seated, students:</td>
<td>Cue music.</td>
</tr>
<tr>
<td>Slap thighs 2 times, clap 2 times, cross right over left hand twice, and cross left over right hand twice, counts 1-8.</td>
<td></td>
</tr>
<tr>
<td>Next, with hands fisted, hit right on top of left 2 times, then hit left on top of right 2 times, counts 9-12.</td>
<td></td>
</tr>
<tr>
<td>Then “hitchhike” twice with right hand and twice with left hand, counts 13-16.</td>
<td></td>
</tr>
<tr>
<td>Use fast 4/4-time song.</td>
<td></td>
</tr>
</tbody>
</table>
## Dance 6th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Create a dance using the skills learned: grapevine step, quarter turns, step to the side, slide step toe touches, etc.</td>
<td>▪ Boom box &lt;br&gt; ▪ CDs &lt;br&gt; ▪ Dynabands</td>
<td>✓ Set up success/try again areas. &lt;br&gt; ✓ Set up area for French Fry tag. &lt;br&gt; ✓ Have Dynabands in containers spread out over area.</td>
</tr>
<tr>
<td>▪ Appreciate differences and similarities in others’ physical activity.</td>
<td>▪ 4-6 cones &lt;br&gt; ▪ Pins &lt;br&gt; ▪ 3-4 noodles</td>
<td></td>
</tr>
<tr>
<td>▪ Respect students from different backgrounds and the cultural significance of dances and rhythmic activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

#### Rock, Paper, Scissors Tag

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students find a partner; they compete against each other playing “Rock, Paper, Scissors.” Winner must quickly turn and run away 6 steps. Loser tries to tag partner before he or she gets 6 steps away.</td>
<td>▪ Keep students on task and offer encouragement.</td>
</tr>
<tr>
<td>▪ Change partners after 3 matches.</td>
<td></td>
</tr>
<tr>
<td>▪ If students bump into each other during game they must stop, shake hands and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”</td>
<td></td>
</tr>
<tr>
<td>▪ Variation: Loser must do 1 more exercise than winner, (e.g., winner does 5 jumping jacks, loser does 6).</td>
<td></td>
</tr>
<tr>
<td>▪ Variation: A variety of locomotor movements (e.g., skip, skier jump) can be assigned to taggers.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students quickly take a Dynaband from buckets and find an open space where they can see you.</td>
<td>▪ Pass out Dynabands.</td>
</tr>
</tbody>
</table>

### Health-Related Physical Activity

#### Partner Race Track Fitness

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.</td>
<td>▪ Prepare music. &lt;br&gt; ▪ Supervise inner circle while teacher is supervising outer circle.</td>
</tr>
<tr>
<td>▪ Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.</td>
<td></td>
</tr>
<tr>
<td>▪ Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
<td></td>
</tr>
<tr>
<td>▪ When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.</td>
<td></td>
</tr>
<tr>
<td>▪ Students do not need to return to original partners when music stops.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Create-a-Line Dance (15 minutes)

**LESSON CONTENT**
- Explain to students that they will be creating their own dance.
- Students work in groups of 4-6.
- Dance must have a minimum of 4 parts, each with a count of 4. You could require that the dance has to face more than 1 wall.
- Students may select parts from Create-a-Line Dance cards or they can create their own. If they use their own movements, which must be approved by you and everyone in their group must be able to perform it.
- All dances will be to the same music. Play song while students work.
- After 15-20 minutes, have 1 or 2 groups demonstrate their dances.

**ROLE OF ASSISTANT**
- Keep students on task and encourage them to listen to each other and be creative.
- Provide positive feedback throughout.
- Set up tag area.

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Ask students:
  - How did your group decide how to put the dance together?
  - Did everyone have a chance for input?
  - After 5 days, which line dance do you like best?

**ROLE OF ASSISTANT**
- Encourage participation.

---

**ACTIVITY #1**

**ACTIVITY #2**

**COOL DOWN/CLOSURE**

Italics indicate the teacher speaking directly to the student.
**Dance** 6th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Develop movement combinations into repeatable sequences.  
- Perform the following Square Dance skills: circle left and right, pass thru, do-si-do, elbow swing, allemande left and right, grand right and left.  
- Show consideration by encouraging others. | - Jump ropes  
- Boom Box  
- Cones  
- CDs | - Set up cones in IA area. |

**1-on-1 Duck, Duck, Goose/Partner Tag**

**LESSON CONTENT**
- Students find partners and face each other.  
- Partners take turns tapping each other on shoulder, saying “duck” until 1 partner says “goose.”  
- Partner who says “goose” runs/walks/crab walks (Students can designate before activity).  
- Partner who is “goose” performs a jumping jack or push-up (from crab position), then tags partner.  
- Once partner is tagged, repeat activity.

**ROLE OF ASSISTANT**
- Supervise, or play if there are uneven numbers of students.

**Jump Rope Record Setting Day #1**

**LESSON CONTENT**
- Students find jump ropes in buckets set up around gym. Students see how many jumps in a row they can perform with the following tasks:  
  - Jump rope forward  
  - Jump rope backward  
  - Jump rope right foot forward  
  - Jump rope left foot forward  
  - Jump rope right foot backward  
  - Jump rope let foot backward  
  - Jump rope crossing  
  - Jumping continues until signal to stop.  
  - Note: Students do not have to do all categories; they can work on whichever ones they choose. Have a sheet of paper listing categories. For a new record to go up, a student must have someone count and verify the number. The record-setting student announces to you, “I have a new record. The category is_________. The number is_____. My name is_____.”

**ROLE OF ASSISTANT**
- Supervise, encouraging students to do their best and stay on task.  
- Provide positive feedback throughout.  
- Help collect jump ropes.

**INSTANT ACTIVITY**

**HEALTH RELATED PHYSICAL ACTIVITY**

*Italics indicate the teacher speaking directly to the student.*

✓ Set Up or Prep Duties  
בלות or Key Concepts  
_variation  
_challenge  

**Dance**  
6th Grade  
Lesson 6
### Scatter Square Dance
(10 minutes)

<table>
<thead>
<tr>
<th>LEsson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should change partners often, picking students who are close by or from the Lost and Found (designated place to get a partner).</td>
<td>Assist the students having difficulty.</td>
</tr>
<tr>
<td>Introduce skills then call them out and have students perform them.</td>
<td></td>
</tr>
<tr>
<td>Solo Formations</td>
<td></td>
</tr>
<tr>
<td>Keep time to the music: Clap, snap, move any part of body with beat of the music.</td>
<td></td>
</tr>
<tr>
<td>Turn one alone: Turn a circle alone.</td>
<td></td>
</tr>
<tr>
<td>Hit the lonesome trail: Walk alone to any place in room.</td>
<td></td>
</tr>
<tr>
<td>Tumbleweed: Crab roll.</td>
<td></td>
</tr>
<tr>
<td>Texas Star: Scale.</td>
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</tr>
<tr>
<td>Deer: Stride Leaps.</td>
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<td>Tornado: Full turn jump.</td>
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<td>Spurs: Jump up and click heels.</td>
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<tr>
<td>Partner Formations</td>
<td></td>
</tr>
<tr>
<td>Honor Your Partner: Partners face each other and recognize each other by either bowing or shaking hands.</td>
<td></td>
</tr>
<tr>
<td>Promenade: Partners join hands and walk around room.</td>
<td></td>
</tr>
<tr>
<td>Do-Si-Do: Partners face each other and pass right shoulder to right shoulder, passing back to back and return to original position.</td>
<td></td>
</tr>
<tr>
<td>See Saw: Partners face each other and pass left shoulder to left shoulder, passing back to back and return to original position.</td>
<td></td>
</tr>
<tr>
<td>Elbow Swing: Partners hook either right or left elbows and turn once around.</td>
<td></td>
</tr>
<tr>
<td>Circle Up 2: Partners join hands and walk in a circle together.</td>
<td></td>
</tr>
</tbody>
</table>

### Scatter Square Dance (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horse and Jockey: Partners stand 1 behind the other, with back student putting hands on front student's shoulders.</td>
<td></td>
</tr>
<tr>
<td>Horse and Jockey (or Buggy) Promenade: Everyone lines up behind lead couple in horse and jockey fashion.</td>
<td></td>
</tr>
<tr>
<td>Change Jockeys or Drivers: Use with either “horse and jockey” or “horse and buggy” Students turn and face other direction so now there are new students in front.</td>
<td></td>
</tr>
<tr>
<td>General Formations</td>
<td></td>
</tr>
<tr>
<td>Turn and Go the Other Way: Can be used to change directions in “circle up two,” “circle up four,” “circle up all,” “right or left star,” or right or left hand “cross.”</td>
<td></td>
</tr>
<tr>
<td>Star: Can be called for either right or left hand. Whatever hand is called, all dancers put correct hand up in center of circle and walk around the circle in line of direction. Have students practice with a partner a few times before asking students to get into groups of 4.</td>
<td></td>
</tr>
<tr>
<td>Shoot that Star: Star breaks up into whatever the next call is.</td>
<td></td>
</tr>
<tr>
<td>Big Circle Formations</td>
<td></td>
</tr>
<tr>
<td>Circle Up All: All partners or individuals form a big circle.</td>
<td></td>
</tr>
<tr>
<td>Grand Right and Left: Call out of “circle up all.” Students give right hand to partner and progress around circle, alternating left and right hands until returning to original partner.</td>
<td></td>
</tr>
<tr>
<td>Wind the Clock: All hands remained joined and designated leader leads group around and around in an increasingly smaller circle until group is “wound up.” Then group turns and unwinds.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
Scatter Square Dance (continued)  
(10 minutes)

LESSON CONTENT | ROLE OF ASSISTANT
--- | ---
**Line Formations**  
- **Skin the Snake:** Call from “horse and jockey promenade.” Lead partners join hands and walk over couple kneeling behind them then kneel. Each couple in turn walks down the line the same way. Once at the end, “hit the lonesome trail.”
- **Tunnel:** 2 students form an arch; partners go under arch and immediately form another arch next to original. When everyone has gone through arch, first couple goes through and each couple continues through arch in turn. Once out, everyone “hits the lonesome trail.”

**Group of Four Formations**  
- **Circle up Four:** 2 sets of partners join hands and walk in a circle together.

Variation: Give a few students a chance to call out skills by giving them a list of skills.

---

Cooperative Hi-5  
(5 minutes)

LESSON CONTENT | ROLE OF ASSISTANT
--- | ---
- This is an add-on activity.
- Have students face partner across gym.
- On your signal, partners run to middle, give each other a Hi-5 and run back to their lines.
- Call out next movement. Previous commands will not be repeated; students must remember them.
- Suggested sequence:
  - Hi-5 right
  - Hi-5 left
  - Hi-10
  - Low-5 right
  - Low-5 left
  - Low-10
  - back to back over head-10
  - back to back between legs-10
  - sitting face to face, touch bottoms of right feet
  - sitting face to face, touch bottoms of left feet
  - sitting face to face, touch bottoms of both feet
  - finish with dead bug (lie on back screaming).

Variation: To make this a fitness activity, add exercises such as a push-up or add dance moves as students meet in middle.

---

Transition

LESSON CONTENT | ROLE OF ASSISTANT
--- | ---
- When finished, students stay in lines facing partners.

Italics indicate the teacher speaking directly to the student.
### Intro to Square Dance

**ACTIVITY #3**

**INTRO TO SQUARE DANCE (10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Music: “Robi Rob’s Boriqua Anthem,” C+C Music Factory; “We Are Family,” Sister Sledge; or any 4/4 time song.</td>
<td>■ Keep students on task and help those who are having difficulty.</td>
</tr>
<tr>
<td>■ Before starting, explain how to do Elbow swings and Do-si-dos.</td>
<td>■ Provide positive feedback throughout.</td>
</tr>
<tr>
<td>■ Begin with a partner line dance - 2 lines facing each other.</td>
<td></td>
</tr>
<tr>
<td>■ Grapevine to right and left, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward and do an elbow swing, return to original place, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Right heel touches front of left foot twice, kick left foot to front and step right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Left heel touches front of right foot twice, kick right foot to front and step left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward 3 counts and give partner a Hi-10 on count 4.</td>
<td></td>
</tr>
<tr>
<td>■ Walk back 3 counts and stomp on right foot (L-R-L-Stomp R)</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward, do a do-si-do around partner (passing right shoulders) and return to original place, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward, do a pass thru (reach out with right hand, shake hands and continue to other side, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward, do a seesaw (opposite of do-si-do) passing left shoulders first, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward, do a pass thru to return to original place, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward 4 counts, do a low-10 4 times with partner, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>■ Walk backward 4 counts, do a pivot turn on right foot for 4 counts with a stomp on fourth, 4 counts.</td>
<td></td>
</tr>
</tbody>
</table>

### Hand Jive

**Hand Jive**

**ACTIVITY #3**

**COOL DOWN/CLOSURE (5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ While seated, students:</td>
<td>■ Help supervise.</td>
</tr>
<tr>
<td>■ Slap thighs 2 times, clap 2 times, cross right over left hand twice, and cross left over right hand twice, counts 1-8.</td>
<td></td>
</tr>
<tr>
<td>■ Next, with hands fisted, hit right on top of left 2 times, then hit left on top of right 2 times, counts 9-12.</td>
<td></td>
</tr>
<tr>
<td>■ Then “hitchhike” twice with right hand and twice with left hand, counts 13-16.</td>
<td></td>
</tr>
<tr>
<td>■ Ask students:</td>
<td></td>
</tr>
<tr>
<td>■ <em>What is the difference between a do-si-do and seesaw?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>What do you need to remember when doing the grand right and left?</em></td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
## Dance 6th Grade : Lesson 7

### LESSON OUTCOMES
- Perform the following Square Dance skills: circle left and right, pass thru, do-si-do, elbow swing, allemande left and right, grand right and left, know how to “set a square,” right and left-handed stars.
- Perform two different types of square dances, circle and sets, that combine traveling, balancing, and weight transfer.

### EQUIPMENT
- Boom box
- CDs
- FLOW equipment

### BEFORE CLASS SET UP
- Have all FLOW equipment prepared on the side for students to set up.

### Triangle Tag
**LESSON CONTENT**
- Students form groups of 4. 3 students hold hands or wrists in a triangle, facing each other.
- 1 student volunteers to be target. Remaining student stands outside triangle and is a tagger.
- 3 students in triangle cooperate to protect target by moving and shifting. Target cannot be legally tagged on hands or arms or from across triangle.
- Variation: If you have an odd number of students, have 2 triangles with targets and 1 tagger.

**ROLE OF ASSISTANT**
- Supervise to keep students on task

### Scatter Square Dance Review
**LESSON CONTENT**
- Students should change partners often, picking students who are close by or from the Lost and Found (designated place to get a partner).
- Introduce skills then call them out and have students perform them.
- **Solo Formations**
  - **Keep time to the music**: Clap, snap, move any part of body with beat of the music.
  - **Turn one alone**: Turn a circle alone.
  - **Hit the lonesome trail**: Walk alone to any place in room.
  - **Tumbleweed**: Crab roll.
  - **Texas Star**: Scale.
  - **Deer**: Stride Leaps.
  - **Tornado**: Full turn jump.
  - **Spurs**: Jump up and click heels.
- **Partner Formations**
  - **Honor Your Partner**: Partners face each other and recognize each other by either bowing or shaking hands.
  - **Promenade**: Partners join hands and walk around room.

**ROLE OF ASSISTANT**
- Help demonstrate the skill.
- Assist the students having difficulty.

---

**Activity continues**
Dance

ACTIVITY #1
Scatter Square Dance Review (continued)
(5 minutes)

LESSON CONTENT
ROLE OF ASSISTANT

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

 Italics indicate the teacher speaking directly to the student.

Do-Si-Do: Partners face each other and pass right shoulder to right shoulder, passing back-to-back and return to original position.
See Saw: Partners face each other and pass left shoulder to left shoulder, passing back to back and return to original position.
Elbow Swing: Partners hook either right or left elbows and turn once around.
Circle Up 2: Partners join hands and walk in a circle together.
Horse and Jockey: Partners stand 1 behind the other, with back student putting hands on front student's shoulders.
Horse and Jockey (Buggy) Promenade: Everyone lines up behind lead couple in horse and jockey fashion.
Change Jockeys or Drivers: Use with either “horse and jockey” or “horse and buggy.” Students turn and face other direction so now there are new students in front.

General Formations

Turn and Go the Other Way: Can be used to change directions in “circle up two,” “circle up four,” “circle up all,” “right or left star,” or right or left hand “cross.”
Star: Can be called for either right or left hand. Whatever hand is called, all dancers put correct hand up in center of circle and walk around the circle in line of direction. Have students practice with a partner a few times before asking students to get into groups of 4.
Shoot that Star: Star breaks up into whatever the next call is.

Big Circle Formations

Circle Up All: All partners or individuals form a big circle.
Grand Right and Left: Call out of “circle up all.” Students give right hand to partner and progress around circle, alternating left and right hands until returning to original partner.
Wind the Clock: All hands remained joined and designated leader leads group around and around in an increasingly smaller circle until group is “wound up.” Then group turns and unwinds.

Line Formations

Skin the Snake: Call from “horse and jockey promenade.” Lead partners join hands and walk over couple kneeling behind them and kneel. Each couple in turn walks down the line the same way. Once at the end, “hit the lonesome trail.”
Tunnel: 2 students form an arch; partners go under arch and immediately form another arch next to original. When everyone has gone through arch, first couple goes through and each couple continues through arch in turn. Once out, everyone “hits the lonesome trail.”

Group of Four Formations

Circle up Four: 2 sets of partners join hands and walk in a circle together.
Variation: Give a few students a chance to call out skills by giving them a list of skills.

Activity continues
## Large Circle Square Dance
### (10 minutes)

<table>
<thead>
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<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: “Robi Rob’s Boriqua Anthem,” C+C Music Factory; “We Are Family,” Sister Sledge; “Baby Likes to Rock It,” Tractors.</td>
<td>Keep student on task, encouraging them to help each other</td>
</tr>
<tr>
<td>Run through routine first time without music so students can learn basic steps.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Look at student to your right; that’s your partner.</td>
<td></td>
</tr>
<tr>
<td>Look at student to your left; that’s your corner.</td>
<td></td>
</tr>
<tr>
<td>Circle to left for 8 counts, (switch on seventh count).</td>
<td></td>
</tr>
<tr>
<td>Circle to right for 8 counts then stop.</td>
<td></td>
</tr>
<tr>
<td>Do-si-do partner.</td>
<td></td>
</tr>
<tr>
<td>Come back and do-si-do corner.</td>
<td></td>
</tr>
<tr>
<td>Circle to right.</td>
<td></td>
</tr>
<tr>
<td>Circle to left.</td>
<td></td>
</tr>
<tr>
<td>Elbow swing partner.</td>
<td></td>
</tr>
<tr>
<td>Allemande left with corner (2 dancers holding forearms walk around each other and back to original place).</td>
<td></td>
</tr>
<tr>
<td>Come back and face partner and freeze; this is for a walk through of the Right and Left Grand.</td>
<td></td>
</tr>
<tr>
<td>Partner on right hand side kneels down and extends right hand.</td>
<td></td>
</tr>
<tr>
<td>Partner standing extends right hand, grabs partner’s hand and continues moving forward, weaving in and out of kneeling students and grabbing their hands. This is a lead up to grand right and left.</td>
<td></td>
</tr>
<tr>
<td>Return to partner and do-si-do partner.</td>
<td></td>
</tr>
<tr>
<td>Circle to left.</td>
<td></td>
</tr>
<tr>
<td>Circle to right.</td>
<td></td>
</tr>
<tr>
<td>Grand right and left with kneeling partner.</td>
<td></td>
</tr>
<tr>
<td>Come back and do-si-so partner.</td>
<td></td>
</tr>
<tr>
<td>Allemande right with partner.</td>
<td></td>
</tr>
<tr>
<td>Allemande left with corner.</td>
<td></td>
</tr>
<tr>
<td>Grand right and left, but try with everyone standing.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure
### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for a volunteer group to demo how to set a square.</td>
<td>Encourage students to answer and give praise.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td></td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>Who are the head couple and how is that determined?</td>
<td></td>
</tr>
<tr>
<td>What is the difference between the allemande and do-si-do?</td>
<td></td>
</tr>
<tr>
<td>Which Flow station was the easiest, which the most difficult?</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
Dance 6th Grade Lesson 7

☑ Set Up or Prep Duties ➔ Cues or Key Concepts ➔ Variation ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Dance 6th Grade : Lesson 8

## Lesson Outcomes
- Appreciate differences and similarities in others' physical activity.
- Perform dances that combine traveling, balancing, and weight transfer with smooth sequences and intentional changes in direction, speed, and flow.

## Equipment
- Boom box
- CDs
- Pinnies

## Before Class Set Up
- Have music ready.

### Push-Up Tag (5 minutes)
**Lesson Content**
- Students find partners.
- Partners are in push-up position and on your signal they attempt to quickly tap their partner's hand without losing balance. If hand is off the ground when tapped it does not count. Partner's hand must be on ground when tapped to count.
- If a student makes 3 taps before his or her partner does, this student goes to Success Side.
- Partner who didn't get 3 taps goes to Try Again Side.
- When a partner goes to a new side, they challenge another student in that area to play.

**Role of Assistant**
- Keep students on task.

### Step Aerobics (5 minutes)
**Lesson Content**
- Basic right.
- Basic left wide step.
- Alternating tap down.
- Turn.
- Tap up and tap down.
- Repeater knee lift.
- Repeater heel lift.
- Repeater leg lift.
- Repeat routine until music is over.

**Role of Assistant**
- Help supervise students.
- Provide positive feedback throughout.

### Transition
**Lesson Content**
- After finishing Step Aerobic routine, students form groups of 8 and form squares.

**Role of Assistant**
- Italic text indicates the teacher speaking directly to the student.
Dance 6th Grade Lesson 8

**ACTIVITY #1**

### Setting a Square for Dance
(10 minutes)

**LESSON CONTENT**
- Within groups of 8, students find partners and decide who is going to be A and who is going to be B. Set square with As standing on left side of Bs. All Bs need to wear a pinnie. See diagram.

<table>
<thead>
<tr>
<th>Side Couple 2</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Head</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Head Couple 3</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Couple 1</td>
</tr>
</tbody>
</table>

**ROLE OF ASSISTANT**
- Supervise and encourage students.
- Provide positive feedback throughout.

**MUSIC**
Hi-5 partner then High-5 corner.
- Look at student to your right; that’s your partner.
- Look at student to your left; that’s your corner.
- Circle to left.
- Circle to right.
- Do-si-do partner.
- Come back and do-si-do corner.
- Circle to right.
- Circle to left.
- Go into middle and yell “YEE HAA!” and return.
- Elbow swing partner.
- Allemande left with corner.
- **Stop the dance to review grand right and left.**
- Grand right and left.

**ACTIVITY #1**

### Setting a Square for Dance (continued)
(10 minutes)

**LESSON CONTENT**
- Stop again to explain going into middle and back, and Star.
- Head couples 1 and 3 go into middle and back.
- Side couples 2 and 4 go into middle and back.
- Freeze; now all As go into middle and form a right hand star by putting up right hands, palms touching. Walk once around and return to partner. (The star can go a quarter, half, three-quarter, or full turn).
- Now all Bs go into middle and form a left hand star (same as above but with left hands).
- Now everybody circle to left.
- Circle to right.
- Stop at home (original spot on square).
- Bs go into middle with a right hand star.
- As go into middle with a left hand star.
- Return and do-si-so partner.
- Allemande right with partner.
- Allemande left to corner.
- Grand right and left.
- Hook elbows with partner and walk once around square back to original spot.

**ROLE OF ASSISTANT**
- Supervise and encourage students.
- Provide positive feedback throughout.

*Italics indicate the teacher speaking directly to the student.*
**Square Dance “Shake It Up”**  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Christy Lane Square Dance CD, track 1.</td>
<td></td>
</tr>
<tr>
<td>Calls used in this dance:</td>
<td></td>
</tr>
<tr>
<td>• bow to corner and partner</td>
<td></td>
</tr>
<tr>
<td>• circle right and left</td>
<td></td>
</tr>
<tr>
<td>• left allemande</td>
<td></td>
</tr>
<tr>
<td>• right and left grand</td>
<td></td>
</tr>
<tr>
<td>• promenade</td>
<td></td>
</tr>
<tr>
<td>• 4 ladies chain</td>
<td></td>
</tr>
<tr>
<td>• 2 ladies chain</td>
<td></td>
</tr>
<tr>
<td>• promenade half</td>
<td></td>
</tr>
<tr>
<td>• 4 ladies chain three-quarter</td>
<td></td>
</tr>
<tr>
<td>• right and left thru</td>
<td></td>
</tr>
<tr>
<td>• Bow to partner.</td>
<td></td>
</tr>
<tr>
<td>• Bow to corner.</td>
<td></td>
</tr>
<tr>
<td>• Circle left.</td>
<td></td>
</tr>
<tr>
<td>• Circle right allemande left corner.</td>
<td></td>
</tr>
<tr>
<td>• Right and left grand.</td>
<td></td>
</tr>
<tr>
<td>• Promenade partner.</td>
<td></td>
</tr>
<tr>
<td>• 4 ladies chain across.</td>
<td></td>
</tr>
<tr>
<td>• Ladies 1 and 3 chain across.</td>
<td></td>
</tr>
<tr>
<td>• Ladies 2 and 4 chain across.</td>
<td></td>
</tr>
<tr>
<td>• Couples 1 and 3 promenade half, walk into middle for right and left thru.</td>
<td></td>
</tr>
<tr>
<td>• Couples 2 and 4 promenade half, walk into middle for right and left thru.</td>
<td></td>
</tr>
<tr>
<td>• 4 ladies chain three-quarter.</td>
<td></td>
</tr>
<tr>
<td>• Everyone circle right.</td>
<td></td>
</tr>
<tr>
<td>• Circle left.</td>
<td></td>
</tr>
<tr>
<td>• Left allemande.</td>
<td></td>
</tr>
<tr>
<td>• Right and left grand.</td>
<td></td>
</tr>
<tr>
<td>• Promenade.</td>
<td></td>
</tr>
</tbody>
</table>

**Square Dance “Shake It Up” (continued)**  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couples 1 and 3 promenade half way around.</td>
<td></td>
</tr>
<tr>
<td>Couples 2 and 4 do right and left thru.</td>
<td></td>
</tr>
<tr>
<td>2 and 4 promenade half way.</td>
<td></td>
</tr>
<tr>
<td>1 and 3 do right and left thru.</td>
<td></td>
</tr>
<tr>
<td>Allemande left to corner.</td>
<td></td>
</tr>
<tr>
<td>Right and left grand.</td>
<td></td>
</tr>
<tr>
<td>Promenade partner.</td>
<td></td>
</tr>
<tr>
<td>Bow to partner.</td>
<td></td>
</tr>
<tr>
<td>Bow to corner.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**  

**NJ Wave**  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ Wave</td>
<td></td>
</tr>
<tr>
<td>• Music: “Get ready 4 This,” 2 Unlimited; “Strike it Up,” Black Box; or any fast hip-hop music.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave high right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave high left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave low left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave low right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Repeat each wave for 2 counts.</td>
<td></td>
</tr>
<tr>
<td>• Put right hand on left shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Put left hand on right shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Put right hand on right hip, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Jump 4 times. On last jump, make a quarter turn to the right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Repeat.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**  

**Square Dance “Shake It Up”**  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couples 1 and 3 promenade half way around.</td>
<td></td>
</tr>
<tr>
<td>Couples 2 and 4 do right and left thru.</td>
<td></td>
</tr>
<tr>
<td>2 and 4 promenade half way.</td>
<td></td>
</tr>
<tr>
<td>1 and 3 do right and left thru.</td>
<td></td>
</tr>
<tr>
<td>Allemande left to corner.</td>
<td></td>
</tr>
<tr>
<td>Right and left grand.</td>
<td></td>
</tr>
<tr>
<td>Promenade partner.</td>
<td></td>
</tr>
<tr>
<td>Bow to partner.</td>
<td></td>
</tr>
<tr>
<td>Bow to corner.</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**  

**NJ Wave**  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJ Wave</td>
<td></td>
</tr>
<tr>
<td>• Music: “Get ready 4 This,” 2 Unlimited; “Strike it Up,” Black Box; or any fast hip-hop music.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave high right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave high left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave low left, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Both hands wave low right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Repeat each wave for 2 counts.</td>
<td></td>
</tr>
<tr>
<td>• Put right hand on left shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Put left hand on right shoulder, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Put right hand on right hip, 1 count.</td>
<td></td>
</tr>
<tr>
<td>• Jump 4 times. On last jump, make a quarter turn to the right, 4 counts.</td>
<td></td>
</tr>
<tr>
<td>• Repeat.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
## Dance 6th Grade: Lesson 9

### Lesson Outcomes
- Show consideration toward others in the physical activity setting, working with partners jumping rope and dancing.
- Combine various traveling patterns in time to music by performing the Modified Virginia Reel and Hot-Hot-Hot dances.

### Equipment
- 6 cones with task cards
- Jump ropes
- Boom box
- CDs
- 3-4 pinnies
- Dynabands
- Poster with 5 heart disease risk factors
- Paper and pencils

### Before Class Set Up
- Have 6 cones with partner activities listed on each cone set up.
- Have jump ropes in containers spread out in the play area.
- Have music ready.
- Put up poster with heart disease risk factors listed (outdoor facilities could have factors posted on a cone).

---

### Instant Activity

#### Partner Activities (5 minutes)

**Lesson Content**
- Students find partners and try various activities.
- **Log Lift**: 1 student lies on his or her back, keeping as stiff as possible while partners attempt to lift students on floor to their feet by lifting under their shoulders.
- **Aura**: partners face each other an arm’s length apart and touch palms (either rights or lefts). Keeping eyes closed, each partner turns around 3 times and without opening eyes tries to relocate partner by placing palms together again.
- **Pair Bicycling**: partners sit crab-walk style and place bottoms of both feet together. Partners lift their bodies and attempt to "pedal" their feet like a bicycle.
- **Wring the Dishrag**: partners join hands and lift hands above their heads. Both partners turn to right (or left), spinning back to starting point without letting go.
- **Stand-Off**: partners stand face to face an arm’s length apart, feet together. Partners stand palm to palm. Object of game is to cause partner to lose balance (or move feet at all). Contact can only be made with hands. It is permissible to dodge and feint.

**Role of Assistant**
- Supervise students.
- Watch for safety issues -- students pulling arms or being too rough.

#### Variation
- Partners start with palms together and may not lose contact.

---

### Jump Rope Record Setting Day #2 (10 minutes)

**Lesson Content**
- Students find partners, 1 jump rope per student.
- List for records to set:
  - 2 students, 1 student turning 1 rope
  - 2 students, both turning 1 rope
  - 2 x 2 (2 students facing same direction, 2 ropes intertwined)
  - 2 x 2 (2 students facing opposite directions, 2 ropes intertwined)
  - 2 students backward, both turning 1 rope
  - 2 students backward, 1 student turning 1 rope

**Role of Assistant**
- Assist students with equipment.
- Supervise and encourage students to try their best.
- Provide positive feedback throughout.

---

*Italics indicate the teacher speaking directly to the student.*
**Dynabands**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arm pull down, 8-12 reps.</td>
<td>Supervise and encourage students to try their best.</td>
</tr>
<tr>
<td>Horizontal pull down, 8-12 reps.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Horizontal chest press, 8-12 reps.</td>
<td>Collect Dynabands.</td>
</tr>
<tr>
<td>Incline chest press, 8-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Shoulder abduction, 6-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Shoulder adduction, 6-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Shoulder flexion, 6-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Shoulder extension, 6-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Upright rowing, 8-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Vertical triceps press, 8-12 reps.</td>
<td></td>
</tr>
<tr>
<td>Kneeling bicep curl, 8-12 reps.</td>
<td></td>
</tr>
</tbody>
</table>

**Hot-Hot-Hot**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: “Hot, Hot, Hot,” Buster Poindexter.</td>
<td>Supervise and help students to add on to other groups.</td>
</tr>
<tr>
<td>Students spread out in play area with their partners from IA.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td>Heel toe right twice.</td>
<td></td>
</tr>
<tr>
<td>Heel toe left twice.</td>
<td></td>
</tr>
<tr>
<td>Right heel cross left twice into grapevine right and left.</td>
<td></td>
</tr>
<tr>
<td>Hi-5 right hand twice, left hand twice, both hands twice.</td>
<td></td>
</tr>
<tr>
<td>Slap own knees twice.</td>
<td></td>
</tr>
<tr>
<td>Walk in a circle for 8 counts.</td>
<td></td>
</tr>
<tr>
<td>After practicing several times, students find another pair and form groups of 4.</td>
<td></td>
</tr>
<tr>
<td>Have students form a double circle with inside student moving up to a new partner at end of 8 count circle.</td>
<td></td>
</tr>
</tbody>
</table>

**Modified Virginia Reel**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>With partners from previous activity, students stand facing each other in parallel lines of 6-8.</td>
<td>Help students get set up in lines.</td>
</tr>
<tr>
<td>Walk forward, bow to partner and return to position, 8 counts.</td>
<td>Help groups having difficulty.</td>
</tr>
<tr>
<td>Walk forward, grab right hands, circle 1 time and return to position, 8 counts.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Repeat with left hands, 8 counts.</td>
<td>Set up tag area with cones.</td>
</tr>
<tr>
<td>Repeat with both hands, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>Do-si-do partner, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>See-Saw partner, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>Head couples (couples at head of lines with backs to front of room) join hands and slide down middle of row and back again, 16 counts.</td>
<td></td>
</tr>
<tr>
<td>Head couples split; man goes right, woman goes left and both walk around the outside of square, leading their line to the back of the formation, behind couple #3, 8 counts.</td>
<td></td>
</tr>
<tr>
<td>Head couples form an arch and each couple goes through arch then back into parallel lines.</td>
<td></td>
</tr>
<tr>
<td>Head couples remain at back of line.</td>
<td></td>
</tr>
<tr>
<td>Couples now closest to music become new head couples.</td>
<td></td>
</tr>
<tr>
<td>Variation: This dance is done with to a 4/4 time. Once students understand dance you can perform this to “YMCA” and add a grapevine in between “YMCA.”</td>
<td></td>
</tr>
</tbody>
</table>
### Heart Disease Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have a poster on wall showing 5 factors contributing to heart attack: inactivity, overweight, excessive alcohol, and stress, poor diet.</td>
<td>- Hand out pinnies.</td>
</tr>
<tr>
<td>- Select 3-4 students to be taggers, each one wearing a pinnie.</td>
<td>- Supervise, demonstrate, and encourage students.</td>
</tr>
<tr>
<td>- When music starts, taggers try to tag a many students as possible.</td>
<td>- Keep opposite teacher and encourage students to keep score when they are tagged. Remind students that they are never out of the game.</td>
</tr>
<tr>
<td>- Tagged students run in place with arms over head as a signal to another student that they need to be rescued by doing 5 jumping jacks together.</td>
<td>- Collect pinnies.</td>
</tr>
<tr>
<td>- If tagged once, a student has 1 risk factor, tagged twice, 2 risk factors, etc.</td>
<td></td>
</tr>
<tr>
<td>- When a student is tagged for fifth time, that student has a “heart attack” and has to sit down.</td>
<td></td>
</tr>
<tr>
<td>- To be cured, another student must come over to heart attack victim, who must announce a way to stay heart-healthy.</td>
<td></td>
</tr>
<tr>
<td>- After 2-3 minutes, change taggers.</td>
<td></td>
</tr>
<tr>
<td>- Emphasize that students keep their own score.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students walk, stretch, sit, or squat with you.</td>
<td>- Help supervise.</td>
</tr>
<tr>
<td>- Ask students:</td>
<td></td>
</tr>
<tr>
<td>- <em>Which jump rope skill was easiest? Which was hardest?</em></td>
<td></td>
</tr>
<tr>
<td>- <em>Of all the dances we have performed up to now, which dance is your favorite?</em></td>
<td></td>
</tr>
<tr>
<td>- <em>What are 3 reasons why it is important to be physically active?</em></td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
Dance 6th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combine various traveling patterns in time to music by performing the Modified Virginia Reel and Bunny Hop.</td>
<td>1 ball for every 2 students</td>
<td>• Have 15-30 balls scattered around area.</td>
</tr>
<tr>
<td>Participate vigorously for a sustained time while maintaining a target heart rate during FLOW.</td>
<td>Noodles</td>
<td>• Have beanbags in 2-3 containers around area.</td>
</tr>
<tr>
<td></td>
<td>1 beanbag for every 2 students</td>
<td>• Have FLOW equipment ready but out of the way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>2 Pass with Defenders (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Use a partner strategy to form groups of two.</td>
<td>Spread many different types of balls around the gym.</td>
</tr>
<tr>
<td></td>
<td>Object of game: to pick up any ball, complete two passes with partner, set ball down and move to another ball.</td>
<td>Change defenders every minute.</td>
</tr>
<tr>
<td></td>
<td>Choose 4-5 students to move around play space defending against passes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up a goal (how many different balls, different types of passes, etc.) or a goal number of passes within time limit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>Pass and Sting (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Students find partners and scatter around gym, standing about 3 steps apart, 1 beanbag per pair.</td>
<td>Keep opposite teacher and supervising students.</td>
</tr>
<tr>
<td></td>
<td>When music starts, (or on your signal “Pass”), partners jog around gym passing beanbag back and forth.</td>
<td>Provide positive feedback throughout.</td>
</tr>
<tr>
<td></td>
<td>When music stops, (or on your signal “Sting”), partner holding beanbag is “It” and chases partner, who gets beanbag after being tagged, does 5 jumping jacks then chases his or her partner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chase continues until music starts again and partners begin passing beanbag back and forth again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variation: Have a third signal, “Change,” when everyone has to find new partners.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>FLOW (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Students do FLOW stations (see FLOW section)</td>
<td>Help students set up FLOW, explaining where equipment goes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervise FLOW stations as necessary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervise students as they return FLOW equipment.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Review Modified Virginia Reel

**ACTIVITY #2**

**LESSON CONTENT**
- "YMCA" Village People; "Virginia No Reel," Lloyd Shaw Foundation; Contras CD.
- With partners from HRPA, students stand facing each other in parallel lines of 6-8.
- Walk forward, bow to partner and return to position, 8 counts.
- Walk forward, grab right hands, circle 1 time and return to position, 8 counts.
- Repeat with left hands, 8 counts.
- Repeat with both hands, 8 counts.
- Do-si-do partner, 8 counts.
- See-Saw partner, 8 counts.
- Head couples (couples at head of lines with backs to front of room) join hands and slide down middle of row and back again, 16 counts.
- Head couples split, man goes right, woman goes left and both walk around the outside of square, leading their line to the back of the formation, behind couple #3, 8 counts.
- Head couples form an arch and each couple goes through arch then back into parallel lines.
- Head couples remain at back of line.
- Couples now closest to music become new head couples.

**ROLE OF ASSISTANT**
- Help students get into groups and perform the Virginia Reel.
- Provide positive feedback throughout.

### Bunny Hop

**ACTIVITY #3**

**LESSON CONTENT**
- Students line up single file with their hands on their hips.
- Start with both feet together, tap left foot out to side and back, 2 times, counts 1-4.
- Tap right foot out to side, 2 times, counts 5-8.
- Jump forward once, count 5.
- Jump backward once, count 6.
- Jump forward 3 times, counts 7-8.
- Repeat dance.
- As students learn movements, tell them to get behind a partner, then add 2 sets of partners, and continue adding until there are 6-8 in a line. Have them jump sideways on counts 7-8 (jump right, then next time have them jump left). Or, you can have last student run to front of line while the others are jumping forward 3 times.

**ROLE OF ASSISTANT**
- Help students stay on task.
- Help students form larger groups.
- Encourage students to do their best.
- Set up equipment for French Fry tag.

### French Fry Tag

**ACTIVITY #4**

**LESSON CONTENT**
- Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.
- Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together neither student can be tagged. Students can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- Set up boundaries and distribute noodles.
- Provide assistance as needed.
- Give positive feedback to students.

---

✔ Set Up or Prep Duties  ➤ Cues or Key Concepts  ➔ Variation  ★ Challenge  

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Hands Up/Hands Down</th>
<th>(5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>▪ Object of game: to trick partner into doing an identical hand motion.</td>
<td>▪ Supervise.</td>
</tr>
<tr>
<td>▪ Partner 1 leads and holds hands up in air or puts hands to shoulders.</td>
<td>▪ Provide positive feedback throughout.</td>
</tr>
<tr>
<td>▪ Partner 2 must quickly do opposite movement (If Partner 1 puts hands on shoulders, Partner 2 would hold hands in air).</td>
<td></td>
</tr>
<tr>
<td>▪ After 3 tries, partners switch roles.</td>
<td></td>
</tr>
<tr>
<td>▪ Have students add a third move-hands out.</td>
<td></td>
</tr>
<tr>
<td>▪ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>What are the dance steps that make up the Virginia Reel?</strong></td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Describe how you would teach someone how to perform the Bunny Hop.</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Dance 6th Grade : Lesson 11

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combine various traveling patterns in time to music by performing the Flip Flop Mixer and Cotton Eyed Joe.</td>
<td>Paper</td>
<td>Have paper ready for IA.</td>
</tr>
<tr>
<td>Show consideration toward others in the physical activity setting by encouraging and helping fellow students perform dances and fitness tasks.</td>
<td>6-8 cones with task cards</td>
<td>Set up cones in an area for the jump and jog fitness.</td>
</tr>
<tr>
<td>Participate vigorously for a sustained time while maintaining a target heart rate.</td>
<td>5-6 rubber chickens</td>
<td>Have music ready.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper Walk (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receive a piece of paper as they leave locker room.</td>
<td>Set up/play music if desired.</td>
</tr>
<tr>
<td>Ask students to walk around play space fast enough to keep paper stuck to their stomachs without using their hands. (If they walk quickly enough the paper will not fall.) Use first participants as models for newcomers.</td>
<td>Move around the area to supervise students.</td>
</tr>
<tr>
<td>If paper falls, student must do 3 jumping jacks (or another physical activity 3 times), then try paper walk again.</td>
<td>Offer encouragement and keep students focused.</td>
</tr>
<tr>
<td>Challenge: Successful students try different size sheets of paper (8 ½ x 14, 5 x 7, etc.)</td>
<td>Pass out different sizes of paper to those who need a challenge.</td>
</tr>
<tr>
<td>Students return paper when the activity is completed.</td>
<td>Make sure students return the paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jump and Jog Fitness (10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners. Partner 1 jogs, Partner 2 performs inner circle activity.</td>
<td>Set up large circle or square using 6-8 cones.</td>
</tr>
<tr>
<td>Inner circle activity includes task cards with jump rope variations. Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
<td>Set out jump ropes.</td>
</tr>
<tr>
<td>When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.</td>
<td>Observe students, making sure they are following directions.</td>
</tr>
<tr>
<td>Students do not need to return to original partners when music stops.</td>
<td>Give encouragement to students.</td>
</tr>
<tr>
<td>Variation: Integrate sport skills for outer circle (e.g., dribble basketball or soccer ball).</td>
<td>Help collect jump ropes.</td>
</tr>
</tbody>
</table>

**Notes:**
- **Set Up or Prep Duties**
- **Cues or Key Concepts**
- **Variation**
- **Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Flip Flop Mixer
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Music: “She Lays It All On the Line,” George Strait.</td>
<td>■ Keep opposite teacher to supervise students, and help them when they are having difficulty.</td>
</tr>
<tr>
<td>■ Formation is a double circle with partners facing each other; As on inside and Bs on outside.</td>
<td></td>
</tr>
<tr>
<td>■ Walk backward (1, 2, 3, pause), counts 1-4.</td>
<td></td>
</tr>
<tr>
<td>■ Walk forward and diagonally left to next partner (1, 2, 3, pause), counts 5-8.</td>
<td></td>
</tr>
<tr>
<td>■ As extend both hands, palms facing up at waist height; Bs slap right hand to right hand (2 counts), then left hand to left hand, counts 9-12.</td>
<td></td>
</tr>
<tr>
<td>■ Repeat count 9-12 with As slapping Bs hands, counts 13-16.</td>
<td></td>
</tr>
<tr>
<td>■ Bend elbows bump right elbows with partner 2 times, then left elbows 2 times (2 counts each bump), counts 17-20.</td>
<td></td>
</tr>
<tr>
<td>■ Bump right hips 2 times, counts 21-24.</td>
<td></td>
</tr>
<tr>
<td>■ Stomp in place (1, 2, 3, pause), counts 25-28.</td>
<td></td>
</tr>
</tbody>
</table>

### Chuck the Chicken
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use 6-12 rubber chickens, (or tie knots in towels) depending on class size; number of chickens is equal to about a third of class.</td>
<td>■ Hand out the chickens.</td>
</tr>
<tr>
<td>■ Assign 2-3 students to be it. Have them wear pin- nies. Add more taggers if action is slow.</td>
<td>■ Stay opposite teacher to supervise the activity.</td>
</tr>
<tr>
<td>■ Students are immune from tagging if they are not holding chickens.</td>
<td>■ Encourage students to be honest and do fitness activities when tagged.</td>
</tr>
<tr>
<td>■ If carrying a chicken, a student can avoid being tagged by chucking chicken to another student.</td>
<td></td>
</tr>
<tr>
<td>■ If a tagger picks up a chicken from floor or intercepts a chicken, ALL students being chased must stop and do 3 push-ups.</td>
<td></td>
</tr>
<tr>
<td>■ Chickens cannot be taken from students.</td>
<td></td>
</tr>
<tr>
<td>■ When tagged, a student must go to “Chicken Kitchen” (a small designated area) and perform these fitness tasks: 3 push-ups, 3 sit-ups, and 3 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>■ Students must be carrying chicken in their hands and can only have 1 chicken at a time.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Cotton Eyed Joe
(10 minutes)

- Formation is a double circle facing CCW with As on inside.
- 2 quick kicks forward from knee with left foot, then step in place (left, right, left), counts 1-4.
- 2 quick kicks forward from knee with right foot, then step in place (right, left, right), counts 5-8.
- Repeat counts 1-8, counts 9-16.
- 2 step starting with left foot (left, together, left, pause), counts 17-20.
- 2 step starting with right foot (right, together, right, pause), counts 21-24.
- Repeat counts 17-24, counts 25-32.
- 2 step starting with left foot (left, together, left, pause), counts 33-36.
- 2 step with half turn starting with right foot (right, left, right, pause), counts 37-40.
- Repeat counts 37-40, counts 41-44.
- Repeat counts 33-36, counts 45-48.
- Repeat dance to end of music.

- Keep opposite teacher to supervise students, and help them if they have difficulty.

ACTIVITY #3

Me Switch
(5 minutes)

- Demonstrate 3 signals used in game:
  - Both hands angled up above eyebrows (double hand salute)
  - 1 arm bent from elbow and other hand touching opposite elbow
  - Both forearms crossed in front of chest
- 1 partner (Switcher) starts by saying “Me switch!” On the word “Switch,” both snap into 1 of the signals.
- Object of game: for Switcher to trap his or her partner into making same signal.
- If there’s no match, whoever wasn’t Switcher becomes Switcher. Keep alternating until there is a match.
- 3 matches wins.
<table>
<thead>
<tr>
<th>Set Up or Prep Duties</th>
<th>Cues or Key Concepts</th>
<th>Variation</th>
<th>Challenge</th>
</tr>
</thead>
</table>

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## Dance 6th Grade: Lesson 12

### Lesson Outcomes
- Show consideration toward others in the physical activity setting by working with, and encouraging each other, while jumping rope and tinikling.
- Combine the heel-toe and slide step in the Pattycake Polka.
- Perform the Modified Basic Tinikling Step, Centipede, and Doubles.

### Equipment
- Boom box
- CDs
- Beanbags and Koosh balls
- Long jump ropes, 1 for every 4 students
- Dynabands
- Have long ropes set out in containers.
- Have Dynabands set out in containers.
- Have music ready.

### Before Class Set Up

#### Instant Activity

**Partner Push-Up Challenges**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>Supervise and encourage students to maintain push-up position.</td>
</tr>
<tr>
<td>Partners stand face to face with palms together, feet out away from each other (so that they are leaning on each other). Push-ups are done so that heads come close together; partners keep heads off to the side to avoid hitting.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>How far apart can each pair stand and still do push-ups?</td>
<td></td>
</tr>
<tr>
<td>Partner Patty Cake: Students face partners and H-S right hand to right hand, left hand to left hand. This can also be done in crab position (foot to foot or hand to hand).</td>
<td></td>
</tr>
<tr>
<td>Can each pair make up a routine?</td>
<td></td>
</tr>
<tr>
<td>Push-Up Hockey: 1 partner gets a beanbag or koosh ball. Partners face each other about 5 feet apart in push-up position. Partner with beanbag tried to slide it between his or her partner’s hands. Partner may stop it with 1 hand only.</td>
<td></td>
</tr>
</tbody>
</table>

### Health Related Physical Activity

**Jump Rope Record Setting Day #3**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4 and find an open spot, 1 long jump rope per group.</td>
<td>Help students get into groups and find ropes.</td>
</tr>
<tr>
<td>2 students turn while other 2 jump. They should change positions frequently so that everyone has an equal opportunity to jump and turn (watch for students who only want to turn or jump). Use 4/4-time music to jump.</td>
<td>Remind students to switch from turners to jumpers and vice versa.</td>
</tr>
<tr>
<td><strong>2 student rope jump challenge</strong>: See which set of partners can jump the longest; both must be jumping rope at same time.</td>
<td>Stay opposite teacher.</td>
</tr>
<tr>
<td><strong>Rope exchange challenge</strong>: Begin with 1 jumper near each turner. Left jumper, changes places with right turner after jumping (3 jumps and out). Students try not to disrupt rhythm of rope’s turning. Right jumper changes places with left turner after jumping (3 jumps and out).</td>
<td>Help collect ropes.</td>
</tr>
<tr>
<td><strong>Front door entry-run-exit pattern</strong>: Each jumper stands near left turner’s right shoulder. Jumpers watch rope as it comes toward them, down, and away. As rope passes a jumper’s nose, he or she enters and runs through to exit near right turner’s right shoulder. Jumpers reenter front door near right turner’s left shoulder. Jumpers are running through; not jumping rope! Repeat 3 times for each jumper.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*

---

✓ Set Up or Prep Duties  ☛ Cues or Key Concepts  ➜ Variation  ★ Challenge

Dance  6th Grade  Lesson 12
Jump Rope Record Setting Day #3 (continued) (10 minutes)

LESSON CONTENT
- Front door figure-8 pattern: Jumpers stand near left turner’s right shoulder. Jumpers watch rope as it swings toward them, down and away. As rope passes a jumper’s nose, he or she enters and jumps 3 times, then exits rope by right turner’s right shoulder. Jumpers reenter front door near right turner’s left shoulder. Jumpers should jump in middle of rope. Repeat this figure-8 pattern 3 times.

ROLE OF ASSISTANT

Hi-5 Polka (10 minutes)

LESSON CONTENT
- Have students face you, perform steps, then have students perform steps facing a partner.
- Left heel and toe twice, counts 1-4.
- 3 slides left, counterclockwise, counts 5-8.
- Right heel and toe twice, counts 1-4.
- 3 slides right, clockwise, counts 5-8.
- Hi-5 right hand 3 times, left hand 3 times, both hands 3 times, slap knees 3 times, counts 1-16.
- Right elbow turn, counts 17-24.
- Outside partner moves to next student on his or her left, counts 25-28.
- If students pick this up easily, then you can have them perform dance as a circle mixer by forming a double circle facing partners.

ROLE OF ASSISTANT
- Move around, help students find partners and encourage students to do their best.

Tinikling with Dynabands (15 minutes)

LESSON CONTENT
- This is a folk dance from the Philippines. The dancers are mimicking a Tinikler, a bird with long legs and neck. The dancers imitate the movement of the bird as they try not to be trapped by the movements of the poles. It is usually done in 3/4 time and with bamboo poles, but we will use 4/4 time and Dynabands so the “enders” get to jump.
- Have all students jumping over ropes/bands lying on the floor without enders, counting out a rhythm pattern, “1-2, 3-4,” or have them clap hands and slap thighs twice.
- Basic Steps 4/4
- Basic step #1 - 2 jumps inside bands, 2 jumps with feet straddling bands.

ITALICS indicate the teacher speaking directly to the student.
### Tinikling with Dynabands  
**ACTIVITY #2**  
**Tinikling with Dynabands**  
**15 minutes**  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Basic step #2 – 2 hops inside bands, 2 hops outside bands.</td>
<td></td>
</tr>
<tr>
<td>▪ Basic step #3 <em>(Hop Step)</em> – right foot hop in, left foot hop in, 2 right foot hops outside bands, left foot hop in, right foot hop in, 2 left foot hops outside bands.</td>
<td></td>
</tr>
<tr>
<td>▪ After five minutes, (if students appear to have the beat) ask students for volunteers to start as enders. Have students try steps with enders.</td>
<td></td>
</tr>
<tr>
<td>▪ Dancers move from side to side. Have 3-4 students at a time going through bands. Enders jump on 2 feet (apart, apart; together, together), so remember to switch them after 1-2 minutes.</td>
<td></td>
</tr>
<tr>
<td>▪ If time permits (and students have a good grasp of beat and movement), try Variations.</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Centipede:</strong> In a line of 4 students, have them perform basic step, each student holding shoulders of student in front of them.</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Doubles:</strong> Dancer begins on outside of bands with right foot closest to bands.</td>
<td></td>
</tr>
<tr>
<td>▪ Dancer jumps on both feet outside bands, counts 1-2.</td>
<td></td>
</tr>
<tr>
<td>▪ Dancer jumps on both feet inside bands, counts 3-4.</td>
<td></td>
</tr>
<tr>
<td>▪ Repeat steps on other side.</td>
<td></td>
</tr>
</tbody>
</table>

### Hi-5 Polka  
**LESSON CONTENT**  
**Hi-5 Polka**  
**5 minutes**  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students form double circle facing partners; see how many students remember how Hi-5 Polka is done and encourage them to help each other.</td>
<td></td>
</tr>
<tr>
<td>▪ Supervise and encourage students.</td>
<td></td>
</tr>
</tbody>
</table>
Dance

6th Grade

Lesson 12

✓ Set Up or Prep Duties  ➡ Cues or Key Concepts  ➸ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Dance 6th Grade: Lesson 13

**LESSON OUTCOMES**
- Show consideration toward others in the physical activity setting by encouraging each other while tinikling.
- Perform the Modified Basic Tinikling Step, Centipede, and Doubles.
- Perform the Basic Tinikling Step in a 4/4-time.

**EQUIPMENT**
- Boom box
- CDs
- 6-8 cones
- Pinnies
- 2-4 noodles
- Dynabands

**BEFORE CLASS SET UP**
- Set up cones all around area for IA.
- Have music ready.

## Crazy Cones (5 minutes)

**LESSON CONTENT**
- 2 teams compete against each other; 1 team sets up cones while other team knocks them down.
- Use different methods of knocking down and setting up cones. (e.g., 1 finger, elbows only, opposite hand, set up with your feet, etc.)

**ROLE OF ASSISTANT**
- Spread cones out on the play surface, half of them laying flat and half of them set up.
- Supervise students, reminding them of the rules and that they should be their own referees.
- Help put cones away.

## Square Dance Tag (5 minutes)

**LESSON CONTENT**
- Choose 2-4 students to be taggers and give them pinnies.
- While music is playing, taggers chase other students.
- When tagged, students must stay frozen until another student “frees” them.
- To unfreeze someone, a student must perform a square dance skill with frozen student.
- Taggers cannot tag a student if they are performing a square dance skill. When students become proficient, eliminate this rule—taggers can tag square dancers.
- Variation: Students can perform a bow or curtsy before performing square dance skill to unfreeze a student.
- Variation: Assign students to be “unfreezers.”
- Variation: Each student can be assigned a different square dance skill.

**ROLE OF ASSISTANT**
- Cue square dance music.
- Hand out pinnies.
- Keep opposite teacher and supervise students.
- Make sure students play fair and act as their own referees.

---

*Italics indicate the teacher speaking directly to the student.*
### Dance 6th Grade Lesson 13

#### Review Modified Tinikling Step, Centipede, and Doubles (10 minutes)

**LESSON CONTENT**
- Review Modified Tinikling Step
  - Basic Steps 4/4
  - Basic step #1: 2 jumps inside bands, 2 jumps with feet straddling bands.
  - Basic step #2: 2 hops inside bands, 2 hops outside bands.
  - Basic step #3 (Hop Step): right foot hop in, left foot hop in, 2 right foot hops outside bands, left foot hop in, right foot hop in, 2 left foot hops outside bands.
- Students move from side to side. Have 3-4 students at a time going through bands. Enders jump on 2 feet (apart, apart; together, together), so remember to switch them after 1-2 minutes.
- Centipede: In a line of 4 students, have them perform basic step, each student holding shoulders of student in front of them.
- Doubles: Dancer begins on outside of bands with right foot closest to bands.
  - Dancer jumps on both feet outside bands, counts 1-2.
  - Dancer jumps on both feet inside bands, counts 3-4.
  - Repeat steps on other side.

**ROLE OF ASSISTANT**
- Help students and groups having difficulty
- Keep students on task.
- Provide positive feedback throughout.
- Have students set Dynabands on the side.

#### Pass the Fat (5 minutes)

**LESSON CONTENT**
- You need 3-5 foam noodles (more students=more noodles) and cones to define space (if needed).
- Students find partners and hook elbows. Assign 3-5 pairs to start with the fat (noodle).
- Object of game: to avoid the fat while pairs with fat try to pass it on by tagging other pairs.
- Once tagged, pairs must freeze and receive the fat. There are no immediate tag backs.
- Set a time limit.
- Students who are left with the fat have to get rid of it by performing some simple activity; have them do-si-do, allemande and elbow swing with their partners, assign them to clean up gym at the end of the period, etc.

**ROLE OF ASSISTANT**
- Pass out noodles.
- Help supervise game, keeping opposite teacher.
- Collect noodles.

#### Class Cooperative World Records (5 minutes)

**LESSON CONTENT**
- Entire class must work together to set a new “world record” by:
  - Forming a straight line and clapping 3 times in unison.
  - Giving and receiving Hi-5s from every student in class.
  - Form letters or shapes, (square, triangle, rectangle, etc.)

**ROLE OF ASSISTANT**
- Supervise students.
- Give encouragement.

*Italics indicate the teacher speaking directly to the student.*
### LESSON OUTCOMES
- Show consideration toward others in the physical activity setting by encouraging each other while tinikling.
- Perform the Modified Basic Tinikling Step, Doubles, Hi-5, Jump In, Jump Out, and Face-Off.
- Perform the Basic Tinikling Step in 4/4-time.

### EQUIPMENT
- Boom box
- CDs
- Jump bands
- Pinnies
- Hoops
- Have music ready.

### BEFORE CLASS SET UP

<table>
<thead>
<tr>
<th>Triangle Tag (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4. 3 hold hands or wrists in a triangle, facing each other.</td>
<td>Supervise to keep students on task.</td>
</tr>
<tr>
<td>1 student volunteers to be target. Remaining student stands outside triangle and is a tagger.</td>
<td></td>
</tr>
<tr>
<td>3 students in triangle cooperate to protect target by moving and shifting. Target cannot be legally tagged on hands or arms or from across triangle. → Variation: If you have an odd number of students, have 2 triangles with targets and 1 tagger.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YMCA (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Play “YMCA” and have students begin rhythmic running in place while clapping.</td>
<td>Either lead HRPA or move through students keeping them on task.</td>
</tr>
<tr>
<td>Side stretch right, 16 counts, left 16 counts.</td>
<td></td>
</tr>
<tr>
<td>Trunk twist right, 16 counts, left 16 counts.</td>
<td></td>
</tr>
<tr>
<td>Grapevine right and left between YMCA.</td>
<td></td>
</tr>
<tr>
<td>Bounce with body twist, 16 counts.</td>
<td></td>
</tr>
<tr>
<td>Push-ups, 16 counts.</td>
<td></td>
</tr>
<tr>
<td>Crab kick, 12 counts.</td>
<td></td>
</tr>
<tr>
<td>Grapevine right and left between YMCA.</td>
<td></td>
</tr>
<tr>
<td>Curl-ups, 12 counts.</td>
<td></td>
</tr>
<tr>
<td>Jumping jacks, 16 counts</td>
<td></td>
</tr>
<tr>
<td>Hop-kicks with clap, 8 counts</td>
<td></td>
</tr>
<tr>
<td>Grapevine right and left between YMCA.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step Aerobics (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic right.</td>
<td></td>
</tr>
<tr>
<td>Basic left wide step.</td>
<td></td>
</tr>
<tr>
<td>Alternating tap down.</td>
<td></td>
</tr>
<tr>
<td>Turn.</td>
<td></td>
</tr>
<tr>
<td>Tap up and tap down.</td>
<td></td>
</tr>
<tr>
<td>Repeater knee lift.</td>
<td></td>
</tr>
<tr>
<td>Repeater heel lift.</td>
<td></td>
</tr>
<tr>
<td>Repeater leg lift.</td>
<td></td>
</tr>
<tr>
<td>Alternating tap up.</td>
<td></td>
</tr>
<tr>
<td>Alternating knee lift.</td>
<td></td>
</tr>
<tr>
<td>Alternating leg lift.</td>
<td></td>
</tr>
<tr>
<td>Alternating heel lift.</td>
<td></td>
</tr>
<tr>
<td>Alternating wide step and tap down.</td>
<td></td>
</tr>
<tr>
<td>Over the top.</td>
<td></td>
</tr>
<tr>
<td>Straddle down.</td>
<td></td>
</tr>
<tr>
<td>Alternating tap up and straddle down.</td>
<td></td>
</tr>
<tr>
<td>Across the top.</td>
<td></td>
</tr>
<tr>
<td>Alternating lunge A.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Tinikling Review

**ACTIVITY #1**

#### LESSON CONTENT
- Review and practice the following steps in 4/4 time:
  - **Centipede:** In a line of 4 students, have them perform basic step, each student holding shoulders of student in front of them. Practice for about 3 minutes.
  - **Doubles:** Dancer begins on outside of bands with right foot closest to bands.
  - Dancer jumps on both feet outside bands, counts 1-2.
  - Dancer jumps on both feet inside bands, counts 3-4.
- Repeat steps on other side.

#### ROLE OF ASSISTANT
- Pass out Dynabands and help students form groups.
- Help students having difficulty.

### Hi-5; Jump In, Jump Out; Face-Off

**ACTIVITY #2**

#### LESSON CONTENT
- After teaching following skills, look for students performing skills at a high level and let them demonstrate for class.
  - **Hi-5**
    - 2 dancers face each other on same side of bands.
    - Dancers slap their own thighs on counts 1 and 2 (between the bands).
    - Dancers Hi-5 partners' hands twice on counts 3 and 4 (outside the bands).
  - **Jump In, Jump Out**
    - Dancers begin in a straddle position with feet on outside of bands (bands between dancers' legs).
    - Double jump, feet together between bands on counts 1 and 2.
    - Double jump, outside bands on counts 3 and 4.
    - Depending on students' ability levels, they can attempt to perform half turns and 360s.
  - **Face-Off**
    - Dancers begin by facing 1 of the enders an arm's length away.
    - Double jump between open bands while slapping thighs on counts 1 and 2.
    - Double jump on outside of closed bands (bands between dancers' legs), while giving ender a Hi-5 on counts 3 and 4.

#### ROLE OF ASSISTANT
- Demonstrate.
- Observe students performing the skills at a high level; give them praise and point them out to the teacher.
- Help students having difficulty and offer encouragement.
- Collect Dynabands.
### Giants, Wizards, Elves, and Dragons

**ACTIVITY #3**

**Giants, Wizards, Elves, and Dragons**

**LESSON CONTENT**
- Divide class into 4 teams giving each team pinnies to wear and a designated hoop in a corner of playing area.
- Assign each team a name: Giants, Wizards, Elves, or Dragons.
- Giants can only tag Wizards, Wizards can only tag Elves, Elves can only tag Dragons, and Dragons can only tag Giants.
- When tagged, students go to center hoop.
- Teammates must form a chain with their tagged teammates, starting from center hoop and extending out to a student standing in their own team hoop (home base).
- Once they can touch someone in their home base, the entire team is set free.
- Students in home base and forming a chain cannot be tagged.

**ROLE OF ASSISTANT**
- Hand out 4 different colored sets of pinnies and 4 different colored hoops with 1 hoop for the jail.

### Cool Down/Closure

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the names of the steps used in Tinikling?
  - Which steps were easiest? Which were the hardest?
  - Which did you like better, basic formation or the new formations leaned today?
  - Whose job is harder, the enders’ or the jumpers’?

**ROLE OF ASSISTANT**
- Supervise.
- Encourage students to answer.
- Give praise.

---

**Dance**

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

* Italics indicate the teacher speaking directly to the student.*

6th Grade  |  Lesson 14
Dance 6th Grade Lesson 14

Italics indicate the teacher speaking directly to the student.
# Dance 6th Grade : Lesson 15

## LESSON OUTCOMES
- Show consideration toward others in the physical activity setting by encouraging others.
- Perform Tinikling Formations: Visiting the Neighbors, Jaws, and Box Cars.

## EQUIPMENT
- Cones
- 3-4 rubber chickens
- Dynabands
- FLOW equipment

## BEFORE CLASS SET UP
- Set up Success and Try Again areas.
- Have FLOW equipment on the side ready to be set up.

### Take Down

(5 minutes)

#### LESSON CONTENT
- Students find partners.
- Partners face each other then take 2 steps back away from each other.
- Object of game: for each student in a pair to try to tag their partner’s knees 3 times (this is called a “take down”)
- As soon as a take down is scored, a new game begins.
- You can have students switch partners on a signal or have Success and Try again zones.

#### ROLE OF ASSISTANT
- Walk around and supervise.
- Provide positive feedback throughout.

### Chuck the Chicken

(5 minutes)

#### LESSON CONTENT
- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size; number of chickens is equal to about a third of class.
- Assign 2-3 students to be it. Have them wear pin- nies. Add more taggers if action is slow.
- Students are immune from tagging if they are not holding chickens.
- If carrying a chicken, a student can avoid being tagged by chucking chicken to another student.
- If a tagger picks up a chicken from floor or inter- cepts a chicken, ALL students being chased must stop and do 3 push-ups.
- Chickens cannot be taken from students.
- When tagged, a student must go to “Chicken Kitchen” (a small designated area) and perform these fitness tasks: 3 push-ups, 3 sit-ups, and 3 jumping jacks.
- Students must be carrying chicken in their hands and can only have 1 chicken at a time.

#### ROLE OF ASSISTANT
- Hand out the chickens.
- Stay opposite teacher to superv- ise the activity.
- Encourage stu- dents to be hon- est and do fitness activities when tagged.

---

**Italics indicate the teacher speaking directly to the student.**
### Dance

**Dance 6th Grade Lesson 15**

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>FLOW (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>HELP STUDENTS SET UP FLOW, EXPLAINING WHERE EQUIPMENT GOES.</td>
<td></td>
</tr>
<tr>
<td>- Students do FLOW stations (see FLOW section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROLE OF ASSISTANT</td>
<td>HELP STUDENTS SET UP FLOW, EXPLAINING WHERE EQUIPMENT GOES.</td>
<td></td>
</tr>
<tr>
<td>- Help students set up FLOW, explaining where equipment goes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Supervise FLOW stations as necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Supervise students as they return FLOW equipment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>Hi-5; Jump In, Jump Out; Face-Off (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLE OF ASSISTANT</td>
<td>Hi-5; Jump In, Jump Out; Face-Off (continued)</td>
</tr>
<tr>
<td>- Jump In, Jump Out</td>
<td></td>
</tr>
<tr>
<td>- Dancers begin in a straddle position with feet on outside of bands (bands between dancers’ legs).</td>
<td></td>
</tr>
<tr>
<td>- Double jump, feet together between bands on counts 1 and 2.</td>
<td></td>
</tr>
<tr>
<td>- Double jump, outside bands on counts 3 and 4.</td>
<td></td>
</tr>
<tr>
<td>- Depending on students’ ability levels, they can attempt to perform half turns and 360s.</td>
<td></td>
</tr>
<tr>
<td>- Face-Off</td>
<td></td>
</tr>
<tr>
<td>- Dancers begin by facing 1 of the enders an arm’s length away.</td>
<td></td>
</tr>
<tr>
<td>- Double jump between open bands while slapping thighs on counts 1 and 2.</td>
<td></td>
</tr>
<tr>
<td>- Double jump on outside of closed bands (bands between dancers’ legs), while giving ender a Hi-5 on counts 3 and 4.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>Clap Wave (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLE OF ASSISTANT</td>
<td>Clap Wave (5 minutes)</td>
</tr>
<tr>
<td>- Class forms a circle facing into center.</td>
<td></td>
</tr>
<tr>
<td>- You, or designated student, start a clap wave.</td>
<td></td>
</tr>
<tr>
<td>- Then student to right or left claps, and so on around circle, creating a clap wave.</td>
<td></td>
</tr>
<tr>
<td>- Let wave travel around circle a few times to establish a rhythm.</td>
<td></td>
</tr>
<tr>
<td>- Reverse wave in mid-flow, or with students’ eyes closed.</td>
<td></td>
</tr>
<tr>
<td>- Variation: Try 2 or 3 claps in sequence, stomping and clapping alternated, making up sounds and movements, or send 2 different sounds in opposite directions.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
Appendix A

Abbreviation Meanings and Formation Diagrams

There are several common abbreviations used to describe mixers, folk dance, and square dance. They are included here to assist you with your dances in these areas.

- **LOD** = line of direction, counterclockwise (CCW)
- **RLOD** = reverse line of direction, clockwise (CW)
- **CCW** = counterclockwise
- **CW** = clockwise
- **Marker** = ▲
- **Run** = ———→
- **Pivot** = () = (  
- General movement direction, dancing, or walking = ———
- **Holding hands** =  
- **Female** = ○
- **Male** = △
- **Swing or turn** = ——

*Dark side indicates which direction the person faces.*
Appendix B

Dance Formations

Double circle, men facing LOD.

Double circle, men facing out.

Single circle, facing center.

Square.
Appendix C

Tinkling Formations

A.

B.
Cooperative Games 6th Grade : Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate positive working relationships with other students.</td>
<td>■ 6-8 cones</td>
<td>✔ Have music ready.</td>
</tr>
<tr>
<td>■ Work together as a new group.</td>
<td>■ Jump ropes</td>
<td>✔ Cards set on cones for HRPA.</td>
</tr>
<tr>
<td>■ Any sport balls for HRPA skill station</td>
<td>■ task cards for HRPA</td>
<td></td>
</tr>
<tr>
<td>■ 4 helium sticks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>West African Jumping (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
<th>Health Related Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
</tr>
<tr>
<td>■ Object of game: Leg strength and endurance, problem-solving, cooperation.</td>
<td>■ Provide positive feedback.</td>
<td>■ Set up large circle/square using 6-8 cones with task cards and jump rope variations.</td>
</tr>
<tr>
<td>■ Students form pairs and stand facing each other.</td>
<td>■ Participate by playing against students.</td>
<td>■ Split group in half using a partner strategy.</td>
</tr>
<tr>
<td>■ Students decide who “same” winner and “different” winner will be.</td>
<td></td>
<td>■ Have students find a partner to begin activity; Partner 1 jogs, Partner 2 performs jump rope activities inside circle.</td>
</tr>
<tr>
<td>■ Game begins with students jumping in place 6 times. On sixth jump, students randomly stick one foot forward when they land.</td>
<td></td>
<td>■ Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
</tr>
<tr>
<td>■ If feet match on same side, “same” student wins, if feet are on opposite sides, “different” student wins.</td>
<td></td>
<td>■ When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.</td>
</tr>
<tr>
<td>■ Game continues with students jumping 6 times again.</td>
<td></td>
<td>❚ Variation: Integrate sport skills for the outer circle (e.g., dribble basketball or soccer ball).</td>
</tr>
<tr>
<td>■ After third turn, each student raises his or her hand and looks for a new partner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➤ Jump Variations: Jumping Jacks finishing in scissors formation; Skier jump, etc</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jump and Jog Fitness (10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
<th>Health Related Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
</tr>
<tr>
<td>■ Set up large circle/square using 6-8 cones with task cards and jump rope variations.</td>
<td>✔ Set up task cards and jump ropes.</td>
<td>■ Stand opposite the teacher to help with supervision.</td>
</tr>
<tr>
<td>■ Split group in half using a partner strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Have students find a partner to begin activity; Partner 1 jogs, Partner 2 performs jump rope activities inside circle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➤ Variation: Integrate sport skills for the outer circle (e.g., dribble basketball or soccer ball).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
<th>Health Related Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
</tr>
<tr>
<td>■ As students return equipment, have them form a circle around you.</td>
<td>■ Help supervise students collecting equipment, then join circle opposite the teacher.</td>
<td></td>
</tr>
</tbody>
</table>

✓ Set Up or Prep Duties ➤ Cues or Key Concepts ➤ Variation ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
**Quick Line Up**
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to line up in alphabetical order (A-Z) by first letter of first name, without talking.</td>
<td>Supervise students, encouraging them and providing positive feedback.</td>
</tr>
<tr>
<td>Have students form a square around you in four equal groups.</td>
<td></td>
</tr>
<tr>
<td>Stand in center of play area holding both arms straight out to sides as if you are pointing to east and west.</td>
<td></td>
</tr>
<tr>
<td>Ask 4 groups to orient themselves around you so that 1 group is facing you, another is behind you, and remaining 2 are facing your right and left sides; like NESW points of a compass.</td>
<td></td>
</tr>
<tr>
<td>Groups must remember their original position in relationship to you; after you move, and give “Go” signal, groups must re-establish themselves exactly in their original NESW orientation to you.</td>
<td></td>
</tr>
<tr>
<td>First group to accomplish task must also shout out concurrently, “Quick Line Up!”</td>
<td></td>
</tr>
<tr>
<td>Keep first few changes simple; just turn to different directions. After several changes, run to another part of gym before shouting “Go!”</td>
<td></td>
</tr>
<tr>
<td>Have students move around gym using different locomotor skills.</td>
<td></td>
</tr>
<tr>
<td>Variation: Give each group a hula hoop. After you reposition and groups orient themselves, “Quick Line Up” cannot be shouted until everyone in group has passed their bodies through hoop. Give 2-3 hoops per group. Have every student shout out their individual number as they go through hoop.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Helium Stick**
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out “Quick Line Up” then use 4 sides as groups for this activity (groups of 8).</td>
<td>Give the groups the helium sticks after the teacher explains the activity.</td>
</tr>
<tr>
<td>Have 4 students stand shoulder to shoulder on one side of stick you are holding at their waist height, and other 4 students stand on other side of stick facing others.</td>
<td>Supervise students, encouraging them and providing positive feedback.</td>
</tr>
<tr>
<td>Have students bend both arms at elbow to form a 90 degree angle and point with their index fingers at stick with thumbs down.</td>
<td></td>
</tr>
<tr>
<td>Place stick on top of 8 sets of extended fingers and explain that all they have to do to successfully complete task is lower stick to ground without losing contact with stick.</td>
<td></td>
</tr>
<tr>
<td>Thumbs or other fingers cannot be used; stick simply rests on index fingers.</td>
<td></td>
</tr>
<tr>
<td>Index fingers must remain separated from one another.</td>
<td></td>
</tr>
<tr>
<td>All index fingers must remain in contact with stick while it is being lowered. If a finger loses contact, stick must be brought back to waist height.</td>
<td></td>
</tr>
<tr>
<td>The longer the stick, the more people needed, the harder the challenge.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Heel Clicker

**ACTIVITY #3**

**Heel Clicker**  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out “Quick Line-up.”</td>
<td>Move around area supervising students; encourage them and provide positive feedback.</td>
</tr>
<tr>
<td>Explain that you are going to demonstrate a dance step, and you would like them to shadow practice, then demonstrate “heel clicker.”</td>
<td>Assist students having difficulty.</td>
</tr>
<tr>
<td>Stand with your weight on your right leg with your left leg held straight off to side; left foot about 12” from floor.</td>
<td></td>
</tr>
<tr>
<td>Jump straight up on right leg, then quickly kick heel of right foot against heel of left foot. Land on right foot.</td>
<td></td>
</tr>
<tr>
<td>Crow hop from right leg to left leg. Right foot is now 12” from floor.</td>
<td></td>
</tr>
<tr>
<td>Jump straight up on left leg, then quickly kick heel of left foot against heel of right foot. Land on left foot.</td>
<td></td>
</tr>
<tr>
<td>Continue this heel clicking action from side to side; get into flow.</td>
<td></td>
</tr>
<tr>
<td>If you are convincing enough, everyone should be attempting heel click. (Make sure you praise attempts, and encourage multiple attempts so that students can learn that looking good is not as important as experiencing fun and satisfaction of trying something new in a supportive atmosphere. Be patient. Remember these students have been trained by society to be cool and to never attempt something in public that might make them appear less than cool).</td>
<td></td>
</tr>
<tr>
<td>Choose a smiling student as your “volunteer.” Ask student to join hands with you and do heel clicker, performing as a duo. Then ask each student to do heel clicker with a partner.</td>
<td></td>
</tr>
<tr>
<td>Let activity go on for about 1 minute while reinforcing students and showing your overwhelming interest in whatever they accomplish.</td>
<td></td>
</tr>
<tr>
<td>Ask each “highly successful” pair to find another pair and try doing heel click as a group.</td>
<td></td>
</tr>
<tr>
<td>Try with 8 students, then 16. Eventually, ask class to make a large circle around you, join hands and perform ultimate class heel click! Let class plan and implement their own final performance (partners, direction, timing, etc.). After they begin let them continue until they want to stop.</td>
<td></td>
</tr>
</tbody>
</table>

**Cooperative Games**

**Cool Down/Closure**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Encourage students to talk to each other.</td>
</tr>
<tr>
<td>With a partner discuss the definitions of competitive and cooperative.</td>
<td>Help elicit answers from students, give positive feedback.</td>
</tr>
<tr>
<td>Which parts of the activities today were competitive? Cooperative?</td>
<td></td>
</tr>
<tr>
<td>What was easy or difficult about the Helium Stick?</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*

**6th Grade** | **Lesson 1**
Cooperative Games 6th Grade Lesson 1

☑ Set Up or Prep Duties  ➤ Cues or Key Concepts  ➔ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
Cooperative Games 6th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Work together as a new group.</td>
<td>□ 30 beanbags</td>
<td>✔ Prepare music.</td>
</tr>
<tr>
<td>□ Understand the importance of creating a safe environment.</td>
<td>□ 30 cones</td>
<td></td>
</tr>
</tbody>
</table>

**Flash Card Tag**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs and stand facing each other.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Both students make fists and shake them 3 times (palm facing down). On the third shake each partner sticks out any number of fingers (1-5).</td>
<td>Participate by playing against students.</td>
</tr>
<tr>
<td>Object of game: to add your number of fingers with your partner’s number of fingers and call out the answer first.</td>
<td></td>
</tr>
<tr>
<td>Student who correctly calls out answer first wins and a 1-on-1 tag game begins with winner trying to get away from partner.</td>
<td></td>
</tr>
<tr>
<td>Partner must tag winner to end tag game. Students must walk during tag game.</td>
<td></td>
</tr>
<tr>
<td>Pair then starts over with a new math problem and a second tag game.</td>
<td></td>
</tr>
<tr>
<td>After third turn, each student raises his or her hand and looks for a new partner.</td>
<td></td>
</tr>
</tbody>
</table>

**Farmer and the Crow**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up finish line 20-30 yards away.</td>
<td>Set up beanbags, cones, and finish line. 4 beanbags per team, 4 cones per team placed in a line.</td>
</tr>
<tr>
<td>Students form groups of 5-6 and numbered 1-5(6).</td>
<td></td>
</tr>
<tr>
<td>Odd number students are farmers, evens are crows.</td>
<td></td>
</tr>
<tr>
<td>On your signal, first farmer takes seeds, (beanbags), and places them at cones, then runs back and tags first crow.</td>
<td></td>
</tr>
<tr>
<td>Crows hop on 1 foot to get seeds, hops back on other foot and hands seed to second farmer.</td>
<td></td>
</tr>
<tr>
<td>Students keep running until you signal them to stop (3-4 minutes).</td>
<td></td>
</tr>
<tr>
<td>Ask students how many times their group ran.</td>
<td></td>
</tr>
<tr>
<td>Switch roles of farmer and crows and run again to see if they can improve their number.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask partners to get two other sets of partners to form a group of six</td>
<td>Help students form groups of 6.</td>
</tr>
</tbody>
</table>

**Cooperative Games**

Italics indicate the teacher speaking directly to the student.
| Activity #1 | Don’t Touch Me  
(5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Call out “Quick Line-up.”</td>
<td>Keep opposite from the teacher to help with supervision.</td>
<td></td>
</tr>
<tr>
<td>Object of game: for each side of square to move through middle to other side without making contact with anyone on the way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How quickly can class accomplish this task?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After a few attempts, ask students if anyone has a strategy or plan to improve chance of success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Variation: Add a hula hoop to middle which must be passed through to successfully get to other side.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Time activity to see how fast each group can complete task.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Activity #2 | Shadow Tag  
(5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Students form pairs, with 1 partner standing with back to other partner.</td>
<td>Set up 4 cones to define the play area (20 x 20 depending on class size).</td>
<td></td>
</tr>
<tr>
<td>Partners stand arm’s length away (with an odd number of students have 1 group of 3, rotating front student).</td>
<td>Keep opposite from the teacher to help with supervision.</td>
<td></td>
</tr>
<tr>
<td>On your signal, front partner tries to get away from his or her “shadow.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 20-30 seconds, give a signal; if shadow can reach out and tag partner, that partner has to perform 5 exercises (push-ups, sit-ups, jumping jacks, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If shadow can’t reach partner, then shadow does exercises.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partners switch roles and continue playing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Activity #3 | Activity  
(5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Have students do a “Quick Line Up” then have class spread out and freeze.</td>
<td>Participate in activity, walk and line up behind a student.</td>
<td></td>
</tr>
<tr>
<td>Each student looks at someone else in room (without letting that student know).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On your signal, everyone quickly walks to line up behind student they chose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students move around area using different locomotor skills. Students choose another student to line up behind as they are moving, then call out “Freeze!”—now students line up behind someone, (again not letting that person know). See what happens and try again, no more than 2-3 times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a great activity to debrief then add rules to game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some example debrief questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did anyone choose someone they are not friends with? Why or why not?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think it’s possible to end up in 1 line?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Set Up or Prep Duties  ➤ Cues or Key Concepts  ➤ Variation  ★ Challenge

* Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th><strong>ACTIVITY #4</strong></th>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shadow Tag</strong></td>
<td>Select 4-6 students to be taggers and give them a chicken (carrier of pox).</td>
<td>✓ Give out chickens.</td>
</tr>
<tr>
<td></td>
<td>To get rid of chicken, taggers must tag other students with their free hands.</td>
<td>■ Play or help supervise, keeping opposite teacher.</td>
</tr>
<tr>
<td></td>
<td>When taggers tag other students, they drop chickens and run.</td>
<td>■ Give out positive feedback-remind students of the rules.</td>
</tr>
<tr>
<td></td>
<td>Students who are tagged pick up chickens and are now “It.”</td>
<td>✓ Collect the chickens.</td>
</tr>
<tr>
<td></td>
<td>There are no tag backs.</td>
<td>■ Collect the chickens.</td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**

**Impulse**

<table>
<thead>
<tr>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students join hands and form a circle around you.</td>
<td>■ Join circle opposite the teacher.</td>
</tr>
<tr>
<td>Using a stopwatch, time how long it takes to send an impulse (gentle hand squeeze) around circle.</td>
<td></td>
</tr>
<tr>
<td>Select a student to start impulse and simultaneously say “Go;” student also says “Stop” when impulse returns.</td>
<td></td>
</tr>
<tr>
<td>Repeat a few times to see if class can improve their speed.</td>
<td></td>
</tr>
<tr>
<td>Try activity with everyone’s eyes closed or ask starter to send an impulse in both directions to see if the impulses can pass through one another, or if they get lost on the journey.</td>
<td></td>
</tr>
<tr>
<td>Ask students: Is it possible to end up with 1 class line in the Line Up Behind activity? Why or Why not?</td>
<td></td>
</tr>
</tbody>
</table>

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Cooperative Games

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
## Cooperative Games 6th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand the importance of creating a safe environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Work together to achieve a common goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Develop problem solving techniques to accomplish group tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLOW equipment</td>
<td>Rubber chicken</td>
<td>✓ Place FLOW equipment alongside play area.</td>
</tr>
<tr>
<td>✓ Have music cued.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROCK, PAPER, SCISSORS 6 STEP GETAWAY (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.</td>
<td></td>
</tr>
<tr>
<td>▪ Winner must quickly turn and run away 6 steps. Loser tries to tag partner before he or she gets 6 steps away.</td>
<td></td>
</tr>
<tr>
<td>▪ Change partners after 3 matches.</td>
<td></td>
</tr>
<tr>
<td>▪ If students bump into each other during game they must stop, shake hands and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”</td>
<td></td>
</tr>
<tr>
<td>▪ Variation: Loser must do 1 more exercise than winner, (e.g., winner does 5 jumping jacks, loser does 6).</td>
<td></td>
</tr>
<tr>
<td>▪ Variation: A variety of locomotor movements (e.g., skip, skier jump) can be assigned to taggers.</td>
<td></td>
</tr>
<tr>
<td>▪ Walk around, providing positive feedback.</td>
<td></td>
</tr>
<tr>
<td>▪ Participate by playing against students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOW (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students do FLOW stations (see FLOW section)</td>
<td></td>
</tr>
<tr>
<td>✓ Help students set up FLOW, explaining where equipment goes.</td>
<td></td>
</tr>
<tr>
<td>▪ Supervise FLOW stations as necessary.</td>
<td></td>
</tr>
<tr>
<td>▪ Supervise students as they return FLOW equipment.</td>
<td></td>
</tr>
</tbody>
</table>

**Health Related Physical Activity**

### Cooperative Games 6th Grade: Lesson 3

- ✓ Set Up or Prep Duties
- ✓ Cues or Key Concepts
- ➤ Variation
- ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
### Chicken Baseball
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide class into 2 teams. Team A is “infield,” Team B is “outfield.”</td>
<td>Help get students set up for activity.</td>
</tr>
<tr>
<td>Team A begins by throwing a rubber chicken anywhere in designated play area.</td>
<td>Supervise; give positive feedback and encouragement.</td>
</tr>
<tr>
<td>Once chicken has been thrown, Team B runs toward it and forms a single file line behind it.</td>
<td>Collect the chickens.</td>
</tr>
<tr>
<td>First student in line picks up chicken and passes it through his or her leg to student behind, who passes it over his or her head to student behind.</td>
<td></td>
</tr>
<tr>
<td>Over/under pattern continues until last student receives chicken and yells “STOP!”</td>
<td></td>
</tr>
<tr>
<td>While Team B is passing chicken, Team A is performing jumping jacks, push-ups, sit-ups, or any other simple exercise while “batter” is running around his or her team, scoring a run for each completed lap around team.</td>
<td></td>
</tr>
<tr>
<td>Teams keep track of their own runs.</td>
<td></td>
</tr>
<tr>
<td>As soon as Team B yells “Stop”, last student in line throws chicken anywhere in play area and teams switches roles.</td>
<td></td>
</tr>
<tr>
<td>Remind students that everyone has to be a batter once before anyone can bat a second time and end game when everyone has had a chance to run.</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Have 2 games running simultaneously so that students do not have to wait long to “bat.” Rotate teams after 6 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

### Knots
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 8-10, facing each other in tight circles.</td>
<td>Work with one of the groups, giving out only praise and encouragement, not solutions.</td>
</tr>
<tr>
<td>Students hold out their right hands and grasp wrists of someone else as if they were shaking hands. (You can also use short pieces of rope – 1 foot long for students to hold onto; this makes it easier for students to maneuver out of knot.)</td>
<td></td>
</tr>
<tr>
<td>Each student extends his or her left hand and grasps hand of someone else, so that each student is holding hands of 2 different students (should not be someone directly next to them).</td>
<td></td>
</tr>
<tr>
<td>With hands tightly held, arms intertwined and bodies juxtaposed, it’s time to unravel the “knot.”</td>
<td></td>
</tr>
<tr>
<td>Group tries to unwind themselves so that they morph into 1 or more circles.</td>
<td></td>
</tr>
<tr>
<td>Hand-to-hand contact must stay intact, though hands can pivot.</td>
<td></td>
</tr>
<tr>
<td>Students may end up facing different directions as long as no hand holds were broken.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Encourage students to answer and give praise.</td>
</tr>
<tr>
<td>What were some of the feelings you had when trying to solve Knots?</td>
<td></td>
</tr>
<tr>
<td>If your group ended up in a circle how did you feel? If your group didn’t?</td>
<td></td>
</tr>
</tbody>
</table>
## Cooperative Games 6th Grade : Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Work together to achieve a common goal.  
- Develop problem solving techniques to accomplish group tasks.  
- Listen to others’ ideas, and contribute their own, in the process of problem solving. | - 20-25 balls  
- “Cookie Jars”  
- HRPA equipment | - Spread balls out over play area.  
- Put task cards in “Cookie Jars.”  
- Have music cued. |

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
</tr>
</thead>
</table>
| **2 Pass-Without Defender**  
(5 minutes) | **Cookie Jar Activity (continued)**  
(10 minutes) |

### ROLE OF ASSISTANT

**LESSON CONTENT**
- Spread many different types of balls around play space. Each person has a partner.  
- Object of game: to pick up a ball, complete 2 passes with partner, set ball back down and move to another ball.  
- Challenge: Set a goal for activity (e.g., how many passes can be made in 1 minute).

**ROLE OF ASSISTANT**
- Encourage students to work together.  
- Praise students doing a good job.  
- Supervise students putting away the balls.

### ROLE OF ASSISTANT

**LESSON CONTENT**
- Variation: Sport-related skills can be integrated.  
- Variation: Programmed music could cue students to perform (e.g., for 20 sec.) and change activities (e.g., 5 sec. pause); programmed music approach would allow students to perform activities based on time vs. repetitions.

**ROLE OF ASSISTANT**
- Use activities that match components of Health-Related Physical Fitness (i.e., Muscular strength and endurance, Flexibility, and Cardiovascular Endurance).  
- Color code activity cards (e.g., red = C.V. Endurance).  
- Each “cookie jar” should be color coded to match components above.  
- “Cookie jars” are set in middle of gym.  
- Praise and encourage students to do their best.  
- Supervise students putting away equipment.

---

☑️ Set Up or Prep Duties  ☑️ Cues or Key Concepts  ➡️ Variation  ⚫ Challenge

*Italics indicate the teacher speaking directly to the student.*
### Circle the Circle
**Get:** 5 minutes

- **LESSON CONTENT**: Groups of 8-10 students form circles holding hands or wrists. 
- Place 2 hula hoops together between 2 students (resting on their grasped hands). 
- See how quickly students in circles can cause hoops to travel around circle in opposite direction, through each other, (hoop through hoop), and back to their original position. 
- The larger the group, use more hoops. 
  ➔ **Variation**: Use 2 hoops. 1 hoop starts 30 seconds after first hoop. Hoop 2 tries to catch hoop 1.

- **ROLE OF ASSISTANT**: Work with one or more groups. 
- Encourage students to work together. 
  ✓ Collect hoops for next activity.

### Musical Hoops
**Get:** 10 minutes

- **LESSON CONTENT**: Game starts with enough hoops scattered on floor for all students, minus 1 (or 1 hoop per pair for a large group). Students move around play area using a designated locomotor pattern. Change locomotor pattern after each stop. When music stops, students must get into a hoop and “freeze.” Some hoops will have to be shared by more than 1 student as more hoops are removed. Object of game: to share space cooperatively until there is only 1 hoop left, and all players must “work at” getting some part of everyone’s body in hoop. This can really be a giggly kind of activity. The focus should be on sharing and working for a common goal.

- **ROLE OF ASSISTANT**: Place hoops around play area. 
  ✓ Remove 1-2 hoops when music stops. 
  ✓ Remind students to work together to solve the task.

### Hoop Relay
**Get:** 10 minutes

- **LESSON CONTENT**: Keep same groups of 8-10 students from previous activity. Each group forms a line. Students in line should be holding hands front to back. 3-5 hoops are at front of each line. On your signal, first student in line takes a hoop, places it over his or her head and passes it back to student behind. When hoop passes third student in line, he or she shouts “HOOP US!” and first student in line passes second hoop. When a hoop reaches last student in line, that student runs to front of line with hoop (or to end zone/ touch line, then returns to line), grabs hand of “new” second person and starts passing hoop back. Continue activity until original front student returns to that position. First student wears a pinnie so group knows when to stop.

- **ROLE OF ASSISTANT**: Place hoops in front of groups. 
  ✓ Encourage students to follow the rules—remind them to wait for the hoop to pass the third person. 
  ✓ Collect pinnies.

### Clap Wave
**Get:** 5 minutes

- **LESSON CONTENT**: Class forms a circle facing into center. You, or designated student, start a clap wave. Then student to right or left claps, and so on around circle, creating a clap wave. Let wave travel around circle a few times to establish a rhythm. Reverse wave in mid-flow, or with students’ eyes closed. 
  ➔ **Variation**: Try 2 or 3 claps in sequence, stomping and clapping alternated, making up sounds and movements, or send 2 different sounds in opposite directions.

- **ROLE OF ASSISTANT**: Join circle opposite the teacher or lead the activity.
Cooperative Games 6th Grade : Lesson 5

**LESSON OUTCOMES**
- Work together to achieve a common goal.
- Develop problem solving techniques to accomplish group tasks.
- Listen to others’ ideas, and contribute their own, in the process of problem solving.
- Identify and practice using the different strengths of the individuals in the group.

**EQUIPMENT**
- Jump ropes
- 2-3 20” beach balls
- 20-30 tires
- 6 red pinnies
- 6 chickens

**BEFORE CLASS SET UP**
- Have jump ropes in 3-4 containers around play area.
- Have music cued.
- Set up cones to define area for HRPA.
- Fill 4-5 beach balls.

---

**Instant Activity**

**Individual Jump Rope Skills**

*(5 minutes)*

**LESSON CONTENT**
- Students select an individual jump rope as they enter play area.
- Students find personal space and practice individual jump rope skills.
- Reference task cards should be available, if needed.
- Students return ropes on your signal.

**ROLE OF ASSISTANT**
- Move around area, supervise students.
- Praise students doing a good job.
- Supervise students put away jump ropes.
- Demo a few rope skills to challenge students.

**Cooperative Games**

---

**High Five Jive Tag**

*(5 minutes)*

**LESSON CONTENT**
- Chose 2-4 students to be taggers (depending on the size of the class).
- Remaining students scatter around gym.
- On your signal, taggers try to tag as many students as possible.
- When tagged, a student freezes with both hands held up at shoulder height until another student approaches and does Hi-5 right hand, Hi-5 left hand, both hands Hi-10, 2 claps on thighs, and 2 hip bumps. Rescued student must say “Thank You;” rescuer responds “You’re welcome.”
- Variation: After students are familiar with game, rescuers can be tagged while doing High Five Jive.

**ROLE OF ASSISTANT**
- Give taggers red pinnie.
- Encourage students to freeze when tagged and to look for and help frozen students.
- Remind students of what to say to their “rescuers.”
- Collect pinnies.

---

**Cooperative Games**

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*Italics indicate the teacher speaking directly to the student.*
### Cooperative Games

<table>
<thead>
<tr>
<th>Activity #1: Moonball</th>
<th>Activity #2: Chicken A-La-King</th>
<th>Activity #3: Tire Bridge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Role of Assistant</strong></td>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td>Object of game: to hit a beach ball as many times possible before it hits ground.</td>
<td>Move from group to group to offer encouragement and praise, but not solutions.</td>
<td>Object of game: for all team members to cross river and stand together with tires stacked vertically.</td>
</tr>
<tr>
<td>Students form groups of 8-10.</td>
<td>Remind students that everyone must hit once before any second hits.</td>
<td>Students form groups based on class size, 1 tire per student plus 1 additional tire. If you don’t have enough tires, allow 2 students on a tire or add other equipment they can stand on.</td>
</tr>
<tr>
<td>Same student cannot touch beach ball 2 times in a row.</td>
<td>Collect beach balls.</td>
<td>Place tires near starting space. The ending space should have enough room for students to stand “on land” and stack tires.</td>
</tr>
<tr>
<td>1 point for each successive hit. When counting stops, total becomes present score or current world’s record for that group.</td>
<td></td>
<td>If any group member touches the river (floor), with any part of their body, bridge must be moved back to starting space.</td>
</tr>
<tr>
<td>You may want students to pause after a few trials to discuss strategies for improving their scores.</td>
<td></td>
<td>If 2 students step on a tire at same time, bridge must be moved back to starting space.</td>
</tr>
<tr>
<td>Do not ask students to call out their scores. Rather, ask how many groups improved their scores.</td>
<td></td>
<td>If last names or put-downs are used, group starts over.</td>
</tr>
</tbody>
</table>

### ACTIVITY #1: Moonball (10 minutes)

- Students form groups of 8-10.
- Same student cannot touch beach ball 2 times in a row.
- 1 point for each successive hit. When counting stops, total becomes present score or current world’s record for that group.
- You may want students to pause after a few trials to discuss strategies for improving their scores.
- Do not ask students to call out their scores. Rather, ask how many groups improved their scores.

### ACTIVITY #2: Chicken A-La-King (5 minutes)

- Select 4-6 students to be “chicken hawks” and have them wear red pinnies.
- Select another 4-6 students to carry chickens; these are the “rulers” or Super Chickens) of the barnyard.
- Chicken hawks tag remaining students; they’re just little clucks.
- When tagged by chicken hawks, little clucks freeze in a dead chicken pose.
- Super Chickens come to the rescue by dropping their rubber chickens into hands of dead chickens, bringing them back to life.
- Super Chickens now become little clucks while former dead chickens become Super Chickens.
- Remember to switch chicken hawks after 1 minute.

### ACTIVITY #3: Tire Bridge (15 minutes)

- Place equipment out for each group.
- Encourage teamwork, don’t offer solutions.
- Praise teams/students working together.
- Supervise students returning tires.

### COOL DOWN/CLOSURE

- **Have You Never** (5 minutes)

  - Lead this activity while the teacher observes student behavior.
  - Ask a question that reveals if anyone in group has never done something that is considered commonplace.
  - Answer the following and see where you stand. Have you never...
    - Played with silly putty
    - Used an obscenity
    - Cleaned a toilet
    - Worn a watch
    - Eaten an Oreo
    - Ridden a 2-runner sled
  - If you told a lie, put your hands in the air.
  - If you told part of the truth, put your hands on your hips.
  - If you told the truth, put your hands at your sides.

Italics indicate the teacher speaking directly to the student.
# Cooperative Games 6th Grade: Lesson 6

## Lesson Outcomes
- Identify and practice using the different strengths of the individuals in the group.
- Listen to others’ ideas, and contribute their own, in the process of problem solving.
- Build trust and responsible behaviors with other students.
- Understand the concept of challenge by choice.

## Equipment
- 10 Frisbees, rubber chickens, or balls
- 4 sections of rope 20’-25’ long
- Balls, hoops, and jump ropes for A Tie Wins

## Before Class Set Up
- Have Frisbees, chickens or balls in 3-4 containers around area.
- Cut rope into 5’ sections.
- Have long jump ropes ready for activities.
- Have music cued.

### Catch 10
**Lesson Content:**
- Students form groups of 3, 1 Frisbee, rubber chicken, or ball per group.
- Object of game: to avoid collecting points by missing a catch.
- Have groups spread out in a space (10 x 10) by themselves.
- Throws are made in a pre-determined sequence; A throws to B, B throws to C, C throws to A.
- When a student who missed a catch thinks that he or she missed due to a bad throw, but thrower does not agree, catcher can shout “Challenge.” The offended student gets to challenge thrower to Rock, Paper, Scissors. If offended student wins, thrower receives 1 point, but if thrower wins, challenger receives 2 points.
- In the event of a miss, the sequence now becomes reversed.
- Sportsmanship rules are in effect; when throw is made catchers must make 100% effort to catch object, but if object goes beyond their fingers, a point is given to thrower. If catchers “short arm” object they collect a point.
- Running is allowed and encouraged.
- Encourage students to think up strategies, add rules, and change rules.

**Role of Assistant:**
- Encourage students to make good throws.
- Praise students for good throws, catches and honesty.
- Collect equipment.

### Knot a Knot
**Lesson Content:**
- Have students form 5 equally numbered lines facing each other, separated by about 30 yards.
- First student in line has a rope and correctly ties a knot.
- That student then runs 30 yards to head of other line and tags first student in that line.
- That tagged student, using same rope, ties another knot and runs back to original line.
- Continue this routine until everyone has tied a knot and run distance between lines.
- Students waiting in line are doing a health-related physical activity while in line (e.g., hold a push-up position or group curl-ups).
- Stop watch and ask how many group curl-ups each line did.
- Repeat and try to establish a school record or “world” record as a class.

**Role of Assistant:**
- Give out rope to each line.
- Keep time.
- Stay on opposite side of teacher.
- Let students know “time.”
- Collect ropes.

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Turnstiles

**LESSON CONTENT**
- Students keep same groups of 8-10 from previous activity.
- Using a section of rope 16-25’ long, have two turners turn rope slowly.
- Object of game: for group to go through rope from one side to the other by:
  - Going through one at a time
  - Not missing a beat of rope between students
- Add Challenges:
  - Go through, jump 1 time and out, next student goes in without missing a beat
  - Go through, jump 3 times with next student coming in after second jump, (Both will jump one time together), then first student gets out
  - If group is successful with these challenges, then have them try challenges again, but this time in pairs
  - See if entire group can jump rope 3 times consecutively
  - At end of activity, see if entire class can go through rope without missing a beat

**ROLE OF ASSISTANT**
- Give rope to each group.
- Encourage students to work together.
- Offer praise to students.
- Make sure you get around to all the groups.
- Remind students to help each other.

### Jumping Jack Flash or Hop Box (continued)

**LESSON CONTENT**
- Object of game: to see how quickly every member of the inside group can jump 1 of 4 spinning ropes and reach outside of square.
- You need 4 20’-25’ long ropes per group; you can use 4 and time whole class or use 8 ropes and divide class in half.
- 8 rope turners set up so that 4 ropes form a large square.
- Remainder of class stands inside square and waits for ropes to be turned.
- Ropes can be turned using front or back door.
- Students can go through (run, walk, skip, jump) any of the 4 ropes.
- A missed jump is not counted nor is a time penalty assessed. (An alternative challenge would be to have any missed jumper return to center for another try. However, be aware that this may create needless pressure on individuals that may impact on objective and outcome of this challenge.)
- Each turner must also make a jump out of square. It is group’s responsibility to implement a change of turners so this can happen.
- Multiple simultaneous jumpers is fastest way to achieve a lower time, but if any of those jumpers cause a rope to stop (miss) everyone involved in that attempt must go back to middle.

**ROLE OF ASSISTANT**
- Tell students to think of ways they can help each other, but do not offer solutions.
- Collect the ropes.

---

* Italics indicate the teacher speaking directly to the student.*

---

**Activity continues**
## A Tie Wins
### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Object of game: to work together to create a tie.</td>
<td>■ Keep opposite teacher.</td>
</tr>
<tr>
<td>■ Students remain in same groups as previous activity. Each group performs 1 or more of these activities:</td>
<td>■ Encourage students to work together.</td>
</tr>
<tr>
<td>■ Throw balls at a target so that each ball hits at same time</td>
<td>■ Offer praise to students.</td>
</tr>
<tr>
<td>■ Bounce or dribble ball, 1 per student, so balls bounce at same time</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>■ Everyone stands holding their own hula hoop and together drop hoops so that they land at same time</td>
<td></td>
</tr>
<tr>
<td>■ Walk (skip, gallop, jog, etc.) arm in arm from one line to another, crossing final line at same moment</td>
<td></td>
</tr>
<tr>
<td>■ Lock feet together and perform a group sit-up</td>
<td></td>
</tr>
<tr>
<td>➜ Variation: Have each group do a different activity and then have them demo it for class (time permitting).</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure
### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Encourage students to answer and give praise.</td>
</tr>
<tr>
<td>■ In the jump rope tasks, was your group successful? Why do you think they were or not?</td>
<td></td>
</tr>
<tr>
<td>■ How were ideas shared in these tasks?</td>
<td></td>
</tr>
<tr>
<td>■ Did you discover different strengths among your classmates? Name some.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Set Up or Prep Duties</th>
<th>Cues or Key Concepts</th>
<th>Variation</th>
<th>Challenge</th>
</tr>
</thead>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Cooperative Games 6th Grade: Lesson 7

## Lesson Outcomes
- Listen to others’ ideas, and contribute their own, in the process of problem solving.
- Build trust and responsible behaviors with other students.
- Demonstrate reliable behaviors that offer physical and emotional support to others.

## Equipment
- 4 beach balls
- FLOW equipment
- 4 tires
- 2 48” (or larger) cage balls
- 12 rubber chickens

## Before Class Set Up
- Fill 5-6 beach balls.
- Have FLOW equipment on side of area.
- Fill cage balls.

## Down the Chute
### Lesson Content
- Students form groups of 4-5, 1 beach ball per group.
- Designate starting and ending points (length of basketball court or longer).
- Object of game: to move beach ball from 1 end to other without letting it hit floor.
- All students must touch beach ball between starting and ending point.
- Students cannot move their feet when in possession of beach ball.
- If beach ball touches floor, or a student moves his or her feet while in possession of beach ball, ball must be returned to starting point.
- Students may catch or volley beach ball.
  - Variation: Suggest different ways beach ball can be manipulated down line.

### Role of Assistant
- Move around area supervising students.
- Praise students doing a good job.
- Collect the balls.

## FLOW
### Lesson Content
- Students do FLOW stations (see FLOW section)

### Role of Assistant
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.

---

*Italics indicate the teacher speaking directly to the student.*
### Whole World in Their Hands: (15 minutes)

**Object of game:** to move cage ball from tire (or milk crate), transfer it across area, and balance it on second tire. Or have 6 groups using Geo-Physic balls and deck rings.

- 2 tires and a 48” or larger cage ball per group of 8; or 5 students per group using Geo-Physic balls.
- Groups start by sitting around cage ball in crab walk position. Students can change positions during activity.
- Cage ball cannot touch floor, or hands or arms of anyone in group.
- If a rule is broken, cage ball must be returned to tire 1 and group must begin again.
- Activity is complete when cage ball is resting on tire 2, or entire group lifts cage ball above their heads.

> **Variation:** Ask students to move cage ball back to tire 1 using a different method.

> **Variation:** Each group has to find a different solution.

**Role of Assistant**

- Set up equipment.
- Move around to each group encouraging students to work together. Do not offer solutions.
- Supervise students returning equipment.

### Chuck the Chicken II (5 minutes)

**Object of game:**

- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size; number of chickens is equal to about a third of class.
- Assign 2-3 students to be it. Have them wear pin-nies. Add more taggers if action is slow.
- Students are immune from tagging if they are not holding chickens.
- If carrying a chicken, a student can avoid being tagged by chucking chicken to another student.
- If a tagger picks up a chicken from floor or intercepts a chicken, ALL students being chased must stop and do 3 push-ups.
- Chickens can not be taken from students.
- When tagged, a student must go to “Chicken Kitchen” (a small designated area) and perform these fitness tasks: 3 push-ups, 3 sit-ups, and 3 jumping jacks.
- Students must be carrying chicken in their hands and can only have 1 chicken at a time.

**Role of Assistant**

- Hand out the chickens.
- Stay opposite teacher to supervise the activity.
- Encourage students to be honest and do fitness activities when tagged.

### Zoom (5 minutes)

**Object of game:**

- Students form a circle.
- Using a stopwatch, time how long it takes to send the word ZOOM around circle.
- Select an individual start ZOOM, and say “Go.” Stop timer when ZOOM returns.
- Repeat several times to see if class can improve their speed.
- Ask students how their groups decided to move cage ball.

**Role of Assistant**

- Stand opposite teacher in circle.

---

**Cues or Key Concepts**

- Variation

**Set Up or Prep Duties**

- Challenge

*Italics indicate the teacher speaking directly to the student.*
## Cooperative Games 6th Grade: Lesson 8

### Lesson Outcomes
- Understand the concept of challenge by choice.
- Demonstrate reliable behaviors that offer physical and emotional support to others.
- Understand that progressive personal challenges within a safe environment can lead to an increased self-awareness and learning opportunities.
- Learn the importance of respecting and supporting the different decisions of others regarding personal levels of challenge.

### Equipment
- 5-10 Frisbees
- 5-10 foam balls 8 ¼”
- 6-7 jump ropes (9’)
- Mats

### Before Class Set Up
- Have mats out, ready for activity.

### Instant Activity

#### Metamorphose (5 minutes)

**Lesson Content**
- Everyone starts off as an egg; students make eggs of themselves by squatting with rounded shoulders and heads tucked down while making egg-like sounds.
- Instruct students to move around like eggs would if they could move, until they encounter another egg. 2 eggs play a single round (not best of 3) of Rock, Paper, Scissors.
- Winner becomes a chicken while egg searches for another egg to play Rock, Paper, Scissors.
- Chicken then stands up and proudly flaps its wings and searches for other chickens to play Rock, Paper, Scissors against.
- When a chicken loses to another chicken, he or she becomes an egg again, while victor becomes a Velociraptor, growling and bearing teeth to all.
- Velociraptors losing to other Velociraptors become chickens again. Victor becomes a humanoid.
- Once a student reaches human-hood they can’t go back to any other level. Humans can go against anyone without fear of losing. If another creature loses to a human they go back a level. How long do you think it will take to get everyone to become human?
- Remember to actively role play each character level as you interpret an egg, chicken, Velociraptor, or human would respond within the game scenario. Role playing makes the game, otherwise it’s just another series of win/lose contests.

**Role of Assistant**
- Move around area, supervise students, keeping opposite teacher.
- Praise students doing a good job, especially the students who are role playing the different animals.

#### Train Relays (10 minutes)

**Lesson Content**
- Students from groups of 5 and line up.
- Students have their hands on shoulders of runner in front of them.
- On “Go” signal, groups take off, circle cones and return to starting line by circling cone there.
- As groups circle starting line cone, lead student on each train steps out and joins back of train; group relays again.
- This process repeats until everyone is back in original positions on starting line.
- Variation: Use a jump rope for groups to hold onto instead of each other’s shoulders. Note - Make sure you have wide lanes for turning and short distance for the trains to travel (20 yards).

**Role of Assistant**
- Set up cones.

---

 Italics indicate the teacher speaking directly to the student.

- Set Up or Prep Duties ➤ Cues or Key Concepts ➔ Variation ✤ Challenge

Cooperative Games

| 6th Grade | Lesson 8 |
Wall Walk
(7 minutes)

LESSON CONTENT
- Remind students of Challenge by Choice.
- Object of game: to develop trust, NOT TEST IT!
- Students find partners of similar size.
- Each pair should find a 4 foot area of mat space.
- 1 student faces wall while partner sits with feet against mat so it doesn't slide.
- Student facing wall stands about a foot away from it with hands at shoulder height and palms forward against wall and does a push-up against wall.
- Student steps back about 6” pressing hands against wall to maintain balance.
- Student continues stepping back a few inches while walking hands down wall, keeping body straight throughout activity.
- Student walks back as far as possible. It is ok to stop if students feel they have reached their limits. If so, students walk back to starting position.
- If balance is lost, partner steps forward in an effort to prevent falling!
- Have partners switch.

ROLE OF ASSISTANT
- Make sure mats are set up along wall space.
- Encourage students to challenge themselves.
- Remind students about personal responsibility and safety.
- Praise students.

Wall Fall
(7 minutes)

LESSON CONTENT
- Object of game: to develop trust to fall forward as far as possible and develop arm strength.
- Students find partners of similar size.
- Each pair should find a 4 foot area of mat space.
- 1 student faces wall while partner sits with feet against mat so it doesn't slide.
- Student facing wall stands about a foot away from it with hands at shoulder height slightly in front of body, palms forward.
- Keeping feet in place and body straight, student falls forward until hands contact wall. Arms should bend slightly to absorb force.
- Student steps back about 4” and falls forward again, catching self with hands.
- Student continues stepping back a few inches and repeating fall.
- Student walks back as far as possible. It is ok to stop if students feel they have reached their limits.
- If balance is lost, partner steps forward in an effort to prevent falling!
- Have partners switch.

ROLE OF ASSISTANT
- Make sure mats are set up along wall space.
- Encourage students to challenge themselves.
- Remind students about personal responsibility and safety.
- Praise students.

ACTIVITY #1
Cooperative Games 6th Grade Lesson 8

ACTIVITY #2
Cooperative Games 6th Grade Lesson 8

 Italics indicate the teacher speaking directly to the student. 
### 22 Skidoo
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to rescue students from jail by crossing guard area and shaking a jailed student's hand 22 times.</td>
<td>✓ Give out the noodles and mark off play area.</td>
</tr>
<tr>
<td>Students in jail are responsible for keeping their handshake count.</td>
<td>✓ Set up a square jail in the middle of the area and establish safety lines around the perimeter.</td>
</tr>
<tr>
<td>If a rescuer is tagged below knees, he or she must go to jail.</td>
<td>✓ Remind students to work as a team.</td>
</tr>
<tr>
<td>Stop every 3-4 minutes to change guards.</td>
<td>✓ Stay opposite from teacher to supervise the activity.</td>
</tr>
<tr>
<td>Rescuers may shake 2 jailed students at a time; do not offer this rule to students, see if they can figure this out on their own.</td>
<td>✓ Encourage students to be honest.</td>
</tr>
<tr>
<td></td>
<td>✓ Collect the noodles.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Help teacher elicit answers from students; encourage them and praise them for their answers.</td>
</tr>
<tr>
<td>How did you feel when you started these activities?</td>
<td></td>
</tr>
<tr>
<td>Did your feelings change as you stepped further and further back? How? Were you frightened?</td>
<td></td>
</tr>
<tr>
<td>If answers do not bring out some level of fear, ask students if they were a bit scared as they moved further away from wall.</td>
<td></td>
</tr>
<tr>
<td>Why did you continue? Why did you stop?</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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*Italics indicate the teacher speaking directly to the student.*
# Cooperative Games 6th Grade : Lesson 9

## Lesson Outcomes
- Understand the concept of challenge by choice in a risk taking setting.
- Demonstrate reliable behaviors that offer physical and emotional support to others.
- Understand that progressive personal challenges, within a safe environment, can lead to an increased self-awareness and learning opportunities.
- Learn the importance of respecting and supporting the different decisions of others regarding personal levels of challenge.

## Equipment
- 3 8¼” foam balls
- Basketballs
- Jump ropes
- Cones
- HRPA activity cards
- 30 assorted small balls
- Mats

## Before Class Set Up
- Have mats out, ready for activity.
- Place assorted balls in 4 bins around area.
- Equipment for each team for HRPA in a container.
- Make activity cards for HRPA.

### Triangle Tag (5 minutes)

**Lesson Content**
- Students form groups of 4. 3 hold hands or wrists in a triangle, facing each other.
- 1 student volunteers to be target. Remaining student stands outside triangle and is a tagger.
- 3 students in triangle cooperate to protect target by moving and shifting. Target cannot be legally tagged on hands or arms or from across triangle.

**Role of Assistant**
- Encourage students to work together to protect the target safely.
- Offer praise to all students, including tagger.
- Make sure you get around to all the groups.

### Team Marathon (10 minutes)

**Lesson Content**
- 10 jump twists
- Run a lap
- 15 jumping jacks
- Snap fingers 20 times
- Run a lap
- Walk across the area toe to toe then run back
- Take a ball around your waist 15 times
- Grapevine step 10 times (5 right, 5 left)
- Give a high 5 to each team member
- Punch up above head 20 times alternating right and left hand
- Run a lap
- 15 toe raises
- Crawl through tunnel formed by others legs
- Touch all four walls (if outside set up four 28” cones to touch)

**Role of Assistant**
- Move around get to as many groups as possible; praise students doing a good job.
- Help collect equipment.

**Health Related Physical Activity**
- Run a lap
- 10 jump twists
- Run a lap
- 15 jumping jacks
- Snap fingers 20 times
- Run a lap
- Walk across the area toe to toe then run back
- Take a ball around your waist 15 times
- Grapevine step 10 times (5 right, 5 left)
- Give a high 5 to each team member
- Punch up above head 20 times alternating right and left hand
- Run a lap
- 15 toe raises
- Crawl through tunnel formed by others legs
- Touch all four walls (if outside set up four 28” cones to touch)
- Run a lap
# Cooperative Games

## Wall Fall Review

**Activity #1**

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<tbody>
<tr>
<td>Object of game: to develop trust to fall forward as far as possible and develop arm strength.</td>
<td>Make sure mats are set up along wall space.</td>
</tr>
<tr>
<td>Students find partners of similar size.</td>
<td>Encourage students to challenge themselves.</td>
</tr>
<tr>
<td>Each pair should find a 4 foot area of mat space.</td>
<td>Remind students about personal responsibility and safety.</td>
</tr>
<tr>
<td>1 student faces wall while partner sits with feet against mat so it doesn’t slide.</td>
<td>Praise students.</td>
</tr>
<tr>
<td>Student facing wall stands about a foot away from it with hands at shoulder height slightly in front of body, palms forward.</td>
<td></td>
</tr>
<tr>
<td>Keeping feet in place and body straight, student falls forward until hands contact wall. Arms should bend slightly to absorb force.</td>
<td></td>
</tr>
<tr>
<td>Student steps back about 4” and falls forward again, catching self with hands.</td>
<td></td>
</tr>
<tr>
<td>Student continues stepping back a few inches and repeating fall.</td>
<td></td>
</tr>
<tr>
<td>Student walks back as far as possible. It is ok to stop if students feel they have reached their limits.</td>
<td></td>
</tr>
<tr>
<td>If balance is lost, partner steps forward in an effort to prevent falling!</td>
<td></td>
</tr>
<tr>
<td>Have partners switch.</td>
<td></td>
</tr>
<tr>
<td>Variation: Easier-students walk back only a specified distance and repeat fall several times from this distance, extending hands out far in front of body. Harder- students catch themselves with 1 hand or lift a foot off floor during fall.</td>
<td></td>
</tr>
</tbody>
</table>

## Partner Fall

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to develop trust to fall forward, be responsible for support of partner, and develop arm strength.</td>
<td>Make sure mats are set up along wall space.</td>
</tr>
<tr>
<td>Students can keep partners from previous activity.</td>
<td>Walk around encourage students to challenge themselves.</td>
</tr>
<tr>
<td>Partners face each other on mat an arm’s length apart.</td>
<td>Remind students about trust, responsibility, and safety.</td>
</tr>
<tr>
<td>Students hold hands up about shoulder height with palms forward.</td>
<td>Remind students to focus on what they are doing.</td>
</tr>
<tr>
<td>1 student says, “Ready to fall, B” (Partner’s name).</td>
<td>Praise students.</td>
</tr>
<tr>
<td>B responds, “Ready to fall, A.”</td>
<td></td>
</tr>
<tr>
<td>B says, “Falling A.” A responds, “Falling B.”</td>
<td></td>
</tr>
<tr>
<td>Both students fall forward contacting opposite student’s palms to support each other. Students should keep their bodies straight throughout fall.</td>
<td></td>
</tr>
<tr>
<td>Students push against partner’s palms to return to starting position.</td>
<td></td>
</tr>
<tr>
<td>1 student steps back about 4”.</td>
<td></td>
</tr>
<tr>
<td>Commands are repeated and students fall forward again, catching and supporting each other with palms. Arms may be extended slightly to make contact and bend slightly to absorb force.</td>
<td></td>
</tr>
<tr>
<td>Students push away again to starting position.</td>
<td></td>
</tr>
<tr>
<td>Students alternate stepping back a few inches, initiating commands, falling forward, catching each other, and pushing away to starting position.</td>
<td></td>
</tr>
<tr>
<td>Students should back up as far as possible. It is ok to stop if either student feels he or she can safely go no further.</td>
<td></td>
</tr>
<tr>
<td>If either student feels he or she is going to fall down, that student steps forward to try to regain balance. He or she calls out “step” to warn partner so he or she can do the same.</td>
<td></td>
</tr>
<tr>
<td>SAFETY REMINDER: Students need to keep their heads to side as they fall.</td>
<td></td>
</tr>
<tr>
<td>Variation: Easier-students step back only a specified distance and repeat fall several times from same distance; Harder-lift a foot off floor.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Chicken Baseball
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide class into 2 teams. Team A is “infield,” Team B is “outfield.”</td>
<td>✓ Help get students set up for activity.</td>
</tr>
<tr>
<td>Team A begins by throwing a rubber chicken anywhere in designated play area.</td>
<td>✓ Supervise; give positive feedback and encouragement.</td>
</tr>
<tr>
<td>Once chicken has been thrown, Team B runs toward it and forms a single file line behind it.</td>
<td>✓ Collect the chickens.</td>
</tr>
<tr>
<td>First student in line picks up chicken and passes it through his or her leg to student behind, who passes it over his or her head to student behind.</td>
<td></td>
</tr>
<tr>
<td>Over/under pattern continues until last student receives chicken and yells “STOP!”</td>
<td></td>
</tr>
<tr>
<td>While Team B is passing chicken, Team A is performing jumping jacks, push-ups, sit-ups, or any other simple exercise while “batter” is running around his or her team, scoring a run for each completed lap around team.</td>
<td></td>
</tr>
<tr>
<td>Teams keep track of their own runs.</td>
<td></td>
</tr>
<tr>
<td>As soon as Team B yells “Stop”, last student in line throws chicken anywhere in play area and teams switches roles.</td>
<td></td>
</tr>
<tr>
<td>Remind students that everyone has to be a batter once before anyone can bat a second time and end game when everyone has had a chance to run.</td>
<td></td>
</tr>
<tr>
<td>➤ Variation: Have 2 games running simultaneously so that students do not have to wait long to “bat.” Rotate teams after 6 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Help teacher elicit answers from students; encourage them and praise them for their answers.</td>
</tr>
<tr>
<td>How did you feel when you started these activities?</td>
<td></td>
</tr>
<tr>
<td>Did your feelings change as you stepped further and further back? How? Were you frightened?</td>
<td></td>
</tr>
<tr>
<td>If answers do not bring out some level of fear, ask students if they were a bit scared as they moved further away from wall.</td>
<td></td>
</tr>
<tr>
<td>Why did you continue? Why did you stop?</td>
<td></td>
</tr>
</tbody>
</table>
## Cooperative Games

### 6th Grade: Lesson 10

#### LESSON OUTCOMES
- Identify and practice using the different strengths of individuals in the group.
- Work together to achieve common goals.
- Utilize previously learned problem-solving techniques to accomplish group tasks.
- Listen to others’ ideas, and contribute their own, in the process of problem solving.
- Evaluate the effectiveness of the problem solving-process.

#### EQUIPMENT
- Paper
- 8 tires
- 4 8 foot four-by-fours
- 4 jump ropes (8’ to 14’ lengths of sash cord work best)
- 24-30 colored hoops
- Cones
- Indoor base
- Other equipment to use as obstacles
- Music

#### BEFORE CLASS SET UP
- Have all equipment out, ready to be set up for activity.

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
</tr>
</thead>
</table>
| Paper Walk (5 minutes) | Students receive a piece of paper as they leave locker room. Ask students to walk around play space fast enough to keep paper stuck to their stomachs without using their hands. (If they walk quickly enough the paper will not fall.) Use first participants as models for newcomers. If paper falls, student must do 3 jumping jacks (or another physical activity 3 times), then try paper walk again. | Encourage students to move quickly so they don’t lose their paper. Collect paper. | **Movin’ It Routine (5 minutes)**
| | Students return paper when the activity is completed. | | **LESSON CONTENT**
| | **LEAD ACTIVITY** | **ROLE OF ASSISTANT** | **LESSON CONTENT**
| | | | **HEALTH RELATED PHYSICAL ACTIVITY** |
| | | | |
| | | | **Set Up or Prep Duties** | **Cues or Key Concepts** | **Variation** | **Challenge** |
| | | | **ITALICS indicate the teacher speaking directly to the student.** | **6th Grade** | **Lesson 10** |

- **Set Up or Prep Duties**
- **Cues or Key Concepts**
- **Variation**
- **Challenge**
### Cooperative Games

#### Cannonball Run

**Lesson Content**
- Students form 4-5 equal teams, 1 medicine ball per team.
- Each team stands in file formation at a different corner of the play area, facing in a counterclockwise (CCW) direction.
- When music starts, each team starts jogging around the track with the last runner carrying a medicine ball. Students stay in this order and do not pass to each other.
- On your signal, the last runner sprints forward on the inside of the track, passing all team runners. As last runners reach the front of the teams, they yell “Cannonball!” This is a signal for the whole team to turn sideways and slide step along as the medicine ball is passed from student to student to the new last runner.
- Music can be used as a signal.
- New last runner, when receiving the medicine ball, runs to the front of the team and continues the medicine ball pass.
- Continue at a steady pace until music stops. No team is permitted to pass another during a run.
- Each team should yell out the number of “cannonball runs” made by their team.
- To cool down, walk slowly around the track inhaling and exhaling deeply. Each team can report their score to you.

**Variation**
- Increase size of track or duration of runs as fitness improves.
- Introduce a break signal where each team stops in place, quickly forms a circle, and while jogging in place, passes the medicine ball back and forth across the circle to a teammate who is not on either side of them.

**Role of Assistant**
- Place a cone at each corner and 2 along each sideline of a rectangular track that is about the size of a basketball court.
- Give a medicine ball to each group.
- Cue music.
- Help supervise students and keep opposite teacher.

#### Cooperation Volleyball

**Lesson Content**
- Students form groups of 8.
- More than 1 game can be played if space and equipment allows.
- 1 student is stationed at each corner of the tarp with other team members filling in the middle areas on each side.
- Volleyball is placed in the middle of the tarp. This team tries to “fling” the ball over the net.
- The ball must be “caught” by the opposite team and returned.
- The number of times the ball is caught is counted for both teams - collective scoring.
- The challenge becomes the highest number of catches and tosses that can be made cooperatively by both teams.
- Try for a “class record”. Cooperation between team members is essential. They must work together as a unit to perform all activity-related tasks. Cooperation between teams makes it fun.

**Role of Assistant**
- Set up net or facsimile.
- Encourage groups to help each other.
- Praise groups.

---

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
### Flip Side (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide class in half.</td>
</tr>
<tr>
<td>Object of game: for each group (15-18 students per tarp) to stand on tarp, try to shift from one side to other without stepping off tarp, then flip it.</td>
</tr>
<tr>
<td>After getting group to one side, task is to flip tarp over and have group standing on the flip side of tarp. Group must do this without having anyone step off tarp at any time.</td>
</tr>
<tr>
<td>If you need a consequence for stepping off tarp, have group start over.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up 2 or 3 tarps (4’ X 8’). It is important to restrict the size of the tarp, but not so reduced that the students get frustrated and not so large to make it too easy for the students.</td>
</tr>
<tr>
<td>Encourage students to help each other.</td>
</tr>
<tr>
<td>Praise groups that listen to their teammates.</td>
</tr>
</tbody>
</table>

### 4 Up (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 8-10 and sit in a circle.</td>
</tr>
<tr>
<td>Object of game: to have 4 people standing at all times.</td>
</tr>
<tr>
<td>Anyone can stand at any time, but only for 5 seconds.</td>
</tr>
<tr>
<td>Once a student sits down he or she can get right back up again.</td>
</tr>
<tr>
<td>Variation: Try game with entire class in a circle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help supervise circles or join one.</td>
</tr>
<tr>
<td>Set Up or Prep Duties</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Softball 6th Grade : Lesson 1

**LESSON OUTCOMES**
- Refine underhand throwing pattern

**EQUIPMENT**
- 1 super soft softball per student
- 4 jump ropes
- 8 Dynabands
- 4 aerobic steps
- Boom box with music
- 8 large colored cones

**BEFORE CLASS SET UP**
- Set up 5’ x 5’ grid.
- Set out several containers with softballs near doorway of gym.
- Equipment needed for Circuit should be set out and accessible.

---

**Catch Toss**
(2-3 minutes)

**LESSON CONTENT**
- Students enter gym and retrieve a modified softball from container near doorway of gym.
- Students find open space on floor and self-underhand toss and catch softball.

**ROLE OF ASSISTANT**
- Toss and catch with students.
- Form 8 groups for next activity.

---

**Keep Away**
(8-10 minutes)

**LESSON CONTENT**
- Divide students into groups of 3 and assign each group to a grid (see diagram), 1 softball per group.
- Number students 1, 2 or 3.
- #1 and #3 will be enders, while #2 starts in middle of grid.
- #1 and #3 will toss softball using an underhand toss back and forth trying to avoid interception by #2.
- Each successful toss between #1 and #3 will count as a point.
- Each toss that is deflected or intercepted by #2 will count as a negative point (negative points should be subtracted from total number of positive points earned). Total should never go below zero.
- #1 and #3 have 3 minutes to see how many successful tosses and catches they can make.
- At the end of 3 minutes, students rotate so that #3 is in middle.
- Again, #1 and #2 will have 3 minutes to make as many passes as possible.
- After 3 minutes, students rotate a last time so #1 is now in middle.
- Students keep track of how many successful passes they had with each partner.
- Move around space and observe tossing form.
- Variation: If students are proficient with underhand toss, they may choose to use an overhand toss.

**ROLE OF ASSISTANT**
- Pass out softballs.
- Assist with grouping.
- Keep time.
- Assist with explanation.
### Underhand Throwing Demonstration (2-3 minutes)

**LESSON CONTENT**
- Students remain in current groups and locations (be sure they can see you).
- Ask 1 (or a group of) student(s) who were successful at underhand toss to demonstrate technique for the rest of class.
- Highlight positive points of their techniques as students are tossing softball using an underhand technique.
- Review key components of making an Underhand Toss: Step toward target with opposite foot, Release softball toward target.
- Students model technique.
- As students model toss, circulate to ensure that each student is demonstrating proper technique.

**ROLE OF ASSISTANT**
- Circulate during demonstration and provide instruction.
- Offer positive feedback and reinforcement.

### Triangle Pass (4-6 minutes)

**LESSON CONTENT**
- Students return to their grids and form triangle formations with same groups from previous activity.
- Groups underhand toss super soft softball in a clockwise direction.
- Groups pass in CW direction for 1 minute and then switch to counter clockwise for another minute.

**ROLE OF ASSISTANT**
- Offer encouragement and recognition to students who have made improvements.
- Monitor students.

### Tag (4-6 minutes)

**LESSON CONTENT**
- Select 1 team to be “it.”
- “It” team uses super soft softballs to tag other teams.
- To tag, “it” team must contact other students with super soft softballs.
- If tagged, students trade places with student that tagged them; they now become an “it.”
- Before new “it” students can begin tagging, they must model 5 good “fake” underhand throws.

**ROLE OF ASSISTANT**
- Provide encouragement.

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Lead class in stretches that focus on upper body (shoulders, biceps, triceps, chest, etc.).
- Ask students:
  - What are examples of other skills that require an underhand throwing motion?
  - What are the proper steps to remember and follow when completing a proper underhand toss?
  - Why is it important to learn the proper underhand toss technique?

**ROLE OF ASSISTANT**
- Lead students in stretching activities.
- Reinforce concepts taught during lesson.

---

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Softball 6th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Refine underhand softball throw. | ■ 1 super soft softball for every 2 students  
  ■ Task cards  
  ■ 8 jump ropes | ▶ Set up 10’ x 10’ grids divided in half with cones. Have numbered poly discs on half of each grid.  
  ▶ Have softballs accessible to students near the gym doorway. |

## Keep Away (2-3 minutes)

**LESSON CONTENT**
- Students enter gym, form groups of 3, 1 softball per group.
- Each group finds open space and arranges themselves so that there is 1 student between other 2.
- 2 students on ends toss softball to each other using both underhand and overhand techniques.
- Student in middle tries to deflect or intercept softball.
- Students should rotate so that each student has an opportunity to be in middle position.

**ROLE OF ASSISTANT**
- Assist students with grouping.
- Distribute equipment.
- Observe students’ skill levels.

## Team Marathon (8-9 minutes)

**LESSON CONTENT**
- Use groups of 3 from previous activity.
- Each group is given 1 task card.
- Within each group, students number themselves 1, 2, or 3.
- Students collect equipment based on their numbers:
  - 1 - jump rope
  - 2 - super soft softball
  - 3 - hula hoop
- Students perform activities listed on task cards.
- Each card has 6 sections. Each section has an activity that all group members do together and 1 activity for each student in the group to do by themselves; these individual activities correspond to numbers 1-3.
- For example, section 1 might look like this:
  - All - run 1 lap
  - 1 - jump rope for 30 seconds
  - 2 - self-toss and catch for 30 seconds
  - 3 - push-ups for 30 seconds
- As students finish their tasks, they immediately move to section 2 of task card.
- ▶ Variation: Activities may be completed after a number of reps instead of time. Activities may be adapted to ability level of the class.

**ROLE OF ASSISTANT**
- Assemble equipment.
- Distribute task cards.
- Assist with grouping.
- Assist students with tasks as needed.

---

 Italics indicate the teacher speaking directly to the student.
**Softball**

### Underhand Toss Review

**ACTIVITY #1**

**LESSON CONTENT**
- Model proper technique for an underhand toss. If class has grasped concept, you may ask class or a student to demonstrate technique.
- After brief demonstration, groups of 3 arrange themselves in a triangle formation (8’-12’ triangles).
- Students practice underhand toss by passing to partner on their right.
- Once this is achieved, group switches direction and makes passes to partner on their left. Again, groups try to make 6 good passes around triangle.

**ROLE OF ASSISTANT**
- Variations: If students are proficient using underhand technique, they can use overhand technique.
- Circulate during review and activity.
- Offer encouragement to students.

### Slow Pitch/King of the Ring

**ACTIVITY #2**

**LESSON CONTENT**
- Divide class into 2 equal groups. 1 group will complete slow pitch activity, while other group completes king of the ring activity.
- Each activity should be performed for 7-8 minutes then groups switch activities.
- While students are completing these activities, identify several students who are successful with tossing techniques. Ask these students to model overhand toss during next activity.
- **Slow Pitch** (see diagram).

**ROLE OF ASSISTANT**
- Set up equipment.
- Assist with grouping.
- Circulate between groups.
- Repeat directions as needed.

---

**ACTIVITY #2 (continued)**

**LESSON CONTENT**
- Divide students into groups of 2, numbers 1 and 2.
- Each group of 6 finds enough open space to form a circle, with 4 students on outside of circle and 2 in middle.
- 4 students on outside toss modified softball amongst themselves so that 2 middle students can’t intercept it.
- Middle students try to intercept softball.
- If a middle student intercepts or deflects a toss, that student becomes “king of the ring.”
- Kings of the ring make a rule that all students in circle (including themselves) must follow.

**ROLE OF ASSISTANT**
- Set up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
**ACTIVITY #3**

**Overhand Throw Demonstration**
*(2-3 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students assemble in middle of gym so that they have a clear view of you.</td>
<td>Circulate during modeling and skills practice.</td>
</tr>
<tr>
<td>Selected students demonstrate overhand throw while you discuss its key components.</td>
<td>Offer positive feedback and constructive criticism.</td>
</tr>
<tr>
<td>Overhand Throw: Throwing hand back to ear, Extend throwing arm to target.</td>
<td></td>
</tr>
<tr>
<td>Students practice this technique for 2-3 minutes while you circulate offering positive feedback and constructive criticism.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #4**

**Keep Away**
*(3-4 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, 1 softball per group.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Each group finds open space and arranges themselves so that there is 1 student between other 2.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>2 students on ends toss softball to each other using both underhand and overhand techniques.</td>
<td></td>
</tr>
<tr>
<td>Student in middle tries to deflect or intercept softball.</td>
<td></td>
</tr>
<tr>
<td>Students should rotate so that each student has an opportunity to be in middle position.</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in stretches that focus on upper body (shoulders, biceps, triceps, chest, etc.).</td>
<td>Lead stretches.</td>
</tr>
<tr>
<td>Ask students:</td>
<td>Review concepts taught in lesson.</td>
</tr>
<tr>
<td>What are the proper steps to remember and follow when completing a proper overhand throw?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to learn the proper overhand throws technique?</td>
<td></td>
</tr>
<tr>
<td>Today for your fun homework practice 5 good overhand throws at home. (If students don’t have a softball at home, offer suggestions such as toilet paper roll, apple, orange, or empty milk carton to be thrown outside the home or apartment.)</td>
<td></td>
</tr>
</tbody>
</table>
Softball

Set Up or Prep Duties

Cues or Key Concepts

 Variation

 Challenge

Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refine overhand and overhand throwing techniques.</td>
<td>1 super soft softball for every 2 students</td>
<td>Tape off bulls eye patterns or construct bulls eye hoops.</td>
</tr>
<tr>
<td>Develop the skills necessary to participate in low organization softball games.</td>
<td>6 different color cones</td>
<td>Set up grids and mark 8’, 10’, and 12’ lines in each.</td>
</tr>
<tr>
<td></td>
<td>Boom box with music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Dynabands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 jump ropes</td>
<td></td>
</tr>
</tbody>
</table>

### Wall Toss (2-3 minutes)

#### LESSON CONTENT
- Students enter gym and find a partner, 1 rubber-coated softball per pair.
- Each pair finds space on the wall so that there is at least 2 arm lengths between groups.
- 1 partner underhand or overhand tosses softball to the wall, while other partner catches it.
- Catching partner tries to catch softball after only 1 bounce.
- As soon as partner catches softball, he or she immediately tosses softball off wall back to partner.
- Review key components discussed in lesson #1.
  - Variation: Catch softball off wall before it bounces.
  - Variation: Set up as a partner activity without using a wall.

#### ROLE OF ASSISTANT
- Assist in partnering.
- Distribute equipment.
- Encourage and reinforce good tossing.

### Fitness Circuit (6-8 minutes)

#### LESSON CONTENT
- Divide students into groups of 6.
- There are 6 stations to rotate through:
  - Shoulder presses (using Dynabands)
  - Jump rope
  - Lunges
  - Lateral shuffle (between cones ~8-10 ft apart)
  - Seated Row (using Dynabands)
  - Ball Squats (using a Physio ball)
- Students have 45 seconds at each station and 15 seconds between each station to rotate.

#### ROLE OF ASSISTANT
- Set up circuit.
- Start and stop music.
- Assist students with station activities as needed.

### Overhand Throw Review (2-3 minutes)

#### LESSON CONTENT
- Demonstrate and discuss key components of an overhand throw.
  - Overhand Throw: Throwing hand back to ear, Extend throwing arm, leading with elbow and follow through.
- Students should practice this technique for 1-2 minutes while you circulate offering positive feedback and constructive criticism.

#### ROLE OF ASSISTANT
- Circulate during modeling.
- Offer positive feedback.
- Reinforce proper technique.
## Partner Toss
### (6-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 softball per pair.</td>
<td>✓ Set up grid.</td>
</tr>
<tr>
<td>Assign pairs to a grid.</td>
<td>✓ Assist students with partnering.</td>
</tr>
<tr>
<td>Each grid has tape markings on floor at 8’, 10’, and 12’; a piece of tape on each side indicating where each partner should line up.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>Pairs line up facing each other, approximately 8’ apart.</td>
<td>✓ Offer positive comments.</td>
</tr>
<tr>
<td>Partners throw softball to each other using overhand throw technique.</td>
<td>✓ Recognize students who have made improvements.</td>
</tr>
<tr>
<td>Pairs have 1 minute to make as many good throws as possible. Have students yell out their scores.</td>
<td>✓ Reinforce good form.</td>
</tr>
<tr>
<td>After 1 minute, pairs step back to 10’ lines and repeat process.</td>
<td></td>
</tr>
<tr>
<td>After 1 minute, repeat again at the 12’ line.</td>
<td></td>
</tr>
</tbody>
</table>

Variation: Cones may be used to mark distances instead of tape.

## Pass and Go
### (5-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4 and find a grid from previous activity, 1 softball per group.</td>
<td>✓ Assist with grouping.</td>
</tr>
<tr>
<td>2 students from each group line up on either side of 8’ mark (see diagram).</td>
<td>✓ Assist students with pattern.</td>
</tr>
<tr>
<td>#1 starts by overhand throwing softball to #2.</td>
<td>✓ Explain directions as needed.</td>
</tr>
<tr>
<td>After throwing, #1 follows throw and goes to end of line at opposite 8’ mark.</td>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>#2 catches softball and throws it back to #3.</td>
<td></td>
</tr>
<tr>
<td>#2 follows throw and gets in line behind #3.</td>
<td></td>
</tr>
<tr>
<td>#3 catches softball and throws it back to #4.</td>
<td></td>
</tr>
<tr>
<td>P#3 follows throw and gets in line behind #4.</td>
<td></td>
</tr>
<tr>
<td>Groups have 2 minutes to make as many throws as possible. Each group should keep track of how many throws are made successfully without dropping.</td>
<td></td>
</tr>
<tr>
<td>After 2 minutes, groups back up to 10’ mark and repeat activity.</td>
<td></td>
</tr>
</tbody>
</table>

Challenge: Which group can make the most successful catches?

![Diagram of grid with numbers 1, 2, 3, 4 at 8', 10', 12' positions]

**Italics indicate the teacher speaking directly to the student.**
### Target Practice
(5-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide groups from previous activity to form groups of 2, 1 softball per student, 1 pair per target.</td>
<td>✓ Tape off bull’s eye patterns along the outside perimeter of space and assign point values to each ring.</td>
</tr>
<tr>
<td>At each target, students take turns throwing softball at bull’s eye and keep track of points earned.</td>
<td>✓ Set up cones at various distance from the targets.</td>
</tr>
<tr>
<td>Once each student has had several opportunities to throw, students move back to next cone.</td>
<td></td>
</tr>
<tr>
<td>This pattern is repeated until all students have a chance to throw from each cone.</td>
<td></td>
</tr>
<tr>
<td>Variation: Vertical rings or hoops may be substituted for taped bull’s eye patterns.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in stretches that focus on lower body (hamstrings, quadriceps, and calves).</td>
<td>✓ Lead students in stretches.</td>
</tr>
<tr>
<td>Ask students:</td>
<td>✓ Reinforce concepts taught in lesson.</td>
</tr>
<tr>
<td>- What are the proper steps to remember and follow when completing a proper overhand throw?</td>
<td></td>
</tr>
<tr>
<td>- When may it be appropriate to use an overhand throw versus and underhand throw?</td>
<td></td>
</tr>
<tr>
<td>- In what other activities are these skills transferable?</td>
<td></td>
</tr>
<tr>
<td>Set Up or Prep Duties</td>
<td>Cues or Key Concepts</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Softball 6th Grade: Lesson 4

## Lesson Outcomes
- Learn the basic skills necessary for effectively catching a softball.
- Develop a basic knowledge of the activities related to the game of softball.

## Equipment
- Boom box with music
- 3 or more foam bats or noodles
- 8-10 cones
- 1 super soft softball for every 2 students
- 1 bull’s eye for every 2 students
- Floor or gym tape

## Before Class Set Up
- Set out several containers with softballs near doorway of gym.
- Tape off bull’s eye patterns along the outside perimeter of space and assign point values to each ring.
- Set up cones at various distances from the targets (e.g., 2’, 3’, etc.)

### Instant Activity
**Target Practice**
- **Lesson Content**
  - Divide groups from previous activity to form groups of 2, 1 softball per student, 1 pair per target.
  - At each target, students take turns throwing softball at bull’s eye and keep track of points earned.
  - Once each student has had several opportunities to throw, students move back to next cone.
  - This pattern is repeated until all students have a chance to throw from each cone.
  - Variation: Vertical rings or hoops may be substituted for taped bull’s eye patterns.

- **Role of Assistant**
  - Provide instruction and positive feedback.

### Health Related Physical Activity
**Jump and Jog Fitness**
- **Lesson Content**
  - Set up large circle/square using 6-8 cones with task cards and jump rope variations.
  - Split group in half using a partner strategy.
  - Have students find a partner to begin activity; Partner 1 jogs, Partner 2 performs jump rope activities inside circle.
  - Students switch from jogging to inner circle activity, and vice versa, when music is paused.
  - When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.

- **Role of Assistant**
  - Set up task cards and jump ropes.
  - Stand opposite the teacher to help with supervision.

*Italics indicate the teacher speaking directly to the student.*
**ACTIVITY #1**

**Softball Freeze Tag**
(5-6 minutes)

**LESSON CONTENT**
- Choose a student to be a tagger (more students can taggers depending on class size).
- Taggers use a foam softball bat to tag other students. Taggers may tag anyone.
- Other students are given super soft softballs.
- When students are tagged, they are frozen and can only be unfrozen if a super soft softball is thrown to them.
- Students unfreeze when they catch a softball. If softball is dropped, frozen student cannot pick it up.
- If a tagger picks up dropped softball or catches 1 in air, then softball is given to you and taken out of circulation.
- Students with softballs are given immunity and may not be tagged or frozen.
- Students who have softballs must throw their softballs to a student who is frozen or is being pursued by a tagger.

**ROLE OF ASSISTANT**
- Select tagger.
- Issue equipment.
- Monitor students and provide positive feedback.

**ACTIVITY #2**

**Hot Potato**
(3-4 minutes)

**LESSON CONTENT**
- Divide students into groups of 4, 1 softball per group, 1 group per grid.
- Groups pass softball around to music within their grids.
- Softballs should not touch ground.
- Students can move freely within their grids.
- When music stops, student holding softball gets to choose 1 strength activity for his or her group to perform until music begins (sit-ups, push-ups, squats, lunges).

**ROLE OF ASSISTANT**
- Set up grid.
- Distribute equipment.
- Assist students with grouping.
- Start and stop music.
- Explain activity as needed.
- Prepare or set up posters or whiteboards.

**ACTIVITY #3**

**Underhand and Overhand Catch Demonstration**
(5-6 minutes)

**LESSON CONTENT**
- Demonstrate underhand catch.
- Underhand Catch (used when catching softball below chest region): Arm extended with palm facing upward toward the ceiling or sky and fingers pointing away from body. Other hand traps softball in catching hand. (To help remind students, these steps may be printed on a poster or displayed on a white board.)
- After you demonstrate catch, students practice movement.
- Circulate to ensure all students are following steps.
- Remind students to locate softball at time of release and watch it all the way into their hands.

**ROLE OF ASSISTANT**
- Circulate during modeling.
- Offer positive reinforcement and/or constructive criticism as needed.

**ACTIVITY #4**

**Triangle Toss**
(4-5 minutes)

**LESSON CONTENT**
- Divide students into groups of 3, 1 softball per group, 1 group per grid.
- Groups form triangles within grids.
- #1 begins by throwing underhand to #2, #2 catches softball and underhand tosses it to #3, who catches it and tosses it underhanded to # 1.
- Each group should complete this pattern 5 times, concentrating on good form.
- After 5 rounds, repeat process in opposite order.

**ROLE OF ASSISTANT**
- Assist with grouping.
- Assist students with pattern.
### ACTIVITY #5
#### Throw and Go
(5-6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students stay in same groups of 3 from previous activity, 1 super soft softball per group.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>- Groups line up at 1 end of play space.</td>
<td>✓ Encourage and motivate students.</td>
</tr>
<tr>
<td>- First student stands at line and rolls softball toward opposite end of play space.</td>
<td>✓ Assist teacher as needed.</td>
</tr>
<tr>
<td>- As soon as first student rolls softball, he or she chases down softball.</td>
<td></td>
</tr>
<tr>
<td>- Students may pick up their softballs once they roll past half-court line (or a pre-established line) and roll them back to second student; first student remains at opposite end of play space.</td>
<td></td>
</tr>
<tr>
<td>- As soon as second student gets softball, he or she repeats pattern.</td>
<td></td>
</tr>
<tr>
<td>- Third student repeats pattern but does not roll back softball.</td>
<td></td>
</tr>
<tr>
<td>➜ Variation: If enough space is available students could use an underhand throw.</td>
<td></td>
</tr>
</tbody>
</table>

#### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lead class in stretches that focus on upper body (shoulders, biceps, triceps, etc.).</td>
<td>✓ Lead students in stretches.</td>
</tr>
<tr>
<td>- Ask students:</td>
<td>✓ Assist with equipment clean up and storage.</td>
</tr>
<tr>
<td>- What are the proper steps to remember and follow when completing a proper underhand catch?</td>
<td></td>
</tr>
<tr>
<td>- What are the proper steps to remember and follow when completing a proper overhand catch?</td>
<td></td>
</tr>
<tr>
<td>- You can practice at home with a family member or friend. Have a parent write a note if they participated with you.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Softball 6th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Learn the basic skills necessary for effectively catching a softball.  
- Develop a basic knowledge of the activities related to the game of softball. | - Boom box with music and aerobic dance script or TV/VCR with aerobic video  
- Poly discs (numbers 1-4) | - Set up 5’ x 5’ grids.  
- Create underhand and overhand catching posters.  
- Set out several containers with softballs near doorway of gym. |

### INSTANT ACTIVITY

#### Throw and Go (3-4 minutes)

- Students stay in same groups of 3 from previous activity, 1 super soft softball per group.  
- Groups line up at 1 end of play space.  
- First student stands at line and rolls softball toward opposite end of play space.  
- As soon as first student rolls softball, he or she chases down softball.  
- Students may pick up their softballs once they roll past half-court line (or a pre-established line) and roll them back to second student; first student remains at opposite end of play space.  
- As soon as second student gets softball, he or she repeats pattern.  
- Third student repeats pattern but does not roll back softball.  
- Variation: If enough space is available students could use an underhand throw.

#### ROLE OF ASSISTANT

- Monitor students.  
- Assist in explaining the activity if needed.

### HEALTH RELATED PHYSICAL ACTIVITY

#### Aerobic Dance Video (8-10 minutes)

- Students find an area within play space.  
- Students complete aerobic dance routine along with a video.  
- If students have not completed an aerobic dance video before, you may want to establish several basic safety and classroom management rules and review basic steps used in the video.  
- Variation: A written script with accompanying music may be substituted for a video.

#### ROLE OF ASSISTANT

- Start and stop an aerobic dance video or call out dance steps from the written script.  
- Model and review aerobic steps as needed.

Italics indicate the teacher speaking directly to the student.
Set Up or Prep Duties

Coaching Tips

Cues or Key Concepts

Variation

Challenge

Softball 6th Grade Lesson 5

ACTIVITY #1

2-on-1
(3-5 minutes)

LESSON CONTENT

- Divide students into groups of 3, 1 softball per group, 1 group per grid (see attached).
- #1 and #3 pass softball back and forth using either an underhand or overhand catch.
- #2 is in middle and tries to deflect or intercept softball.
- If #2 intercepts a pass, he or she trades places with student that threw softball.
- During play, circulate to ensure that each student is using proper underhand and overhand catching techniques.
- While circulating, identify 1 group of 3 that is utilizing proper form and ask them if they would mind demonstrating next activity.

ROLE OF ASSISTANT

- Assist students with grouping.
- Circulate space.
- Offer positive reinforcement.

ACTIVITY #2

Review Underhand Catch and Introduce Overhand Catch
(3-5 minutes)

LESSON CONTENT

- Staying in their groups and grids, students watch a demonstration of underhand catching technique.
- Selected students demonstrate proper technique for catch as you review steps using both verbal cues and posters made prior to Lesson 4.
- Once you feel that all students have a basic understanding of underhand catch, demonstrate overhand catch while explaining steps.
  - Overhand Catch (used when catching a softball above the chest region): Catching hand is facing outward, Free hand traps softball.
- Students practice this movement as you circulate offering positive feedback or corrections.
- Remind students to locate softball at time of release and watch it all the way into their hands.

ROLE OF ASSISTANT

- Assist teacher with review, if needed.

ACTIVITY #3

Poly Point Game
(10-12 minutes)

LESSON CONTENT

- For each group of 6, 4 students are in the outfield and 2 students are at home plate.
- 4 students in outfield stand on a poly spot. Each poly spot has a different number value associated with it.
- Students at home plate take turns throwing softball to outfielders in order of their poly spot numbers (e.g., first throw is made to student standing on poly spot 1, second throw to student on poly spot 2 and so on).
- If an outfielder catches softball without moving from poly spot, both thrower and catcher are awarded the number of points on that poly spot. Thrower then throws to next student in poly spot number order.
- If softball is thrown to outfielder so that he or she does not have to move but outfielder drops softball, then only thrower is awarded points on that poly spot. Thrower then throws to next student.
- If the outfielder cannot catch softball without moving from poly spot, then thrower must sprint after softball.
- While thrower chases softball, outfielders rotate; 1 goes to 2, 2 goes to 3, 3 goes to 4, and 4 becomes next thrower.
- Outfielders must run to their new poly spot to be ready for next thrower.

ROLE OF ASSISTANT

- Distribute equipment.
- Assist students in setting up grid.
- Review directions as needed.

TRANSITION

Transition

LESSON CONTENT

- Students combine their groups of 3 into groups of 6.

ROLE OF ASSISTANT

- Lead class in stretches that focus on upper body (shoulders, biceps, triceps, etc.).
- Ask students:
  - What are the differences between an underhand and an overhand catch?
  - In what other games or situations might you use skills like these?

COOL DOWN/CLOSURE

Cool Down/Closure
(5 minutes)

LESSON CONTENT

- Lead students in stretching activities.
- Review concepts presented during lesson.

ROLE OF ASSISTANT

- Lead students in stretching activities.
- Review concepts presented during lesson.
- Clean up equipment.

Italics indicate the teacher speaking directly to the student.
# Softball 6th Grade: Lesson 6

## LESSON OUTCOMES

- Learn the basic skills necessary for effectively catching a softball.
- Develop a basic knowledge of the activities related to the game of softball such as footwork, base running and fielding.

## EQUIPMENT

- FLOW equipment
- Station task cards
- 1 super soft softball for every 2 students

## BEFORE CLASS SET UP

- Set up softball diamonds complete with all bases.
- Set up station activity.
- Set up FLOW.
- Set out several containers with softballs near doorway of gym.

## Partner Toss (3-4 minutes)

**LESSON CONTENT**

- Students find partners and softballs as they enter gym. Partners play catch 15-20 feet apart until class begins.
- Arrange play space in 2 lines (partners across from each other) so softballs are traveling in same direction.
- Activity begins by partners tossing softballs directly to each other, then progress to tossing softballs to either side of partner so that partner will have to take 1-2 steps before catching ball.
- Pairs should try to incorporate both underhand and overhand throws along with underhand and overhand catches.

**ROLE OF ASSISTANT**

- Assist students with partnering.
- Reinforce proper tossing form.

## Footwork Demonstration (2-3 minutes)

**LESSON CONTENT**

- Demonstrate various types of footwork used when fielding a softball.
- Demonstrate 1 technique then allow students to model.
- Types of footwork include (choose 2 of 4):
  - One Knee Trap – used to field ground balls
  - Side Shuffle – used to field softballs that are to 1 side or the other
  - Drop-Step – used to catch a softball that is slightly behind student
  - Run – used when softball is either in front of or behind student making catch
- Variation: TA can model types of footwork while you toss pretend “grounders” to TA so that students can visualize each action. Pretend “grounders” can also be used while students are practicing their footwork techniques.

**ROLE OF ASSISTANT**

- Model the footwork techniques while the teacher tosses pretend “grounders.”
- Offer positive feedback.
- Circulate to ensure that all students are utilizing the proper techniques.

## FLOW (10-12 minutes)

**LESSON CONTENT**

- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**

- Assist with set up if needed.
- Encourage participation.
- Find a station that may need additional supervision.

**HEALTH RELATED PHYSICAL ACTIVITY**

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
ACTIVITY #2

Fancy Feet
(3-4 minutes)

LESSON CONTENT
- Call out a softball direction and students must perform appropriate footwork to position themselves to make a catch (e.g., call “Right;” students should side-shuffle right and get in position to catch softball).
- Reinforce proper technique by highlighting a student that is demonstrating proper technique.
- If needed, ask a student or a group of students to demonstrate 4 techniques for class while class models their movements.

ROLE OF ASSISTANT
- Circulate during activity monitoring students.
- Offer positive feedback.

ACTIVITY #3

Stations
(10-12 minutes)

LESSON CONTENT
- Students form groups of 8.
- There are 2 sets, set A and set B, of 4 stations. Sets A and B are the same.
- 4 groups rotate through set A and 4 groups rotate through set B.
- 4 stations include:
  - Catching – leader will toss a mix of ground and fly balls to each of their group members
  - Footwork – leader will lead their group members through various types of footwork as illustrated on task card
  - Fielding – leader will throw a mix of ground and fly balls to each of their group members so that fielders have to move to field softball
  - Base Running – leader will lead group through a series of base running activities as explained on task card

ROLE OF ASSISTANT
- Assist with grouping.
- Distribute task cards and equipment.
- Assist students with stations as needed.

Cool Down/Closure
(5 minutes)

LESSON CONTENT
- Lead class in stretches that focus on upper body (shoulders, biceps, triceps, etc.).
- Ask students:
  - What are the differences between an underhand and an overhand catch?
  - In what other games or situations might you use skills like these?

ROLE OF ASSISTANT
- Lead students in stretching activities.
- Clean up equipment.
- Reinforce the concepts presented during lesson.

 Italics indicate the teacher speaking directly to the student.
# Softball 6th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Learn the basic skills necessary for effectively batting a softball from a tee. ■ Develop a basic knowledge of the activities related to the game of softball such as footwork and fielding.</td>
<td>■ 4 foam noodles or foam bats (adjust for class size) ■ 8 jump rope tasks cards ■ 8 cones ■ 1 jump rope per student</td>
<td>■ Have foam noodles or bats accessible for students entering the gym. ■ Set out several containers with softballs near doorway of gym. ■ Set up 8 softball diamonds (adjust to class size). ■ Have jump ropes, batting tees and rubber coated softball bats easily accessible to students.</td>
</tr>
</tbody>
</table>

### Foam Bat Tag

**LESSON CONTENT**
- As students enter gym, select several students to be “it” (the number of “it” students depends on class size).
- “It” students each get a foam bat (or noodle).
- Staying within boundaries defined by cones, “it” students run and tag other students using bat to touch and freeze them.
- Once a student is frozen, he or she must perform 10 jumping jacks before they can re-enter game.
- Change “it” students as necessary.

**ROLE OF ASSISTANT**
- Distribute equipment.
- Circulate and monitor activity.
- Keep students on task.

**INSTANT ACTIVITY**
- Variation: Foam noodles can be substituted for foam bats.

### Jump Rope

**LESSON CONTENT**
- Divide students into 8 groups and assign them to 1 of 8 jump rope stations set up in a circle.
- Each station has a task card explaining a jump rope skill.
- Students rotate through stations with music.
- Students perform skills while music is playing then rotate when music is paused.
- Students have 45 seconds at each station and 5 seconds to rotate.

**ROLE OF ASSISTANT**
- Assist with grouping.
- Assist students with tasks as needed.
### Softball 6th Grade Lesson 7

#### ACTIVITY #1: Stations (6-8 minutes)

**LESSON CONTENT**
- Students form groups of 8.
- There are 2 sets, set A and set B, of 4 stations. Sets A and B are the same.
- 4 groups rotate through set A and 4 groups rotate through set B.
- 4 stations include:
  - Catching – leader will toss a mix of ground and fly balls to each of their group members
  - Footwork – leader will lead their group members through various types of footwork as illustrated on task card
  - Fielding – leader will throw a mix of ground and fly balls to each of their group members so that fielders have to move to field softball
  - Base Running – leader will lead group through a series of base running activities as explained on task card
- Each station has a task card explaining directions for that station.
- Groups have 2 minutes at each station. Groups rotate through each station twice.
- Select a leader within each group (this student may be same student for entire activity or may change at each station).
- Leaders run tasks for their groups.

**ROLE OF ASSISTANT**
- Assist with grouping.
- Distribute task cards and equipment.
- Assist students with stations as needed.

#### ACTIVITY #2: Batting Demonstration (2-3 minutes)

**LESSON CONTENT**
- Half of class participates in Stations while you demonstrate batting to other half of class. When Stations students are finished, switch.
- Demonstrate proper form used when hitting a softball.
  - Batting: Stance; feet shoulder width apart perpendicular to pitcher or tee and hands gripping bat near t bottom with right hand on top (if batting right handed; opposite is true if batting left handed), Step; step forward with left foot (if batting right handed; step forward with right foot if batting left handed), Swing; extend arms bringing bat around keeping it parallel to ground.
  - Students model technique as demonstrate.

**ROLE OF ASSISTANT**
- Circulate and monitor the half of the class that is not receiving direct instruction.

#### ACTIVITY #3: Shadow Skills Practice (1-2 minutes)

**LESSON CONTENT**
- Students find partners, 1 bat and tee per pair.
- Pairs practice batting technique using a bat and a tee. No ball!
- Batter aims for top of tee (where a ball would be located).
- As 1 partner practices technique, other partner offers positive critiques and encouragement.
- Signal students to switch roles after 1 minute.

**ROLE OF ASSISTANT**
- Offer positive feedback and constructive criticism.
- Reinforce proper batting techniques.
### Activity #4

#### Lesson Content

- Students form groups of 4; 1 batter and 3 fielders. 1 group per grid.
- Fielders each take a base.
- Batter hits softball towards the fielders using a self-toss or batting tee.
- As soon as batter hits softball, he or she runs bases trying to get back to home.
- If a fielder catches a fly ball, without softball touching ground, then batter is charged with an out.
- If a fielder misses a catch in the air, he or she must throw softball to other 2 fielders and get softball back before batter returns home. (e.g., if third baseman fields softball, he or she throws it to second baseman, who catches it and throws it back.)
- If batter makes it home before fielder gets softball back, then batter gets to bat again.
- If a fielder who fielded softball gets ball back before batter makes it home, then batter is charged with an out.
- Students rotate from batter to first base, first to second, second to third, and third to home.

#### Role of Assistant

- Assist students with grouping.
- Distribute equipment.
- Review rules as needed.
- Provide feedback.

---

### Cool Down/Closure

#### Lesson Content

- TA leads students in a series of stretches that focus on both upper and lower body muscles.
- Ask students:
  - What are the key steps to effectively hit a softball?
  - Compare the steps used for batting to the steps used when catching a ball.

#### Role of Assistant

- Lead students in stretching activity.
- Review concepts taught during lesson.
- Clean up equipment.
Set Up or Prep Duties  ➤ Cues or Key Concepts  ➜ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Softball 6th Grade : Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>equipment</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the basic skills necessary for effectively batting a softball from a tee.</td>
<td>1 batting tee for every 2 students</td>
<td>Set out several containers with softballs near doorway of gym.</td>
</tr>
<tr>
<td>Develop a basic knowledge of the activities related to the game of softball such as teamwork and fielding.</td>
<td>1 super soft softball for every 2 students</td>
<td>Set up 6 softball diamonds (adjust for class size).</td>
</tr>
<tr>
<td>HRPA task cards</td>
<td>6 sets of bases (adjust for class size)</td>
<td>Have batting tees accessible to students.</td>
</tr>
</tbody>
</table>

## Instant Activity

### Partner Batting

**Lesson Content**
- Students form groups of 2, 1 tee and 1 super soft softball per pair.
- After outfielder fields softball, partners switch places.
- Repeat activity. Make sure partners bat an equal number of times.

**Role of Assistant**
- Assist students in partnering.
- Reinforce proper batting techniques as introduced during Lesson 7.

### Batting

**Lesson Content**
- Students remain in groups of 4; 1 batter and 3 fielders.
- Batter bats super soft softball from tee into field.
- Outfielder who fields softball rolls it back to tee and all students rotate.
- Batter goes to first base, first base goes to second, and so on.
- Students rotate each time softball is hit from tee.
- Students should run when rotating.

**Role of Assistant**
- Assist with grouping.
- Review directions as needed.

## Health Related Physical Activity

### Squad Leader Challenge

**Lesson Content**
- Form squads of 3-5 students. Each squad receives a “Squad Leader Challenge” task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.
- Variation: Incorporate sport skills as tasks (e.g., Softball Scavenger Hunt).

**Role of Assistant**
- Distribute task cards.
- Assist students with tasks as needed.
- Offer encouragement and positive reinforcement.

### Partner Toss Demonstration

**Lesson Content**
- Staying in their groups and grids, students watch a demonstration of batting technique.
- Have selected students demonstrate proper technique as you review steps used in batting and introduce partner toss element.
- 1 student bats while another student serves as tosser (pitcher).
- Tosser kneels off to side of batter and tosses softball to batter using underhand technique.

**Role of Assistant**
- Reinforce proper batting technique.
- Assist teacher in introducing the partner toss.

*Italics indicate the teacher speaking directly to the student.*
### Partner Toss Batting Activity (3-5 minutes)

**LESSON CONTENT**
- Students remain in groups of 4; 1 batter, 2 fielders, and 1 tosser.
- 1 fielder stands at first base and second fielder stands at third base.
- Tosser, kneeling off to side, will toss softball to batter, who hits it into field.
- Fielders field softball and roll it back to tosser.
- After each swing, hit or not, fielders rotate positions; first base goes to third, third becomes tosser, and tosser moves to first.
- Batter has the opportunity to hit 5 softballs.
- After attempting to hit 5 softballs, batter trades places with student at first base and activity starts over.
- Repeat activity until each student has had 2 turns at bat.

**ROLE OF ASSISTANT**
- Assist students with both batting and tossing techniques.
- Offer positive reinforcement.

### Hit and Go (3-5 minutes)

**LESSON CONTENT**
- Students form groups of 3 (pitcher, batter, and fielder), 1 foam bat and foam ball per group.
- Assign each group to a grid.
- Pitcher tosses ball to batter.
- As soon as batter hits ball, he or she lays down bat and runs bases.
- Fielder fields ball and throws it back to pitcher.
- As soon as pitcher gets ball, he or she runs to home plate, trying to get there before batter.
- If batter reaches home first, he or she takes another turn at bat.
- If pitcher reaches home first then students rotate; pitcher becomes batter, fielder becomes pitcher, and batter becomes fielder.

**ROLE OF ASSISTANT**
- Set up grids with 4 bases (first-home).
- Assist with grouping.
- Distribute equipment.
- Provide feedback and encouragement.

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- TA leads students in a series of stretches that focus on both upper and lower body muscles.
- Ask students:
  - What are the key steps used for effectively hitting a softball when using the self-tossing method?
  - How is the self-tossing method different from batting from a tee?
  - To what other activities might these skills be transferable?

**ROLE OF ASSISTANT**
- Lead students in stretching activities.
- Reinforce concepts taught during lesson.
- Clean up equipment.

---

**Italics indicate the teacher speaking directly to the student.**
## Softball 6th Grade : Lesson 9

### LESSON OUTCOMES
- Learn the basic skills necessary for effectively batting a softball.
- Develop a basic knowledge of the activities related to the game of softball such as teamwork and fielding.

### EQUIPMENT
- 1 super soft softball for every 2 students
- Boom box with music
- Script of dance steps
- 3 sets of bases (adjust for class size)
- 6 rubber coated softball bats (adjust for class size)

### BEFORE CLASS SET UP
- Set up 3 softball diamonds.
- Have softballs and rubber coated bats easily accessible to students.

### Wall Ball (2-3 minutes)

**LESSON CONTENT**
- Students pick up softballs as they enter gym and begin walking around perimeter of gym.
- On your signal, students stop, face a wall and throw softball against it causing a rebound that's a ground ball, pop-up, or line drive.
- You designate the type of rebound.
- Students field their own softballs and continue walking along perimeter of gym until you call out another type of rebound.
- This pattern continues until each type of rebound has been called 3 times.

**ROLE OF ASSISTANT**
- Keep students on task.
- Variation: Instruct students to make throws and catches with their dominate and non-dominate hands.
- Variation: Without walls, students can toss softball to a partner.

### Dance (5-6 minutes)

**LESSON CONTENT**
- Students find an open area within play space.
- Begin by reviewing basic dance steps: grapevine, shuffle, jumps, Tae-Bo kicks, and Tae-Bo punches.
- When music begins, count out (and model if necessary) following counts:
  - Counts 1-16: Grapevine right, grapevine left and repeat
  - Counts 1-16: Shuffle right, shuffle left and repeat
  - Counts 1-16: Jump right, jump left and repeat
  - Counts 1-16: Tae-Bo kick right, kick left and repeat
  - Counts 1-16: Tae-Bo punch right, punch left and repeat
- This pattern may be repeated as many times as necessary until song ends.

**ROLE OF ASSISTANT**
- Start and stop music.
- Assist students with patterns.
- Review steps as needed.

*Italics indicate the teacher speaking directly to the student.*
**ACTIVITY #1**

**Diamond Drill**

**LESSON CONTENT**
- Students form groups of 8, 1 softball per group.
- Assign each group to a grid, 2 students reporting to each base.
- First student at first base begins drill.
- Student #1 rolls softball to first student at second base (Student #2). Student #1 runs to second base and goes to end of line there.
- Student #2 fields ground ball and throws it to first student at third base (Student #3).
- Student #2 runs to third base and goes to end of line there.
- Student #3 catches softball and throws a pop-up to first student in line at home plate (Student #4).
- Student #3 runs to end of line behind home plate.
- Student #4 catches softball and throws it back to first base.
- Student #4 runs to end of line at first base.
- This pattern can be completed as many times as desired.
- Each time around, drill should become progressively faster.

**ROLE OF ASSISTANT**
- Set up grids as softball diamonds.
- Assist with grouping.
- Review pattern as needed.

**ACTIVITY #2**

**500**

**LESSON CONTENT**
- Students split into groups of 4; 1 batter and 3 fielders, 1 ball per group.
- To start game, batter self-tosses softball and bats it into field.
- Fielders earn points by fielding softball. After earning 500 points, a fielder becomes the batter.
- Points:
  - Fly ball = 200
  - First bounce = 100
  - Ground ball = 50
- Fielders keep their own scores.

**ROLE OF ASSISTANT**
- Divide groups from activity #1 in half.
- Review directions and point system as needed.

**ACTIVITY #3**

**Base Race**

**LESSON CONTENT**
- Students remain in same groups with 1 batter and 3 fielders, 1 softball per group.
- 1 fielder at each base.
- Batter bats softball from a tee into field.
- Once softball is hit, batter lays down bat and runs bases.
- Outfielder who fields softball throws it to another fielder.
- Second fielder catches softball and throws it to third fielder.
- Third fielder catches softball and runs it back to home plate before batter gets there.
- If fielders are successful and beat batter back to home plate, then third fielder and batter switch places.
- If batter is successful and beats fielders back to home plate, then batter bats again and fielders rotate positions in outfield.
- Repeat activity.

**ROLE OF ASSISTANT**
- Provide encouragement and feedback.
- Help explain the activity.

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Think, Pair, Share (After a minute or so with a question, have a few students share answers with the class); have students discuss key ideas from the lesson.
- For review, have all students shadow practice today's skill.
- Challenge students to practice a drill or game at home.

**ROLE OF ASSISTANT**
- Assist with cool down.
- Review key concepts taught during lesson.

**Italics indicate the teacher speaking directly to the student.**
**LESSON OUTCOMES**
- Have softballs and rubber coated bats easily accessible to students.
- Set up 15 5’ x 20’ grids.

**EQUIPMENT**
- 1 super soft softball for every 2 students
- HRPA task cards
- 1 rubber coated softball bat for every 2 students
- 45 cones

**BEFORE CLASS SET UP**
- Further develop the skills necessary for effective base running.
- Continue developing and refining the skills required for successful batting including batting from a tee and self-toss.

---

**Partner Fielding**

**MATERIALS**
- 2-3 minutes
- Each pair lines up across from each other (approximately 8’ apart).
- Partners throw softballs back and forth using a variety of tosses including fly balls, ground balls and pop-ups.
- As pairs become more successful, they should begin increasing distance between themselves.

**ROLE OF ASSISTANT**
- Assist students in partnering.
- Monitor students and keep them on task.

**Partner Resistance Activity**

**MATERIALS**
- 6-8 minutes
- Each pair is given a task card.
- Each partner performs 1 set of exercises initially and up to 2 sets later.
- Activities should be performed through full ranges of motion.
- Task cards should alternate muscle groups (e.g., Chest-Back-Chest-Back).

**ROLE OF ASSISTANT**
- Distribute HRPA task cards.
- Assist students with task activities as needed.
- Circulate.

**Variation**
- Alternate muscle groups, including large and small muscle groups.
- Students can create their own routines (with your supervision).

*Italics indicate the teacher speaking directly to the student.*
### Wall Bat (6-8 minutes)

**LESSON CONTENT**
- Students form new groups of 2: 1 batter and 1 fielder with 1 bat and 1 super soft softball per pair.
- Pairs find space along a wall.
- Partners stand side-by-side at a cone located 10' from wall partner, who bats it against wall.
- Partner #1 fields softball off wall and tosses it back to partner.
- Each partner has 1 minute of batting time.
- **Variation:** Students can hit into open space instead of against a wall.

**ROLE OF ASSISTANT**
- Set up grids with cones 10' from the wall.
- Review proper batting and tossing techniques as needed.

### Pitcher Batting (6-8 minutes)

**LESSON CONTENT**
- Students form groups of 3: 1 pitcher and 2 batters with 2 bats and 2 super soft softballs per group.
- Pre-select a student who displays strong throwing skills to be team leader for this activity.
- Pitcher pitches softball to each batter in rotation.
- As pitcher pitches softball to batter #1, batter #2 practices swinging bat.
- After hitting softball, batter #1 lays down his or her bat and fields softball, returning it back to pitcher.
- Batter #1 will may try again if he or she misses softball. If a batter consistently misses softball, he or she may use a tee.
- As batter #1 is fielding, pitcher pitches to batter #2.
- Repeat until each batter has received an equal number of opportunities to bat.

**ROLE OF ASSISTANT**
- Assist students with grouping.
- Monitor students and provide constructive criticism.

### Batting from a Pitcher (5 minutes)

**LESSON CONTENT**
- During lead-up to “Pitcher Batting”, TA visits each group and introduces proper batting techniques used when hitting from a pitcher.
  - **Batting from a Pitcher:** Similar to batting from a tee, Locate softball at pitcher’s release, Watch softball all the way from pitcher, Time swing so that softball is contacted slightly in front of lead foot.
  - Introduce proper technique for pitching underhand to a batter.

**ROLE OF ASSISTANT**
- Circulate among groups.
- Demonstrate proper batting techniques.
- Provide feedback.
### Beat the Ball
(6-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 8; 1 batter and 7 fielders, 1 bat and 1 softball per group.</td>
<td>✓ Set up grids with bases and bowling pins at bases.</td>
</tr>
<tr>
<td>Assign each group to a grid, 1 fielder at each base, a pitcher and 2 outfielders.</td>
<td></td>
</tr>
<tr>
<td>To begin, pitcher pitches softball to batter who hits it into play.</td>
<td></td>
</tr>
<tr>
<td>Fielder nearest softball fields it and throws it to first baseman, who catches it and knocks down bowling pin before throwing softball to second baseman.</td>
<td></td>
</tr>
<tr>
<td>Second baseman catches softball, knocks down bowling pin and throws softball to third baseman.</td>
<td></td>
</tr>
<tr>
<td>Third baseman catches softball, knocks down bowling pin and throws softball to catcher.</td>
<td></td>
</tr>
<tr>
<td>Catcher catches softball and knocks down bowling pin behind home plate.</td>
<td></td>
</tr>
<tr>
<td>While fielders field and throw, batter is running bases trying to beat softball back to home plate.</td>
<td></td>
</tr>
<tr>
<td>If batter beats softball back to home plate, then he or she gets to bat again.</td>
<td></td>
</tr>
<tr>
<td>If fielders get softball back to home plate before batter, then outfielders rotate so that there is a new batter.</td>
<td></td>
</tr>
<tr>
<td>Batter becomes pitcher, pitcher goes to first, first baseman goes to second, second baseman goes to third, third baseman goes to left field, left fielder goes to right field, right fielder becomes catcher, and catcher becomes batter.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
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</tr>
<tr>
<td>Lead class in stretches that focus on upper and lower body.</td>
<td></td>
</tr>
<tr>
<td>For review, have all students shadow practice today’s skill.</td>
<td></td>
</tr>
<tr>
<td>Challenge students to practice a drill or game at home.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Task Cards
CATCHING

leader will toss a mix of ground and fly balls to each of their group members
FOOTWORK

leader will lead their group members through various types of footwork as illustrated in lesson
FIELDING

leader will throw a mix of ground and fly balls to each of their group members so that fielders have to move to field softball
BASE RUNNING
leader will lead group through a series of base running activities as explained in lesson
# Flag Football 6th Grade: Lesson 1

## Lesson Outcomes
- Demonstrate basic throwing and catching skills.
- Throw the football to a moving target.
- Catch the football on the run.

## Equipment
- 1 cone per student
- 1 task card for every 4 students
- 1 football for every 2 students

## Before Class Set Up
- Have cones set up in a line 20 feet apart or in high skills progression set up (see diagram).

### Instant Activity
**Catch**  (3-5 minutes)

**Lesson Content**
- Students find partners and play catch within boundaries.

**Role of Assistant**
- Issue equipment to students as they enter area.
- Help facilitate student activity.

### Activity #1
**Button Hook**  (6 minutes)

**Lesson Content**
- Pairs stand at a cone and face a second cone. Each pair has a football.
- Students without football run around cone and stops, ready to receive a pass.
- Thrower passes then runs to join partner.
- Students alternate roles and repeat so that each student practices running and throwing multiple times.
- Challenge: How many catches can be made in a row? How many catches can each group make in 30 seconds?

**Role of Assistant**
- Set up area with cones 20 feet apart.
- Distribute equipment.
- Explain activity as needed.

### Transition
**Squad Leader Challenges**  (8 minutes)

**Lesson Content**
- Students form groups of 4. Each squad receives a “Squad Leader Challenge” task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.

**Role of Assistant**
- Set up area with task cards.
- Assist with organization of groups.
- Explain activity as needed.

**Transition**
- Groups of 4 split into pairs.

**Role of Assistant**
- Assist with organization.

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
Flag Football

**Throwing and Catching Skills**

(3 minutes)

**LESSON CONTENT**

- Throwing a Football: Grip across seams, Football up to ear, Arm moves forward, Football rolls off fingers.
- Catching a Football: Catch football with 2 hands, Below waist - palms up, thumbs out, Above waist - thumbs in, Bring football into body after all catches.
- Select a student to demonstrate throwing and catching skills. Students are either seated or standing in a semi-circle.
- After demonstration, students shadow practice throwing and catching skills.

**ROLE OF ASSISTANT**

- Help with discipline and cooperation.
- Help students listening and with verbal cues.
- Help demonstrate skills.

**ACTIVITY #2**

**Football Throw**

(5 minutes)

**LESSON CONTENT**

- Partners from Activity #1 stand at cones opposite each other.
- Partners throw as straight as possible to each other using cones as reference points.
- Play continues until you signal to stop.

**ROLE OF ASSISTANT**

- Assist class with organization and implementation of drill.
- Provide positive feedback.
- Congratulate improvement.

**ACTIVITY #3**

**Long Straight Throw**

(5 minutes)

**LESSON CONTENT**

- Partners from previous activity stand together at cones.
- Student throws football to partner who is running straight toward opposite cone.
- Passes should be short; football should reach receiver before he or she reaches opposite cone, with football slightly in front of receiver.
- Thrower passes then runs to partner's cone.
- Alternate roles.
- Challenge: How many catches can each pair make in a row? How many catches can each pair make in 30 seconds?

**ROLE OF ASSISTANT**

- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

**ACTIVITY #4**

**Cool Down/Closure**

(3 minutes)

**LESSON CONTENT**

- Students return equipment.
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
- What are 3 important skills for throwing?
- What are the skills for catching a high throw?
- What are the skills for catching a low throw?
- Find a friend after school to practice throwing long passes.

**ROLE OF ASSISTANT**

- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers to questions.
## Flag Football 6th Grade: Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate basic flag pulling technique skills.  
■ Pull a flag from student who is running and dodging. | ■ 1 flag belt per student  
■ 1 football for every 2 students  
■ 4 cones for every 4 students  
■ 5-8 small wads of paper | ✓ Have cones set up in square.  
✓ Organize equipment to be used. |

### Throwing and Catching (3-5 minutes)

#### LESSON CONTENT
- Students find partners, 1 football per pair.  
- Partners throw to each other using button hook and short straight pass drill.  
- Students must be spaced properly.

#### ROLE OF ASSISTANT
- ✓ Issue equipment to students as they enter area.  
- ■ Help facilitate student activity.

### Partner Flag Snatch (3 minutes)

#### LESSON CONTENT
- Students keep partners from IA, 1 flag belt per student. (Game can be played in groups of 3 if there are odd numbers of students.)  
- Students try to remove partner’s flag by reaching for flag while twisting and dodging to protect their own flags.  
- When flag is pulled off, it is returned and activity begins again.  
- Play continues until you signal for it to stop.

#### ROLE OF ASSISTANT
- ✓ Set up area with cones.  
- ✓ Issue equipment to students.  
- ■ Assist with organization of groups.  
- ■ Explain activity as needed.

### Group Flag Snatch (5 minutes)

#### LESSON CONTENT
- Object of game: to be last student with flag belt on.  
- Select 1-4 students to be “it.” (Larger classes need more taggers.)  
- On your signal, play begins.  
- “It” students try to pull off other students’ flags.  
- When a flag is pulled off, that student becomes an “It” also.  
- Play continues until last student’s flag is pulled off.  
- Repeat game for 4-5 minutes. Last students to lose their flags become new “its.”

#### ROLE OF ASSISTANT
- ✓ Set up area with 4 cones in a square.  
- ■ Explain activity as needed.

### Transition

#### LESSON CONTENT
- Students gather around you with flags on and quickly find partners.

#### ROLE OF ASSISTANT
- ✓ Make sure all students have flags.

---

 Italics indicate the teacher speaking directly to the student.

### Variant Activity #1

### Transition

- Students gather around you with flags on and quickly find partners.

---

Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge

Flag Football 6th Grade: Lesson 2
# Flag Football

## Pulling Flags Skills
### (3 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulling Flags: Reach for flag with open hand. Slap hip area where flag is located (hand will close automatically).</td>
<td>Help with discipline and cooperation.</td>
</tr>
<tr>
<td>Select a student to demonstrate flag pulling skills. Students are either seated or standing in a semi-circle.</td>
<td>Help students listen and with verbal cues.</td>
</tr>
<tr>
<td>After demonstration, partners stand still and practice slapping hip area and grasping partner’s flag.</td>
<td>Demonstrate skills.</td>
</tr>
</tbody>
</table>

## Partner Flag Snatch
### (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same activity as above, but this time all students start on 1 side of dividing line. If they pull flag off their partners, they move across line to Success Side and challenge a new student. If they lose their flags, they stay on Try Again Side and challenge someone new.</td>
<td>Set up area with cones and make a line down the middle of the square (painted line, line of cones, or gym tape).</td>
</tr>
<tr>
<td>Object of game: to stay on Success Side as long as possible.</td>
<td>Assist class with organization and implementation of drill.</td>
</tr>
<tr>
<td>1 flag belt per student.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>If a student loses his or her flag on Success Side, he or she moves back to Try Again Side and challenges a new partner.</td>
<td>Congratulate improvement.</td>
</tr>
</tbody>
</table>

## Paper Wad Football
### (10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class is divided into 2 large teams, 1 flag per student.</td>
<td>Set up area.</td>
</tr>
<tr>
<td>Object of game: to cross other team’s line with as many paper wads as possible.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Teams are lined up about 30-40 yards apart.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Team A huddles and hands out 5 (or more) small wadded pieces of paper to 5 different students. No student can carry more than 1 wad of paper.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Team A breaks huddle and starts to run on your signal. Everyone on Team A runs with fists closed, as if they all have paper wads.</td>
<td>Congratulate improvement.</td>
</tr>
<tr>
<td>Students stop if they lose their flags.</td>
<td></td>
</tr>
<tr>
<td>Students who cross line with a paper wad and a flag score 1 point.</td>
<td></td>
</tr>
<tr>
<td>Team B gets paper wads and repeats activity.</td>
<td></td>
</tr>
<tr>
<td>Play continues until you signal for it to stop.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure
### (3 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>Assist with equipment return.</td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Move among students to help with exercises.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>What are 3 important skills for flag pulling?</td>
<td></td>
</tr>
<tr>
<td>Why do you think we practiced the flag pulling skills?</td>
<td></td>
</tr>
<tr>
<td>Play a flag pulling game at home today with some friends. You can use socks as flags. Tuck them in to both sides of your pants with at least 10 inches of the sock showing.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
## Flag Football  
6th Grade : Lesson 3

### LESSON OUTCOMES
- Demonstrate leading the receivers with a pass.
- Learn footwork and proper technique for a sharp cut pass pattern.

### EQUIPMENT
- 1 football for every 2 students
- 1 set of flags per student
- 4 cones for every 3 students

### BEFORE CLASS SET UP
- Have cones set up in square.
- Spread out containers with footballs in activity area.

### Throwing and Catching  
(5-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 football per pair.</td>
<td>Issue equipment to students as they enter area.</td>
</tr>
<tr>
<td>Partners throw to each other.</td>
<td>Help facilitate student activity.</td>
</tr>
<tr>
<td>Students must be spaced properly.</td>
<td></td>
</tr>
</tbody>
</table>

### Cutting and Leading Skills  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cutting Right: Run and quickly stop with left foot forward, Push off left foot turning body at hips 90° and finish pattern.</td>
<td>Help organize students.</td>
</tr>
<tr>
<td>Cutting left: Run and quickly stop with right foot forward, Push off right foot turning body at hips 90° and finish pattern.</td>
<td>Assist with the demonstration and model skills if the ability level of students is low.</td>
</tr>
<tr>
<td>Leading Runner with a Pass: Thower anticipates where runner will be and throws football slightly ahead of runner, Try to make runner catch football while still running.</td>
<td>Move around students and make sure they can cut properly.</td>
</tr>
</tbody>
</table>

### Sharks  
(5-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students wear flags except 2 students who are sharks.</td>
<td>Set up play area.</td>
</tr>
<tr>
<td>Students with flags go to play area marked by cones. Sharks go to middle.</td>
<td>Assist with organization of groups.</td>
</tr>
<tr>
<td>On your signal, students try to cross to other side without losing their flags.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>If students flags are pulled, they join sharks and pull flags.</td>
<td></td>
</tr>
<tr>
<td>Game ends when all flags are pulled.</td>
<td></td>
</tr>
<tr>
<td>Last 2 students caught become new sharks.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity continues**
### Cutting and Leading Skills (continued)

**LESSON CONTENT**
- Repeat footwork while walking. Progress from walk to jog to run.
- Switch to a left cut and push off right foot.
- Tell students that it is important to make sharp cuts to open up space to receive a pass.

**ROLE OF ASSISTANT**
- Assist with organization and implementation of drill.
- Provide positive feedback.
- Congratulate improvement.

### Pass and Lead Drill

**LESSON CONTENT**
- Students find partners, 1 football per pair and either sit down or stand in a semi-circle with football down at their feet.
- Student with football will throw to partner while he or she runs a right angle pattern. Running partner can run 10 yards and cut sharply to right left. Passer will throw a leading pass.
- Partners alternate places after each pass.
- Students must be spaced properly to avoid collision.
- Challenge: How many passes in a row can be completed successfully?

**ROLE OF ASSISTANT**
- Assist class with organization and implementation of drill.
- Provide positive feedback.
- Congratulate improvement.

### Keep Away

**LESSON CONTENT**
- Demonstrate drill
- Designate 1 student in each group to be in middle (Interceptor).
- On your signal, 2 outside students throw football to each other without interceptor intercepting it or knocking it down.
- Interceptor stays in middle until you blow whistle (1 minute) to rotate.
- All passes must be thrown around interceptor and not over his or her head.
- Interceptor must only guard thrower and be 3 feet away from him or her.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.

**ROLE OF ASSISTANT**
- Direct students to area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Lead class in cool down exercises.
- Ask students:
  - Why is it so important to learn how to make sharp cuts?
  - Why is it important as the thrower to lead your receiver properly?

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers.

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

*Italics indicate the teacher speaking directly to the student.*
# Flag Football

## 6th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the proper technique for defending another player.</td>
<td>1 cone per student</td>
<td>✓ Have cones set up in a square.</td>
</tr>
<tr>
<td>Know how to step forward and knock down the football or intercept it.</td>
<td>1 task card for every 5 students</td>
<td>✓ Spread out containers with footballs in the activity area.</td>
</tr>
<tr>
<td></td>
<td>1 football for every 2 students</td>
<td>✓ If possible, set up cone grids; 1 grid for every 6 students.</td>
</tr>
</tbody>
</table>

### Instant Activity

#### Passing and Cutting (5 minutes)

**LESSON CONTENT**
- Students find partners. 1 football per pair.
- Student with football throws to partner, who runs 10 yards and cuts a right or left 90° pattern.
- Partners alternate places after each pass.
- Students must be spaced properly to avoid collision.

**ROLE OF ASSISTANT**
- ✓ Issue equipment to students as they enter area.
- ✓ Help facilitate student activity.

### Health Related Physical Activity

#### Partner Tag (5 minutes)

**LESSON CONTENT**
- Play area is a confined space so movement is difficult. (e.g., half of a basketball court for 60 students.)
- Object of game is to tag your partner.
- Once students find a partner they must decide who will be “it” first.
- The student who is “it” temporarily stands outside boundaries.
- On your signal, “its” move inside the boundaries and begin chasing their partners.
- Only speed walking allowed, no running
- If tagged, a student must spin around 3 times and then chases partner.
- If students bump into each other during game they must stop, shake hands and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

**ROLE OF ASSISTANT**
- Assist with organization of groups.
- Explain activity as needed.
- Direct students to area.

---

✓ Set Up or Prep Duties  ➔ Cues or Key Concepts  ➞ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
### Covering Skills

**LESSON CONTENT**
- Covering: Line up 3-5 yards away from receiver, Run backwards as receiver begins to run, Turn and run with receiver when he or she tries to run past, Plant back foot to stay with receiver if he or she makes a sharp cut.
- Select a student to demonstrate covering skills. Students are either seated or standing in a semi-circle.
- Demonstrate proper coverage with volunteer student receivers and quarterbacks in the next activity.

**ROLE OF ASSISTANT**
- Help with discipline and cooperation.
- Help students listen and with verbal cues.
- Help demonstrate skills.

### Coverage

**LESSON CONTENT**
- Students form groups of 3.
- In each group there will be a thrower, a receiver, and a student covering receiver.
- Thrower will call play, receiver will run called play, and student covering receiver will attempt to stay as close as possible.
- Object of game: to cover as closely as possible in order to knock down football or intercept it.
- Rotate thrower to receiver, receiver to defense, and defense to quarterback.

**ROLE OF ASSISTANT**
- Assist class with organization and implementation of drill.
- Provide positive feedback.
- Congratulate improvement.

### Transition

**LESSON CONTENT**
- Students form groups of 5. Have them walk around inside grid area and tell them to group according to the number of sounds (i.e. whistle, hand claps, etc.) they hear. Signal 5 times.

### 3-on-2 Keep Away

**LESSON CONTENT**
- Object of the game is for the 3 offensive students to complete 5 passes.
- Students form groups of 5, 1 football per group.
- Three students attempt to keep the ball away from 2 defenders
- One point is scored upon the completion of 5 passes and the football goes to the other team.
- All incomplete passes or interceptions are a change of possession to the other team.
- Rotate the offensive only player every 3 changes of possession.
- Thrower can pivot but cannot move. Other students are allowed to move.
- Receiver practices making sharp cuts to get open.

**ROLE OF ASSISTANT**
- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.
- Monitor activity.

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Lead class in cool down exercises.
- Ask students:
  - Why is it important to have proper footwork?
  - Why is it important to keep the receiver in front of you?
- When you go home today, find friends to play the 3 Catch Game.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers.
## LESSON OUTCOMES
- Engage in FLOW activities.
- Participate in cooperation activity.

### EQUIPMENT
- 1 football for every 6 students
- FLOW equipment
- Cones for grids

### BEFORE CLASS SET UP
- Set up FLOW equipment.
- Set up containers with footballs.
- Set up cone grids; 1 grid for every 6 students.

### LESSON CONTENT
**Catch** (5-10 minutes)
- Students find partners and play catch within boundaries.

**ROLE OF ASSISTANT**
- Issue equipment to students as they enter area.
- Help facilitate student activity.

### HEALTH RELATED PHYSICAL ACTIVITY
**FLOW** (15 minutes)
- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

### LESSON CONTENT
**Transition**
- Students form groups of 5.

**ROLE OF ASSISTANT**
- Assist with organization.

### ACTIVITY #1
**3 Catch Game** (13 minutes)
- 2 groups of 3 to each grid area.
- Object of game: for each group to complete 3 passes.
- 1 point is awarded for every 3 consecutive passes.
- After 3 consecutive passes, football is placed on ground for opposing group.
- Football is turned over if a pass is not completed.
- Student with football cannot move, only pivot.
- Defender guarding football must be 3 feet away and cannot make contact.

**ROLE OF ASSISTANT**
- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

---

*Italics indicate the teacher speaking directly to the student.*
Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✓ Move among students to help with exercises.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>✷ What is your favorite FLOW station and why?</td>
<td></td>
</tr>
<tr>
<td>✷ What is the most difficult FLOW station and why?</td>
<td></td>
</tr>
<tr>
<td>✷ Tell your parents and friends about FLOW and demonstrate some activities for them.</td>
<td></td>
</tr>
</tbody>
</table>
## Flag Football 6th Grade: Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Demonstrate the proper footwork when throwing a long pass.</td>
<td>★ 6 cones per field</td>
<td>✔ Multiple football fields, side-by-side set up.</td>
</tr>
<tr>
<td>★ Execute long pass throwing technique.</td>
<td>★ 1 football for every 2 students</td>
<td>✔ Spread out containers with footballs in the activity area.</td>
</tr>
<tr>
<td>★ Catch a ball while running a long pattern.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

#### Passing and Cutting
(3-5 minutes)

**LESSON CONTENT**
- Students find partners. 1 football per pair.
- Student with football throws to partner using 3 step footwork learned in previous lesson; partner runs 10 yards and cuts a right or left 90° pattern.
- Partners alternate places after each pass.
- Students must be spaced properly to avoid collision.

**ROLE OF ASSISTANT**
- ✔ Issue equipment to students as they enter area.
- ▶ Demonstrate skill.
- ▶ Help facilitate student activity.

#### Cops and Robbers
(5-7 minutes)

**LESSON CONTENT**
- Students find a partner close to same speed.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm’s length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round.

**ROLE OF ASSISTANT**
- ▶ Assist with organization of groups.
- ▶ Explain activity as needed.

### Activity #1

#### Long Throw
(3-5 minutes)

**LESSON CONTENT**
- ✔ Long Throw: Stand sideways to target with non-throwing shoulder facing target. If right handed quickly step L – R – L and throw, Push off right foot, Reverse direction for left handed students; step R – L – R and throw, Push off left foot, Throwing motion is overhead, Follow through toward target.
- Select a student to demonstrate long throw skill. Students are either seated or standing in a semi-circle.
- After demonstration, students shadow practice long throw. Gradually speed up necessary footwork.

**ROLE OF ASSISTANT**
- ▶ Help students listen and with verbal cues.
- ▶ Help demonstrate skills.
### Long Distance Throwing (6 minutes)

**ROLE OF ASSISTANT**
- Assist class with organization and implementation of drill.
- Assist with demonstration.
- Provide positive feedback.
- Congratulate improvement.

**LESSON CONTENT**
- Students find partners, 1 passer and 1 runner.
- Facility space will determine distance students can run.
- Designate a line for passing students to stand behind. Students must be spread out and all throwing in same direction.
- Runner runs straight out and passer throws football when runner reaches 5 yard mark.
- Passer throws leading passes.
- Students change places after each pass.
- Challenge: How many completed passes can be made in a row?

### Ultimate Football (continued) (15 minutes)

**ROLE OF ASSISTANT**
- Principle of 3’s is in effect:
  - Defender must be 3 feet away from passer.
  - 3 passes must be completed before a touchdown can be scored.
  - Receiver can catch the ball and take 3 steps to stop and pass.
- Touchdown is one point.
- After a touchdown the football is put in play at goal line and other team gets a free first pass to move it in other direction.

**LESSON CONTENT**
- Students form groups of 3-5.
- Object of game: to move football up field and complete a pass beyond goal line for a touchdown.
- Game begins with 2 teams lined up at center of field 5-10 yards apart.
- Students spread out on field to create space.
- Each student finds someone to cover and plays defense against him or her throughout game.
- Football is moved using overhand passes.
- Students with football must be stationary to pass and students without football run to get open to receive a pass.
- Football is turned over if a pass is incomplete.

### Cool Down/Closure (3 minutes)

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers.

**LESSON CONTENT**
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why is it important to step properly when throwing a long pass?
  - What is it important to push off the proper foot when throwing a long pass?
  - When you go home today, find some friends and practice your long pass.

*Italicics indicate the teacher speaking directly to the student.*
# Flag Football 6th Grade : Lesson 7

## LESSON OUTCOMES
- Demonstrate throwing, catching, and coverage football skills.
- Learn footwork and proper technique of running with the football.
- Participate in cooperation activity.

## EQUIPMENT
- 1 cone per student
- 1 football per pair of students
- 1 flag belt per student
- Piece of paper

## BEFORE CLASS SET UP
- Have cones ready for students to set up.
- Spread out containers with footballs in the activity area.

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coverage</strong></td>
<td>(3-5 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students form groups of 3.</td>
<td></td>
<td>Issue equipment to students as they enter area.</td>
</tr>
<tr>
<td>In each group there will be a thrower, a receiver, and a student covering receiver.</td>
<td></td>
<td>Help facilitate student activity.</td>
</tr>
<tr>
<td>Thrower will call play, receiver will run called play, and student covering receiver will attempt to stay as close as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Object of game: to cover as closely as possible in order to knock down football or intercept it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotate thrower to receiver, receiver to defense, and defense to quarterback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td>(3-5 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students walk around inside cone grid. Have them group according to number of whistle blows (hand claps, etc.). Make 3 loud whistle blows.</td>
<td></td>
<td>Set up cone grid.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist with organization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEATH RELATED PHYSICAL ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Triangle Tag</strong></td>
<td>(5-7 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students form groups of 4. 3 hold hands or wrists in a triangle, facing each other.</td>
<td></td>
<td>Assist with organization of groups.</td>
</tr>
<tr>
<td>1 student volunteers to be target. Remaining student stands outside triangle and is a tagger.</td>
<td></td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>3 students in triangle cooperate to protect target by moving and shifting. Target cannot be legally tagged on hands or arms or from across triangle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation: If you have an odd number of students, have 2 triangles with targets and 1 tagger.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Keep Away</strong></td>
<td>(5-10 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designate 1 student in each group to be in middle (interceptor).</td>
<td></td>
<td>Set up area.</td>
</tr>
<tr>
<td>On your signal, 2 outside students throw football to each other without interceptor intercepting it or knocking it down.</td>
<td></td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Interceptor stays in middle until you blow whistle (1 minute) to rotate.</td>
<td></td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>All passes must be thrown around interceptor and not over his or her head.</td>
<td></td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Interceptor must only guard thrower and be 3 feet away from him or her.</td>
<td></td>
<td>Congratulate improvement.</td>
</tr>
<tr>
<td>Thrower can pivot but cannot move.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receiver practices making sharp cuts to get open.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*

## Notes
- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge
# Flag Football

## Lesson 7

### ACTIVITY #2

**Running with the Football**  
**Lesson Content**  
- Running with Football: Pull football into body, tuck football under arm.  
- Select a student to demonstrate running skills. Students are either seated or standing in a semi-circle.  
- As part of demonstration, show students Running and Dodging activity.  

**Role of Assistant**  
- Help with discipline and cooperation.  
- Help students listen and with verbal cues.  
- Help demonstrate skills.

### ACTIVITY #3

**Running and Dodging**  
**Lesson Content**  
- Students find partners, 1 flag belt per student, 1 football per pair.  
- Students set up 2 cones 5 yards apart.  
- 1 student is a runner and partner is a defender.  
- Runner starts 10 yards back from cones and runs with football between 2 cones, attempting to get by defender without losing any flags.  
- Defender tries to pull runner’s flags.  
- Runner cannot spin 360°, run over defender, or straight arm to push away.  
- Runner runs through in 1 direction, then starts 10 yards away on opposite side and runs back through.  
- 1 point for runner each time he or she gets through cones with all flags on.  
- Runner and defender switch roles after every 2 attempts.

**Role of Assistant**  
- Assist class with organization and implementation of activity.  
- Provide positive feedback.  
- Congratulate improvement.  
- Demonstrate drills if necessary.

### ACTIVITY #4

**Paper Wad Football**  
**Lesson Content**  
- Class is divided into 2 large teams, 1 flag per student.  
- Object of game: to cross other team’s line with as many paper wads as possible.  
- Teams are lined up about 30-40 yards apart.  
- Team A huddles and hands out 5 (or more) small wadded pieces of paper to 5 different students. No student can carry more than 1 wad of paper.  
- Team A breaks huddle and start to run on your signal. Everyone on Team A runs with fists closed, as if they all have paper wads.  
- Students stop if they lose their flags.  
- Students who cross line with a paper wad and a flag score 1 point.  
- Team B gets paper wads and repeats activity.

**Role of Assistant**  
- Set up area.  
- Distribute equipment.  
- Explain activity as needed.  
- Provide positive feedback.  
- Congratulate improvement.

### Cool Down/Closure

**Lesson Content**  
- Students return equipment.  
- Lead class in cool down exercises.  
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)  
  - How do you carry a football? Show the person next to you.  
  - Why is it important to tuck the ball under your arm?

**Role of Assistant**  
- Assist with equipment return.  
- Move among students to help with exercises.  
- Give feedback for correct answers.

*Italics indicate the teacher speaking directly to the student.*

- Set Up or Prep Duties  
- Cues or Key Concepts  
- Variation  
- Challenge
# Flag Football 6th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the basic skills of tossing a football underhand.</td>
<td>1 cone per pair of students</td>
<td>✓ Have multiple grids set up, 5 students per grid.</td>
</tr>
<tr>
<td>Execute a proper catch of an underhand toss while moving.</td>
<td>1 football per pair of students</td>
<td>✓ Spread out containers with footballs in the activity area.</td>
</tr>
</tbody>
</table>

## Coverage
### Lesson Content (3-5 minutes)
- Students form groups of 3.
- In each group there will be a thrower, a receiver, and a student covering receiver.
- Thrower will call play, receiver will run called play, and student covering receiver will attempt to stay as close as possible.
- Object of game: to cover as closely as possible in order to knock down football or intercept it.
- Rotate thrower to receiver, receiver to defense, and defense to quarterback.

### ROLE OF ASSISTANT
- Issue equipment to students as they enter area.
- Help facilitate student activity.

## 3-on-2 Keep Away
### Lesson Content (8 minutes)
- Object of the game is for the 3 offensive students to complete 5 passes.
- Students form groups of 5, 1 football per group.
- Three students attempt to keep the ball away from 2 defenders.
- One point is scored upon the completion of 5 passes and the football goes to the other team.
- All incomplete passes or interceptions are a change of possession to the other team.
- One player is designated only offense; changing teams on all changes of possession.
- Rotate the offensive only player every 3 changes of possession.
- Thrower can pivot but cannot move. Other students are allowed to move.
- Receiver practices making sharp cuts to get open.

### ROLE OF ASSISTANT
- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.
- Monitor activity.

## Instant Activity
### French Fry Tag
### Lesson Content (5 minutes)
- Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.
- Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

### ROLE OF ASSISTANT
- Assist with equipment.
- Keep students on task.

## Activity #1

*Italicics indicate the teacher speaking directly to the student.*
### Underhand Toss
**Lesson Content**
- Underhand Toss: Use both hands to toss football, step in direction football is being tossed, follow through.
- Select a student to demonstrate the tossing skills. Students are either seated or standing in a semi-circle.
- After demonstration, students shadow practice the underhand toss.

**Role of Assistant**
- Help with discipline and cooperation.
- Help students listen and with verbal cue.
- Help demonstrate skills.

### Toss & Run
**Lesson Content**
- Students need a partner and 1 football.
- Partners toss football back and forth as they jog around a course. They need to jog at same pace.
- Students continue jogging until you signal to stop.

**Role of Assistant**
- Assist class with organization and implementation of drill.
- Provide positive feedback.
- Congratulate improvement.

### 3 Catch Game
**Lesson Content**
- 2 groups of 3 to each grid area.
- Object of game: for each group to complete 3 passes.
- 1 point is awarded for every 3 consecutive passes.
- After 3 consecutive passes, football is placed on ground for opposing group.
- Football is turned over if a pass is not completed.
- Student with football cannot move, only pivot.
- Defender guarding football must be 3 feet away and cannot make contact.

**Role of Assistant**
- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

### Cool Down/Closure
**Lesson Content**
- Students return equipment.
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
- What are the keys to the underhand toss of a football?
- Play football with friends after school today.

**Role of Assistant**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers.

---

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Flag Football  
## 6th Grade: Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate how to get open to receive a pass.  
■ Execute a proper overhand throw to a moving target.  
■ Demonstrate how to properly defend a receiver.  
■ Participate in cooperation activity. | ■ 1 cone for every 3 students  
■ 1 football for every 3 students  
■ 6 cones per field  
■ 3-4 noodles  
■ 1 flag belt per student | ✔️ Set up 4 cones in a 20 x 20 area for 40 students.  
✔️ Spread out containers with footballs in the activity area. |

## Coverage  
(3-5 minutes)

**LESSON CONTENT**
- Students form groups of 3.  
- In each group there will be a thrower, a receiver, and a student covering receiver.  
- Thrower will call play, receiver will run called play, and student covering receiver will attempt to stay as close as possible.  
- Object of game: to cover as closely as possible in order to knock down football or intercept it.  
- Rotate thrower to receiver, receiver to defense, and defense to quarterback.

**ROLE OF ASSISTANT**
- ✔️ Issue equipment to students as they enter area.  
- Help facilitate student activity.

## French Fry Tag  
(5 minutes)

**LESSON CONTENT**
- Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.  
- 2-4 students are given a noodle; these students are the French Fries.  
- Once tagged, student must sit or kneel down.  
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.  
- While exercising together neither person can be tagged. Students can keep exercising if a tagger is too close.  
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- ✔️ Assist with equipment.  
- Keep students on task.

---

✔️ Set Up or Prep Duties  
☞ Cues or Key Concepts  
➔ Variation  
★ Challenge  

*Italics indicate the teacher speaking directly to the student.*
### Flag Football

#### Coverage

**LESSON CONTENT**
- Students form groups of 3.
- In each group there will be a thrower, a receiver, and a student covering receiver.
- Thrower will call play, receiver will run called play, and student covering receiver will attempt to stay as close as possible.
- Object of game: to cover as closely as possible in order to knock down football or intercept it.
- No passes over 20 yards.
- Rotate thrower to receiver, receiver to defense, and defense to quarterback.

**ROLE OF ASSISTANT**
- Set up area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

#### Hawaiian Football

**LESSON CONTENT**
- Students form teams of 5-6.
- Game begins with both teams lined up in middle of field, 10 yards apart (like a soccer kickoff).
- Game starts with a pass to a teammate.
- Football can be passed forward or backward an unlimited number of times.
- Touchdowns are scored by crossing end zone line with football and all flags on. TD is worth 1 point.
- There must be at least 3 completed passes to 3 different teammates before a touchdown can be scored (there can be more passes not less).
- No physical blocking allowed.
- Other team gains possession if pass is not completed or student with football has flags pulled.
- If there is a turnover:
  - student must stand in place and pass football
  - 1 defensive student guards at least 3 feet away
- Penalties result in a turnover at location of penalty.
  - guarding flag
  - physical blocking
- After TD, other team starts on goal line with a free pass; defender must be 3 feet away.

**ROLE OF ASSISTANT**
- Set up area unless it was done before class.
- Explain activity as needed.
- Distribute equipment.

### Transition

**LESSON CONTENT**
- Students combine 2 groups of 3 to form groups of 6.

**ROLE OF ASSISTANT**
- Assist with organization.

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the keys to covering another student?
  - Why is covering someone difficult?

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers.

---

*Italics indicate the teacher speaking directly to the student.*
## Flag Football 6th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▪ Engage in FLOW activities.  
▪ Participate in cooperation activity. | ▪ FLOW equipment  
■ 1 flag belt per student  
▪ Footballs  
■ 6 cones per field | ✔ Set up FLOW equipment.  
✔ Set up the appropriate number of footballs, depending on number of games.  
✔ Set up football fields side-by-side. |

### Catch (3-5 minutes)

**LESSON CONTENT**
- Students find partners and play catch within boundaries.

**ROLE OF ASSISTANT**
- ✔ Issue equipment to students as they enter area.
- ✔ Help facilitate student activity.

### Hawaiian Football (10-15 minutes)

**LESSON CONTENT**
- Students form teams of 5-6.
- Game begins with both teams lined up in middle of field, 10 yards apart (like a soccer kickoff).
- Game starts with a pass to a teammate.
- Football can be passed forward or backward an unlimited number of times.
- Touchdowns are scored by crossing end zone line with football and all flags on. TD is worth 1 point.
- There must be at least 3 completed passes to 3 different teammates before a touchdown can be scored (there can be more passes not less).
- No physical blocking allowed.
- Other team gains possession if pass is not completed or student with football has flags pulled.
- If there is a turnover:
  - student must stand in place and pass football
  - 1 defensive student guards at least 3 feet away
- Penalties result in a turnover at location of penalty.
  - guarding flag
  - physical blocking
- After TD, other team starts on goal line with a free pass; defender must be 3 feet away.

**ROLE OF ASSISTANT**
- ✔ Set up area unless it was done before class
- ✔ Explain activity as needed.
- ✔ Distribute equipment

### FLOW (15 minutes)

**LESSON CONTENT**
- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**
- ✔ Assist with set up.
- ✔ Keep students on task.
- ✔ Give positive specific feedback.

---

**Set Up or Prep Duties**  
**Cues or Key Concepts**  
**Variation**  
**Challenge**  
*Italics indicate the teacher speaking directly to the student.*
# Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return equipment.</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>- Lead class in cool down exercises.</td>
<td>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td>- Ask students:</td>
<td></td>
</tr>
<tr>
<td>- <em>What is the purpose for doing the FLOW activities?</em></td>
<td></td>
</tr>
<tr>
<td>- <em>Tell your parents about FLOW and demonstrate some activities to them.</em></td>
<td></td>
</tr>
</tbody>
</table>
# Volleyball 6th Grade : Lesson 1

## Lesson Outcomes
- Demonstrate basic forearm pass.
- Control and pass volleyball while stationary and while moving.

## Equipment
- 1 volleyball for every 2 students
- 4 cones

## Before Class Set Up
- HRPA: 4 cones in a square (40 x 40 yards) for students to run around.

### Underhand Toss and Catch (3-5 minutes)

#### Lesson Content
- Students enter activity area and form pairs, 5-10 feet apart, 1 volleyball per pair.
- 1 student underhand tosses to partner. Toss should be done with 2 hands, high, and directly to partner.
- Partner uses 2 hands to catch volleyball at waist level.

#### Role of Assistant
- Lead and direct student activity.
- Issue equipment and help with organization at beginning of class.

### Transition

#### Lesson Content
- Tell students they have 10 seconds to get into a group of 6. Begin count down. At end of 10 seconds, form groups as needed with extra students. Verbally praise groups that were successful and thank them for their quick response.

### Fast Feet (5 minutes)

#### Lesson Content
- 6 students per group, 2 volleyballs per group.
- Groups form lines, first student (Tosser) is 6 feet away, facing group.
- Both volleyballs should be at feet of Tosser.
- Tosser makes underhand toss to first student in line, who underhand tosses volleyball back, runs around Tosser, and goes to end of line. If toss is bad, this student retrieves volleyball and places it at Tosser's feet.
- After 5 tosses, rotate Tosser.

#### Role of Assistant
- Assist students with groupings.
- Help with equipment distribution.
- Be available for students having problems with organization or process of activity.
- Assure compliance with teacher directives.

### Variation: Change movement to skip, gallop, slide, etc. Run around Tosser then back-pedal to end of line.

**Italics indicate the teacher speaking directly to the student.**
| Activity #2 | Forearm Pass  
(3 minutes) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>☚ Forearm Pass: Bend at knees, Arms out and straight, Fingers crisscross with open palms as if cupping water.</td>
<td>☚ Use verbal cues to direct students as they shadow skill.</td>
</tr>
<tr>
<td>☚ To contact volleyball, student rises up, straightening legs, and contacts volleyball on area of arm between wrists and elbows.</td>
<td>☚ Assist teacher and students with correct form.</td>
</tr>
<tr>
<td>☚ Students are in semi-circle. Demonstrate forearm pass with a student.</td>
<td>☚ Help keep students on task by moving through group.</td>
</tr>
<tr>
<td>☚ Students find personal space and shadow practice forearm pass.</td>
<td></td>
</tr>
</tbody>
</table>

| Activity #3 | V-Toss and Forearm Pass  
(10 minutes) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>☚ Students form groups of 3, making a triangle formation, 1 volleyball per group.</td>
<td>☚ Help students understand and perform drill.</td>
</tr>
<tr>
<td>☚ P1 tosses to P2 who returns volleyball with forearm pass.</td>
<td>☚ Help students form group.</td>
</tr>
<tr>
<td>☚ P1 tosses to P3 who returns volleyball with forearm pass.</td>
<td>☚ Give feedback on skills and speed.</td>
</tr>
<tr>
<td>☚ Change Tosser. Repeat.</td>
<td></td>
</tr>
<tr>
<td>☚ Tosser should use different tosses. High, low, right, left.</td>
<td></td>
</tr>
<tr>
<td>☚ Challenge: How many good underhand passes can a group make in 30 seconds? Can they improve in 30 seconds?</td>
<td></td>
</tr>
<tr>
<td>☚ How many consecutive passes can your group make?</td>
<td></td>
</tr>
</tbody>
</table>

| Cool Down/Closure  
(3 minutes) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>☚ Students return equipment.</td>
<td>☚ Lead students in stretching</td>
</tr>
<tr>
<td>☚ All students gather in semi-circle.</td>
<td>☚ As students Think, Pair, Share, assist with answers.</td>
</tr>
<tr>
<td>☚ Assistant leads stretching.</td>
<td></td>
</tr>
<tr>
<td>☚ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>☚ What are the skills for a forearm pass?</td>
<td></td>
</tr>
<tr>
<td>☚ How did the toss you received affect the way you prepared for and passed the volleyball? A high toss? Low?</td>
<td></td>
</tr>
</tbody>
</table>

**Summary:**

- **Set Up or Prep Duties**
- **Cues or Key Concepts**
- **Variation**
- **Challenge**

*Italics indicate the teacher speaking directly to the student.*
## Volleyball 6th Grade: Lesson 2

### LESSON OUTCOMES
- Demonstrate basic forearm pass.
- Use correct body position for forearm pass.
- Move in reaction to a volleyball on the court.

### EQUIPMENT
- 1 volleyball per pair
- 4 cones
- 3 noodles
- HRPA: 20 x 20 area marked by cones.

### BEFORE CLASS SET UP

<table>
<thead>
<tr>
<th>Activity</th>
<th>Equipment Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>1 volleyball, 4 cones, 3 noodles, HRPA: 20 x 20 area marked by cones.</td>
</tr>
</tbody>
</table>

### V-Toss and Forearm Pass

**Instant Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, making a triangle formation, 1 volleyball per group.</td>
<td>Lead and direct student activity. Issue equipment and help with organization at beginning of class.</td>
</tr>
<tr>
<td>P1 tosses to P2 who returns volleyball with forearm pass.</td>
<td></td>
</tr>
<tr>
<td>P1 tosses to P3 who returns volleyball with forearm pass.</td>
<td></td>
</tr>
<tr>
<td>Change Tosser. Repeat.</td>
<td></td>
</tr>
<tr>
<td>Tosser should use different tosses. High, low, right, left.</td>
<td></td>
</tr>
</tbody>
</table>

### Mosquito Tag

**Health Related Physical Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6, 3 volleyballs per group.</td>
<td>Choose mosquitoes and distribute noodles.</td>
</tr>
<tr>
<td>Students are lying down, knees bent, feet close to head of the next student.</td>
<td>Move around group assuring compliance and on task behavior.</td>
</tr>
<tr>
<td>Every other student has a volleyball. Passes begin in a clockwise direction.</td>
<td>Encourage quick movements and dodging or evading.</td>
</tr>
<tr>
<td>On your signal, students with volleyballs do sit-ups, pass volleyballs to next student.</td>
<td></td>
</tr>
<tr>
<td>On your signal, students reverse direction.</td>
<td></td>
</tr>
<tr>
<td>Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.</td>
<td></td>
</tr>
<tr>
<td>4 cones form a 30 x 30 yard square.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate main rules of game.</td>
<td></td>
</tr>
<tr>
<td>2-3 students with noodles are &quot;it.&quot;</td>
<td></td>
</tr>
<tr>
<td>If tagged, student must sit or kneel down with both hands above head.</td>
<td></td>
</tr>
<tr>
<td>A tagged student returns to game when given a high 10 by another student, and yells &quot;OFF&quot; or any sort of mosquito repellant.</td>
<td></td>
</tr>
<tr>
<td>To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.</td>
<td></td>
</tr>
<tr>
<td>If claps are not in unison, mosquitoes can try to tag the line so they cannot clap again.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
## Volleyball

### Lesson 2

#### Activity #2

**Review Forearm Pass**  
**2 minutes**

**Lesson Content**
- Forearm Pass: Bend at knees, Arms out and straight, Fingers crisscross with open palms as if cupping water.
- Demonstrate toss and forearm pass back with a student.

**Role of Assistant**
- Move around group assuring compliance and on task behavior.

#### Activity #3

**Touch-N-Pass**  
**8 minutes**

**Lesson Content**
- Students find partners and stand 10 feet apart, 1 volleyball per pair.
- When Tosser signals by slapping the volleyball, passer runs 3 steps toward Tosser.
- When passer has taken 3 steps, Tosser makes a high toss. Passer gets into correct body position and passes volleyball back.
- Complete 5 tosses and reverse roles.
- Challenge: How many successful forearm passes can each pair make?
  - Variation: Passer turns back to Tosser, Tosser gives a verbal cue to turn around, Tosser releases volleyball as passer turns around, passer finds volleyball, moves into passing position, and passes volleyball back.
  - Variation: Tosser varies types of tosses: high, low, fast, slow, left, right, short, long, etc.

**Role of Assistant**
- Helps students find partners and volleyball.
- Move from group to group demonstrating as needed and providing feedback for all.
- Help students with variations.
- Congratulate improvement.

#### Activity #4

**Fast Feet**  
**8 minutes**

**Lesson Content**
- 6 students per group, 2 volleyballs per group. Groups form lines, first student (Tosser) is 6 feet away, facing group.
- Both volleyballs should be at feet of Tosser.
- Tosser makes underhand toss to first student in line, who forearm passes volleyball back, runs around Tosser, and goes to end of line. If pass is bad, this student retrieves volleyball and places it at Tosser’s feet.
- After 5 tosses, rotate Tosser.
- Challenge: Count number of consecutive catches in 30 seconds.
- Variation: Change movement to skip, gallop, slide, etc. Run around Tosser then back-pedal to end of line.

**Role of Assistant**
- Assist students with groupings.
- Help with equipment distribution.
- Be available for students having problems with organization of activity.
- Assure compliance with teacher directives.

#### Cool Down/Closure

**3 minutes**

**Lesson Content**
- Return equipment.
- Students in semi-circle around you, in personal space.
- Students stretch as you call out:
  - “Hands” all show proper hand position for forearm pass.
  - “Arms,” all show proper arm position for forearm pass.
  - “Legs,” all show proper leg position.
  - “Feet,” all show proper footwork for forearm pass.

**Role of Assistant**
- Assist with equipment return.
- Move among students to help with stretching, and performing proper positions.
- Give feedback for correct form.

---

[✓] Set Up or Prep Duties  [➔] Cues or Key Concepts  [➔] Variation  [★] Challenge

*Italics indicate the teacher speaking directly to the student.*
# Volleyball 6th Grade : Lesson 3

## LESSON OUTCOMES
- Demonstrate proper forearm pass form.
- Exhibit correct body position and movement in reaction to served, tossed, or passed volleyball.
- Perform underhand serve using proper form.

## EQUIPMENT
- 1 volleyball for every 3 students
- FLOW equipment
- Nets and standards

## BEFORE CLASS SET UP
- Have volleyball/badminton courts set up before class.
- HRPA: Have FLOW stations and equipment set up or ready to set up.

## Touch-N-Pass (3-5 minutes)

### LESSON CONTENT
- Students find partners and stand 10 feet apart, 1 volleyball per pair.
- When Tosser signals by slapping the volleyball, passer runs 3 steps toward Tosser.
- When passer has taken 3 steps, Tosser makes a high toss. Passer gets into correct body position and passes volleyball back.
- Complete 5 tosses and reverse roles.
  - Variation: Passer turns back to Tosser, Tosser gives a verbal cue to turn around, Tosser releases volleyball as passer turns around, passer finds volleyball, moves into passing position, and passes volleyball back.
  - Variation: Tosser varies types of tosses: high, low, fast, slow, left, right, short, long, etc.

### ROLE OF ASSISTANT
- Lead and direct student activity.
- Issue equipment as students enter area.

## FLOW (15 minutes)

### LESSON CONTENT
- Students do FLOW stations (see FLOW section)

### ROLE OF ASSISTANT
- Distribute and/or set up equipment.
- Monitor stations as necessary.
- Note any stations where safety may be an issue.

## Underhand (3 minutes)

### ACTIVITY #1
- Underhand Serve: Ball in non-striking hand, step towards target, swing arm and strike ball out of hand. Contact the ball on the flat fingers of a closed fist.
- Students in a semi-circle, have them shadow practice proper serve technique and movement into “ready position.”
- Emphasize arm movement, step, and contact.

### ROLE OF ASSISTANT
- Monitor students by moving among them as they shadow the underhand serve.
- Demonstrate serving form and “ready position” form as needed.

---

*Italics indicate the teacher speaking directly to the student.*
### Volleyball

**ACTIVITY #2**

**Underhand Serve and Catch**

**LESSON CONTENT**
- Students find partners and face each other, 20 feet apart, 1 volleyball per pair.
- 1 student serves, other student catches volleyball and serves it back.
- Partners provide feedback.
- Challenge: How many serves can be caught in a row without a miss?

**ROLE OF ASSISTANT**
- Assist class with organization and implementation of drill.
- Help with verbal cues for serve.

**ACTIVITY #3**

**Mini-Newcomb**

**LESSON CONTENT**
- Split court into 3 sections. 3 games per court. Adjust number of games per court to number of courts as needed.
- Each point begins with an underhand serve from mid-court.
- “ Receivers” catch volleyball and toss it back. Tossing continues until someone misses.
- Point scored for unsuccessful serve, dropped ball, toss into net or out-of-bounds.
- Student serves until loss of point. A point is scored on every serve.
- Change positions on each mis-played volleyball by either team.
- Challenge: After 3 minutes, team with more points moves up a court and other team moves down a court. Rock/paper/scissors for all ties.
- Variation: Each team must make 2 or 3 catches before making a toss return.

**ROLE OF ASSISTANT**
- Assist students with game set-up and organization.
- Help students needing further explanation.
- Congratulate students who show improvement.

**Transition**

**LESSON CONTENT**
- Have 3 pairs from previous activity join together on each third of a court. 3 students per side.

**ROLE OF ASSISTANT**
- Assist with groupings.

**Cool Down/Closure**

**LESSON CONTENT**
- Students return equipment.
- Students form semi-circle around you. Students are stretching legs while standing.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the key skills for the underhand serve?
  - With which part of the hand did you strike the volleyball to serve?
- At home today, ask a friend to serve and pass back and forth with you. Use any kind of a volleyball that is soft: beach volleyball, volleyball, playground volleyball, etc.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with stretching.
- Give feedback for correct answers to teacher questions.

---

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

* Italics indicate the teacher speaking directly to the student.*
Volleyball 6th Grade : Lesson 4

**LESSON OUTCOMES**
- Demonstrate proper body position and technique in underhand serve.
- Serve accurately using underhand serve.
- Move properly into “ready position” after serving volleyball.

**EQUIPMENT**
- 1 volleyball for every 2 students
- Nets and standards
- 4 cones

**BEFORE CLASS SET UP**
- Set up nets before class.
- HRPA: 4 cones in a square (40 x 40 yards) for students to run around.

---

### Underhand Serve

**Instant Activity**

**LESSON CONTENT**
- Students find partners as they enter activity area, 1 volleyball per pair.
- Students find space on a court. Standing at back line, they use underhand serve across net to partner.

**ROLE OF ASSISTANT**
- Assist students with equipment.
- Help divide students among courts.
- Assist students with serving technique.

---

### Cops and Robbers

**Health Related Physical Activity**

**LESSON CONTENT**
- Students can keep partners from previous activity.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm’s length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round.

**ROLE OF ASSISTANT**
- Help teacher with organization.
- Promote safety by redirecting unsafe behaviors.
- Move around area, supporting student effort.
- Provide feedback in regard to form and cooperation.

---

### Underhand Serve

**Activity #1**

**LESSEN CONTENT**
- Underhand Serve: Ball in non-striking hand, step towards target, swing arm and strike ball out of hand. Contact the ball on the flat fingers of a closed fist.
- With students gathered around you, have them shadow practice proper serve technique.

**ROLE OF ASSISTANT**
- Monitor students by moving among them as they shadow practice the underhand serve.
- Demonstrate serving form and “ready position” form as needed.
### Volleyball 6th Grade Lesson 4

#### Throw and Go (6 minutes)
- **LESSON CONTENT**
  - Students find partners and face each other, 20 feet apart, 1 volleyball per pair.
  - Server uses underhand throw to simulate arm motion of underhand serve.
  - Upon release of volleyball, server moves forward into “ready position.”
  - Receiver catches volleyball and quickly tosses it back to server, who forearm passes volleyball back to receiver.
  - Receiver then becomes server; roles are reversed.
  - Challenge: Count how many times this task can be completed in 30 seconds. How many times in 1 minute?

- **ROLE OF ASSISTANT**
  - Assist with organization and implementation.
  - Provide feedback.
  - Time activity as needed.

#### Mini-Newcomb (12 minutes)
- **LESSON CONTENT**
  - Split court into 3 sections. 3 games per court. Adjust number of games per court to number of courts as needed.
  - Each point begins with an underhand serve from mid-court.
  - “Receivers” catch volleyball and toss it back. Tossing continues until someone misses.
  - Point scored for unsuccessful serve, dropped ball, toss into net or out-of-bounds.
  - Student serves until loss of point. A point is scored on every serve.
  - Change positions on each mis-played volleyball by either team.
  - Challenge: After 3 minutes, team with more points moves up a court and other team moves down a court. Rock/paper/scissors for all ties.
  - Variation: Each team must make 2 or 3 catches before making a toss return.

- **ROLE OF ASSISTANT**
  - Assist students with game set-up and organization.
  - Help students needing further explanation.
  - Congratulate students who show improvement.

#### Transition
- **LESSON CONTENT**
  - Have 3 pairs from previous activity join together on each third of a court. 3 students per side.

- **ROLE OF ASSISTANT**
  - Assist with groupings.

#### Cool Down/Closure (3 minutes)
- **LESSON CONTENT**
  - Students return equipment.
  - Students form semi-circle around you, stretching shoulders per example of you and/or assistant.
  - While students are stretching, ask:
    - What is the ready position for an underhand serve?
    - Where are your feet when beginning an underhand serve?
    - Who can demonstrate the proper form for an underhand serve? (After demonstration, have all students shadow demonstration.)
    - When you get home, find a friend and see who can serve the volleyball the furthest with a proper underhand serve.

- **ROLE OF ASSISTANT**
  - Assist students with equipment return.
  - Supervise students while stretching.
  - Help maintain on-task behaviors during shadow skill demonstration time.

---

*Italics indicate the teacher speaking directly to the student.*

- ✔️ Set Up or Prep Duties
- ➤ Cues or Key Concepts
- ➔ Variation
- ★ Challenge
# Volleyball

## 6th Grade: Lesson 5

### Lesson Outcomes
- Demonstrate basic skill in body position and technique of overhead pass.
- Contact volleyball with accuracy.

### Equipment
- 1 volleyball for every 2 students
- 1 cone or 1 space marker per student
- 4 cones
- HRPA: mark off court 20 x 20 or larger.

### Instant Activity
#### Underhand Serve
(3-5 minutes)

**Lesson Content**
- Students form groups of 3, making a triangle formation, 1 volleyball per group.
- Server makes an underhand serve to receiver, receiver forearm passes to passer, passer forearm passes to server, who catches volleyball.
- Rotate positions after each person has 2 contacts in a position.

**Role of Assistant**
- Assist students with equipment.
- Explain activity as needed.

#### Forearm Pass Tag
(10 minutes)

**Lesson Content**
- 3 “Taggers” wear pinnies and 6 “Free Passers” have 1 volleyball each.
- Students are scattered around activity area. Size of area is relative to size of class; 20 x 20 for class of 30, larger for larger classes.
- When you signal start, all students run. “Taggers” attempt to tag as many students as possible.
- As students are tagged, they freeze in receiving position.
- A “Free Passer” tosses volleyball to frozen student who forearm passes volleyball back and re-enters game.
- “Taggers” keep moving.
- Replace “Taggers” and “Free Passers” every 2 minutes.

**Role of Assistant**
- Give pinnies to “Taggers”
- Give volleyballs to “Free Passers.”
- Assist with organization and implementation.
- Keep time for games.

### Health Related Physical Activity
#### Overhead Pass
(3 minutes)

**Lesson Content**
- Overhead Pass: Face target, Hands form triangle above head, Knees bent, contact ball on face of fingers as you straighten knees.
- Students form semi-circle in front of you.
- Demonstrate overhead pass.
- Students shadow your movements.

**Role of Assistant**
- Assist students with positioning in front of teacher.
- Review form and movement with individual students.

#### Back and Forth
(5 minutes)

**Lesson Content**
- Students find partners and stand 10 feet apart, 1 volleyball per pair.
- Demonstrate activity.
- Student tosses volleyball, above partner’s head, who returns the volleyball using an overhead pass.
- Challenge: Keep the volleyball in the air using both forearm and overhead passes.

**Role of Assistant**
- Assure compliance with drill design.
- Move from group to group providing feedback.

---

Italics indicate the teacher speaking directly to the student.
### Partner Set and Bump
**ACTIVITY #3**

**Lesson Content**
- Use a net zone court (see below).
- Pairs from previous activity form groups of 4, 1 volleyball per group, 8 cones or space markers used for court set-up.
- Object of game: score points using forearm and overhead passes.
- Court set up as 2 rectangles with “net zone” in the middle.
- Demonstrate game.
- Volleyball is put into play with underhand serve from back of court.
- Receiving team must use forearm pass to receive serve.
- After receiving serve, volleyball must be contacted with forearm or overhead pass.
- Point is scored if volleyball is hit out of bounds, if volleyball is mis-played, lands untouched in court area, or lands in the net zone area (equal to hitting into the net).
- Volleyball must be returned with an arc. No spiking volleyball.
- Play for 4 minutes, then move students to another court to provide new competition.

**Role of Assistant**
- Review set-up with students needing help.
- Assist students with skills, look for proper form, and praise good effort and form.
- Time games as needed.

#### Diagram

```
  O  O  O  O  O
  O = Cones or poly spots
  O  O  O  O  O
```

---

### Cool Down/Closure

**Lesson Content**
- Students return equipment.
- Students find personal space and perform exercise of choice: stretching, jumping jacks, jog in place, as long as they remain active.
- During this time, you and assistant are moving through group, acknowledging those who are doing prescribed activity, congratulating those who are choosing very active exercises. Ask for and provide ways to increase physical activity at home with other family members.
- If you find students off-task, you and/or assistant encourage participation in exercises. This can be done through modeling, student examples, and direct suggestion.

**Role of Assistant**
- Help students return equipment.
- Move among student during free exercise time.
- Commend good exercise ideas, creativity, and effort.

*Italics indicate the teacher speaking directly to the student.*
### Volleyball 6th Grade: Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic overhand serve.</td>
<td>1 volleyball for every 3 students</td>
<td>Set up nets.  HRPA: 20 x 20 area marked off.</td>
</tr>
</tbody>
</table>

---

#### Triangle Passing

**LESSON CONTENT**
- Students form groups of 3, making a triangle formation, 1 volleyball per group.
- Students work cooperatively to forearm or overhead pass volleyball without letting it touch ground.

**ROLE OF ASSISTANT**
- Assist students with equipment.
- Explain activity as needed.

---

#### Sit-Up Rounder

**LESSON CONTENT**
- Students form groups of 6, 3 volleyballs per group.
- Students are lying down, knees bent, feet close to head of the next student.
- Every other student has a volleyball. Passes begin in a clockwise direction.
- On your signal, students with volleyballs do sit-ups, and pass volleyballs to next student.
- On your signal, students reverse direction.

**ROLE OF ASSISTANT**
- Assist students with pattern.
- Explain activity as needed.

---

#### Mosquito Tag

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down with both hands above head.
- A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.

**ROLE OF ASSISTANT**
- Choose mosquitoes and distribute noodles.
- Move around group assuring compliance and on task behavior.
- Encourage quick movements and dodging or evading.

---

*Italics indicate the teacher speaking directly to the student.*

---

<table>
<thead>
<tr>
<th>Set Up or Prep Duties</th>
<th>Cues or Key Concepts</th>
<th>Variation</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volleyball</td>
<td>6th Grade</td>
<td>Lesson 6</td>
<td></td>
</tr>
</tbody>
</table>
### Volleyball

#### 6th Grade Lesson 6

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>Overhand Serve (3 minutes)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Overhand Serve: Arm/Elbow back, Hand behind head, Toss above head and over serving shoulder, Step into volleyball, Contact with firm hand.</td>
<td>Assist teacher with students as they shadow the correct form. Maintain on task behaviors using body position in group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate the overhead serve.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>All students shadow practice serve.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #3</th>
<th>Serve ‘Em Up (6 minutes)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students are in pairs, 1 on each side of net, 1 volleyball per pair. Students need to spread out on courts. Each court should have equal numbers. Starting 10 feet from net, students practice serving back and forth. With each successful serve, server moves back 1 step until they are behind back line.</td>
<td>Assist teacher with grouping and organization.</td>
<td>Assist teacher with students as they shadow the correct form.</td>
</tr>
<tr>
<td></td>
<td>Challenge: How many good serves can you and your partner serve in 45 seconds? Can you and your partner improve your score?</td>
<td>Split area with teacher and move among students offering feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #4</th>
<th>Clear The Decks (10 minutes)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Keep same courts as previous activity. Each side of court becomes a group. On your signal, students serve volleyballs continuously until next signal. Students may only retrieve volleyballs from their side of net. Serves must begin behind back line. On second signal, students stop and move directly to back line of court. You and assistant count number of volleyballs on each side of court. Group with fewer volleyballs on their side moves up a court and other team moves down a court.</td>
<td>Assist class with set up and organization. Assure compliance with spirit of activity. Commend good effort and good serves.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOL DOWN/Closure (3 minutes)</th>
<th>Cool Down/Closure</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Students return equipment Students in semi-circle in front of you. Ask students: Show me the position of the arm, elbow, and hand for an overhead serve. Have all students shadow the form of the overhead serve. When you get home today, find any type of soft volleyball and teach someone how to do an overhead serve. After that, see who can serve the farthest.</td>
<td>Assist with equipment return. Move among students offering demonstration and feedback.</td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Volleyball 6th Grade: Lesson 7

## Lesson Outcomes
- Combine and demonstrate basic skills with forearm and overhead pass.
- Demonstrate basic underhand and/or overhead serve techniques.
- Demonstrate ability to move toward a contacted volleyball.

## Equipment
- 1 volleyball per student
- FLOW equipment
- 8 cones/markers per group of 6

## Before Class Set Up
- Set up nets.
- HRPA: Have FLOW equipment set up or ready to set up.

## Serving (3-5 minutes)

### Lesson Content
- Each student gets a volleyball, moves to back line, and serves underhand and overhead serves.
- After serving, students are responsible for retrieving their own volleyballs.

### Role of Assistant
- Assist students with equipment.
- Provide feedback.
- Verbally praise effort and hustle.

## 3 vs. 3 Net Zone (15 minutes)

### Lesson Content
- Students form groups of 6, 3 per team, 1 volleyball per group, using 8 cones to mark 2 courts with a "net zone" in between.
- Volleyball is put into play with a toss over "net zone."
- Volleyball must be forearm passed with arc. No spiking volleyball.
- Points are scored as in regular game; side out or point for mis-played volleyballs and improper tosses.
- Variation: Play royal court: Every 3-4 minutes, the team leading moves up 1 court and team behind moves down 1 court. If game is tied, use Rock, Paper, Scissors to determine which team moves.
- Variation: Use serve to put volleyball into play.

### Role of Assistant
- Help students set up.
- Explain "net zone" concept as needed.
- Explain game rules and organization to groups needing additional help.

## FLOW (15 minutes)

### Lesson Content
- Students do FLOW stations (see FLOW section)

### Role of Assistant
- Distribute and/or set up equipment.
- Monitor stations as necessary.
- Note any stations where safety may be an issue.

## Activity #1

- Variation: Use serve to put volleyball into play.

Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Help with equipment return.</td>
</tr>
<tr>
<td>Students assemble on back line of courts in personal space.</td>
<td>■ Lead or assist with stretching.</td>
</tr>
<tr>
<td>You or assistant lead stretching of arms, legs, and shoulders.</td>
<td>■ Monitor students while they demonstrate skills.</td>
</tr>
<tr>
<td>While stretching, ask a volunteer to demonstrate underhand serve.</td>
<td>■ Commend cooperation between pairs.</td>
</tr>
<tr>
<td>Have class shadow demonstration.</td>
<td></td>
</tr>
<tr>
<td>Have another student demonstrate overhead serve motion.</td>
<td></td>
</tr>
<tr>
<td>Have class shadow demonstration.</td>
<td></td>
</tr>
<tr>
<td><em>What other sport uses an overhead serve motion to put a ball into play?</em></td>
<td></td>
</tr>
<tr>
<td>LESSON OUTCOMES</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>✔ Demonstrate basic skill with underhand and overhand serve.</td>
<td>✔ 1 volleyball per student</td>
</tr>
<tr>
<td>✔ Apply previous knowledge of court movement skills to basic game play.</td>
<td>✔ 8 cones/markers per group of 4</td>
</tr>
<tr>
<td>✔ Work cooperatively with students and teachers.</td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

#### Serving

**Lesson Content (3-5 minutes)**

- Students find a partner and either underhand or overhand serve to each other.

**Role of Assistant**

- Assist students with equipment.
- Provide feedback.
- Verbally praise effort and hustle.

#### Forearm Pass Tag

**Lesson Content (6 minutes)**

- 3 “Taggers” wear pinnies and 6 “Free Passers” have 1 volleyball each.
- Students are scattered around activity area. Size of area is relative to size of class; 20 x 20 for class of 30, larger for larger classes.
- When you signal start, all students run. “Taggers” attempt to tag as many students as possible.
- As students are tagged, they freeze in receiving position.
- A “Free Passer” tosses volleyball to frozen student who forearm passes volleyball back and re-enters game.
- “Taggers” keep moving.
- Replace “Taggers” and “Free Passers” every 2 minutes.

**Role of Assistant**

- Give pinnies to “Taggers”
- Give volleyballs to “Free Passers.”
- Assist with organization and implementation.
- Keep time for games.

### Activity #1

#### 2-on-2 Net Zone Volleyball

**Lesson Content (9 minutes)**

- Pairs from previous activity form groups of 4, 1 volleyball per group, 8 cones or space markers used for court set-up.
- Object of game: score points using forearm and overhead passes.
- Court set up as 2 rectangles with “net zone” in the middle.
- Demonstrate game.
- Volleyball is put into play with underhand serve from back of court.
- Receiving team must use forearm pass to receive serve.
- After receiving serve, volleyball must be contacted with forearm or overhead pass.
- Point is scored if volleyball is hit out of bounds, if volleyball is mis-played, or lands untouched in court area.
- Volleyball must be returned with an arc. No spiking volleyball.
- Play for 4 minutes, then move students to another court to provide new competition.

**Role of Assistant**

- Review set-up with students needing help.
- Assist students with skills, look for proper form, and praise good effort and form.
- Time games as needed.

**Italics indicate the teacher speaking directly to the student.**
### 4-on-4 Volleyball
(10-13 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 4 on 4 volleyball game, 2 games on each court. Adjust to class size and facilities.</td>
<td>✔ Help students with set-up.</td>
</tr>
<tr>
<td>- Play a serve and pass game. If needed, serve can take place inside back line.</td>
<td>✔ Be available to answer questions about scoring.</td>
</tr>
<tr>
<td>- Volleyball must be hit 2 or 3 times before being returned to other side.</td>
<td>✔ Compliment groups playing cooperatively and enjoying themselves.</td>
</tr>
<tr>
<td>- Points are scored if there are unsuccessful serves, mis-hits, less than 2 hits or more than 3 per side, or volleyball passes out of bounds.</td>
<td></td>
</tr>
<tr>
<td>- Outside or boundary lines are good.</td>
<td></td>
</tr>
<tr>
<td>- Play for 4 minutes, then rotate teams. If game is tied, use Rock, Paper, Scissors to determine which team moves.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return equipment.</td>
<td>✔ Help with equipment return.</td>
</tr>
<tr>
<td>- Students form semi-circle around you and stretch.</td>
<td>✔ Supervise students during Think, Pair, Share.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✔ Move among students and praise positive participation.</td>
</tr>
<tr>
<td>- What are the maximum number of hits per side in volleyball?</td>
<td></td>
</tr>
<tr>
<td>- What do you do when you contact the volleyball?</td>
<td></td>
</tr>
<tr>
<td>- When you get home today, get a friend or family member and play an informal game of volleyball.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
# Volleyball 6th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate basic arm and body position for overhead pass, forearm pass, underhand serve, and overhand serve. ■ Work cooperatively as a team playing volleyball-related games.</td>
<td>■ 1 volleyball for every 3 students ■ 8 cones/markers per group of 8</td>
<td>✔ Set up nets.</td>
</tr>
</tbody>
</table>

## LESSON Outcomes

### Instant Activity

#### Passing

**LESSON CONTENT**
- Students form groups of 3, 1 volleyball per group, and try to keep volleyball in air using forearm and overhead passes.
- Challenge: Count number of consecutive hits completed without a miss. Compare with other groups nearby.

**ROLE OF ASSISTANT**
- Assist students with equipment.
- Provide feedback.
- Verbally praise effort and hustle.

### Cops and Robbers

**LESSON CONTENT**
- Students find partners.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm's length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round.

**ROLE OF ASSISTANT**
- Help teacher with organization.
- Promote safety by redirecting unsafe behaviors.
- Move around area, supporting student effort.
- Provide feedback in regard to form and cooperation.

### It's A Toss Up

**LESSON CONTENT**
- Students form groups of 3, making a triangle formation, 1 volleyball per group.
- Tosser starts with volleyball and tosses it Passer, who makes a forearm pass to Setter, who overhead passes volleyball to Tosser, who catches volleyball. This is 1 cycle.
- Execute 5 cycles and rotate positions.
- Challenge: How many good cycles can your group make in a row?

**ROLE OF ASSISTANT**
- Assist with organization.
- Move among students providing feedback.
- Commend good effort, success, and improvement.

**ACTIVITY #1**

_Volleyball_ 6th Grade Lesson 9
### 4-on-4 Volleyball
**ACTIVITY #2**

**LESSON CONTENT**
- 4 on 4 volleyball game, 2 games on each court. Adjust to class size and facilities.
- Play a serve and pass game. If needed, serve can take place inside back line.
- Volleyball must be hit 2 or 3 times before being returned to other side.
- Points are scored if there are unsuccessful serves, mis-hits, less than 2 hits or more than 3 per side, or volleyball passes out of bounds.
- Outside or boundary lines are good.
- Cannot touch the net during play or your side loses the point.
- Play for 4 minutes, then rotate teams. If game is tied, use Rock, Paper, Scissors to determine which team moves.

**ROLE OF ASSISTANT**
- Help students with set-up.
- Be available to answer questions about scoring.
- Compliment groups playing cooperatively and enjoying themselves.

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Students form semi-circle around you at mid-court.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - When preparing for an overhead pass, in what position are the feet?
  - In a regulation volleyball game, what if the ball hits a boundary line?
  - Play a 2 vs. 2 game at home with a friend or family member. If there is no court available, use the “net zone” set-up.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to maintain on-task behaviors.
- Commend positive Think, Pair, Share contributions.

---

*Italics indicate the teacher speaking directly to the student.*
# Volleyball 6th Grade: Lesson 10

## Lesson Outcomes
- Demonstrate passing and serving volleyball skills
- Work cooperatively with peers.

## Equipment
- 1 volleyball for every 3 students
- 3 pinnies
- 8 cones/markers per group of 8
- HRPA: 20 x 20 area marked by cones.

## BEFORE CLASS SET UP

## Instant Activity

### Toss and Pass (3-5 minutes)

#### LESSON CONTENT
- Students form groups of 3, making a triangle formation, 1 volleyball per group.
- Groups start IA with a toss. Use forearm or overhead passes to move volleyball around triangle.
- With each miss, start again with toss.
- Challenge: Count number of consecutive hits completed without a miss. Compare with other groups nearby.

#### ROLE OF ASSISTANT
- Assist with equipment.
- Move among groups checking form, cooperation, and teamwork.
- Commend good skills and sportsmanship.

### Forearm Pass Tag (6 minutes)

#### LESSON CONTENT
- 3 "Taggers" wear pinnies and 6 "Free Passers" have 1 volleyball each.
- Students are scattered around activity area. Size of area is relative to size of class; 20 x 20 for class of 30, larger for larger classes.
- When you signal start, all students run. "Taggers" attempt to tag as many students as possible.
- As students are tagged, they freeze in receiving position.
- A "Free Passer" tosses volleyball to frozen student who forearm passes volleyball back and re-enters game.
- "Taggers" keep moving.
- Replace "Taggers" and "Free Passers" every 2 minutes.

#### ROLE OF ASSISTANT
- Give pinnies to "Taggers".
- Give volleyballs to "Free Passers."
- Assist with organization and implementation.
- Keep time for games.

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

* Italics indicate the teacher speaking directly to the student.*

Volleyball 6th Grade Lesson 10
## Volleyball

### Triangle Pass
(7 minutes)

**Activity #1**

**Lesson Content**
- Students form groups of 6, 1 volleyball per group.
- Groups make a triangle formation, with 2 students at each position.
- Student with volleyball (Tosser) tosses to self, then forearm passes to student to the right. Tosser follows pass and runs to end of line at cone at right. Each student who contacts volleyball moves to cone to their right after contact. Action should not stop, except for volleyball retrieval and return to group.
- Challenge: How many successful passes in 30 seconds can your group make? Can you improve your score?
- Variation: Call a specific type of pass, forearm or overhead.
- Add a second volleyball to group.

**Role of Assistant**
- Explain drill to those having trouble.
- Assist each group with movement patterns and expectations.
- If a group is advanced, suggest variations.

---

### 4-on-4 Volleyball
(10-13 minutes)

**Activity #2**

**Lesson Content**
- 4 on 4 volleyball game, 2 games on each court. Adjust to class size and facilities.
- Play a serve and pass game. If needed, serve can take place inside back line.
- Volleyball must be hit 2 or 3 times before being returned to other side.
- Points are scored if there are unsuccessful serves, mis-hits, less than 2 hits or more than 3 per side, or volleyball passes out of bounds.
- Outside or boundary lines are good.
- Cannot touch the net during play or your side loses the point.
- Play for 4 minutes, then rotate teams. If game is tied, use Rock, Paper, Scissors to determine which team moves.

**Role of Assistant**
- Help students with set-up.
- Be available to answer questions about scoring.
- Compliment groups playing cooperatively and enjoying themselves.

---

### Cool Down/Closure
(3 minutes)

**Lesson Content**
- Students return equipment.
- Students form semi-circle around you and stretch legs as you model stretching.
- Ask students as a group:
  - What is the minimum number of hits allowed per side in a regulation volleyball game?
  - During play, if the net is contacted, what is the call?
  - Take the skills you have learned and share with someone else; a friend, relative, or anyone that may have never played or been exposed to volleyball.

**Role of Assistant**
- Assist with equipment return.
- Move among all students providing feedback on stretching technique and participation levels.

---

*Italicics indicate the teacher speaking directly to the student.*
## Track and Field 6th Grade : Lesson 1

### Lesson Outcomes
- Demonstrate basic running style.
- Perform running and jumping activities.

### Equipment
- 4 cones with task cards

### Before Class Set Up
- HRPA: 30 x 30 area marked off by cones.

### Instant Activity
**Jogging**

**Lesson Content**
- Students enter activity area and find partners.
- Together, partners slowly jog around activity area for 1 minute.
- At end of 1 minute, pairs do hamstring, quad, groin, calf, shoulder, etc., stretches.
- After stretching for 1 minute, pairs jog again. Continue.

**Role of Assistant**
- Help students find partners.
- Model stretches as needed.
- Maintain compliance among students.

### Health Related Physical Activity
**Four Corners**

**Lesson Content**
- Cones are set up in a 30 x 30 square around activity area with task cards at each cone.
- Students form 4 groups and each group assembles at a cone.
- On your signal, all students begin to perform action described on their task card. Each card has an activity as well as a motor movement to be used to move from 1 corner to another. Students move around cones in clockwise direction.
- Teaching Suggestions:
  - If students can be self-disciplined, allow them to move from 1 corner to another at their own rate. This looks chaotic, but students are actively engaged.
  - Demonstrate the more difficult activities.

**Role of Assistant**
- Set up cones with task cards.
- Assist students with groupings.
- Move from cone to cone, supervising students, making sure they are on task and understand the activity and motor movement.

**Four Corners (continued)**

**Lesson Content**
- Coffee Grinder: Extend 1 arm to the ground supporting body weight while walking feet 360° around arm. Alternate arms. **Motor Movement:** Skip.
- Crunches: Perform 10 crunches and count to 5 while in up position. **Motor Movement:** Long Jump.
- Goofy Jacks: Perform 20 goofy jacks. Perform regular jumping jack motion with legs, arms can be doing “whatever.” **Motor Movement:** Hop on right foot half way to cone then switch to left foot.
- Forward Lunges: 10 right foot/10 left foot. **Motor Movement:** Basketball slide.
- Students repeat routine through until you signal stop.

**Role of Assistant**
- Set up cones with task cards.
- Assist students with groupings.
- Move from cone to cone, supervising students, making sure they are on task and understand the activity and motor movement.

*Italics indicate the teacher speaking directly to the student.*
### Track and Field

<table>
<thead>
<tr>
<th>Tuck Jump, Squat Jumps Extraordinaire</th>
<th>6th Grade</th>
<th>Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY #1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Students find their own personal space in activity area, standing with feet shoulder width apart and bodies straight.</td>
<td>Assist students with form and process of activity.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate each activity.</td>
<td>Commend good effort. Success will be different for different skill levels.</td>
<td></td>
</tr>
<tr>
<td>Tuck Jump: Jump up straight, bring knees as close to chest as possible, try to grasp knees with hands, then return feet to floor. Repeat several times.</td>
<td>Move among students assisting with technique and motivation to improve.</td>
<td></td>
</tr>
<tr>
<td>Squat Jumps Extraordinaire: Students line up on a baseline or football yard line. On your signal, students take 3 small jumps, then 1 max jump. Make sure students are using good jumping technique, arm swing, leg drive, landing. Do this several times and have students try to improve jumps each time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Random Running</th>
<th>6th Grade</th>
<th>Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIVITY #2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Students find their own personal space in activity area.</td>
<td>Move among students.</td>
<td></td>
</tr>
<tr>
<td>On your signal, students begin to run around area in random fashion. They move at a pace that is comfortable for them. Encourage them to find a partner to run with and talk to while jogging.</td>
<td>Give positive feedback.</td>
<td></td>
</tr>
<tr>
<td>Students who need to walk may do so. This should be a student-directed activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 3 minutes, signal students to walk around area for 30 seconds, then signal again to resume jogging.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
<th>6th Grade</th>
<th>Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COOL DOWN/CLOSURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Students join you at mid-field in semi-circle around you.</td>
<td>Move among students helping with names of body parts and organs.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What body parts and/or organs do you use when you are running?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After 30 seconds, ask pairs to raise hands if they thought of: heart, lungs, muscles, legs, arms, feet, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student.**
## Task Card Activity
(5 minutes)

**LESSON CONTENT**
- As students enter activity area they go to end of 1 set of cones.
- Students move by method prescribed on task card at each set of cones.
- After completing 1 set of cones students move to next set. After completing all cones, students should start over.
- SAFETY: Have students go through line 1 at a time, but next student can begin after the previous student has reached third cone in line.

**ROLE OF ASSISTANT**
- Set up 3 sets of 6 cones in a line in activity area, with task cards. Keep 6-10 feet in between each cone.
- Assist students with directions as they enter the activity area.

## Partner Tag
(6 minutes)

**LESSON CONTENT**
- Students form pairs and scatter around 20 x 20 or smaller activity area.
- 1 student in each pair is “it.”
- On your signal, both students speed walk and “it” tries to tag partner. If tagged, partner does 3 push-ups then partners switch roles.
- If students accidentally bump into other students, they must give a Hi-5 and apologize.
- Watch for students running. Change partners if game is completed more than 3 times.
- Have students try to match up with someone of similar speed and motivation.
- Students will enjoy this more if the activity area is smaller and more crowded.

**ROLE OF ASSISTANT**
- Assist with partnering.
- Make sure students are using safety in play.
- Congratulate students doing a good job with activity.
### Go, Go, Go, STOP
**Lesson 2**

**ACTIVITY #2**

**Go, Go, Go, STOP**

*(8 minutes)*

**Lesson Content**
- Select 1 student to be in front of the class while others are 20-30 yards away behind a line facing the chosen student.
- Signal student is start/stop student. That student says “go” and signals by raising hands. Other students use a pre-selected motor movement (hop on 1 foot, jump, skip, jog, walk, etc.) to move toward signal student. Student calls “stop” and signals by dropping hands. On stop signal other students must “freeze” in place and position.
- Anyone moving after “stop” command is moved back to the start line of the game.
- When a student reaches signal student, they trade places; rest of students return to start line and play again. Signal students must hold hands up for at least 2 “alligators.” There can be no rapid up and down hand action.

**Variation:**
- Adapt to nutrition; call fruit or vegetable for “go” and fatty food for “stop.”
- Adapt for physical activity, call exercise or activity for “go” and sedentary activity for “stop.”

**Role of Assistant**
- Help select signal student.
- Move among students and offer positive feedback to those cooperating and playing fairly.

**Variation**

<table>
<thead>
<tr>
<th>Variation</th>
<th>Italic indicates the teacher speaking directly to the student.</th>
</tr>
</thead>
</table>

**ACTIVITY #3**

**Visual Hand-Off**

*(3 minutes)*

**Lesson Content**
- Students form groups of 5.
- Visual Hand-off: Turn and look at incoming runner, Extend arm at shoulder height, Point fingers with palm up at runner, When runner gets within 10 feet, start slow jog up track, Focus on baton, Feel baton in hand, Turn and run.
- Demonstrate visual handoff.
- Have students get in a line, jog in place, and practice visual handoffs.
- Once baton reaches front of line, students turn around and continue with visual handoffs.

**Role of Assistant**
- Move among students to help with instruction.
- Demonstrate skill as needed.
- Make sure handoffs are properly executed, and if not, use positive feedback to correct.

**ACTIVITY #4**

**End Around End**

*(9 minutes)*

**Lesson Content**
- Students form groups of 10, 1 baton per group.
- Join 2 groups from previous activity.
- Students form straight lines. Signal and line begins walking (Follow The Leader style). There is no particular pattern for a line, except that it needs to stay as straight as possible. Last student in line begins with baton.
- Last student performs a visual handoff with student in front of him or her, and so on until first student in line has baton. That student takes baton and retreats to end of line and begins process again.
- After a 2-minute warm-up, signal lines to jog. Continue for 2 minutes.
- After jogging, move to a faster run, and then back to a jog, then to a walk.

**Role of Assistant**
- Help students get into groups and lines.
- Explain directions as needed.
- Follow groups around and commend good individual running as well as teamwork.
- As needed, slow lines down if they are experiencing baton drops or miscommunications.

**COOL DOWN/CLOSURE**

*(3 minutes)*

**Lesson Content**
- Students return equipment.
- Students gather at mid-field around you.
- Students perform stretches as you model them.
- Ask students:
  - How does a good pass help the team, and how does a bad pass cause problems? Are there specific things that a team must do to prevent having bad passes?
  - Thanks for solid work today!

**Role of Assistant**
- Assist with equipment.
- Move among students and help with stretches.
- Model as necessary to affect compliance.
# Track and Field 6th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate a standing start.  
■ Perform the skills of sprinting. | ■ 4 cones and task cards  
■ FLOW equipment | ✓ IA: Set up 4 cones about 20 yards apart.  
✓ HRPA: Set up FLOW or have equipment ready for distribution. |

### Cone Activities (5 minutes)

**LESSON CONTENT**
- As students enter activity area they move to a cone. At a cone, they find partners and perform tasks on card. Partners should mirror motor movement.
- Area should be 20 yards x 20 yards, depending on class size.
- From Cone 1 to Cone 2: Basketball slide.
- From Cone 2 to Cone 3: Run backwards.
- From Cone 3 to Cone 4: Carioca (move sideways-forward crossover, backward crossover).
- From Cone 4 to Cone 1: sprint.

**ROLE OF ASSISTANT**
- Set up cones and task cards.
- Help students get to cones and do prescribed activities.
- Maintain movement by moving from cone to cone and encouraging the students.

### FLOW (15 minutes)

**LESSON CONTENT**
- Students do FLOW stations (see FLOW section)

**ROLE OF ASSISTANT**
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

---

Italics indicate the teacher speaking directly to the student.
## Standing Start Drill and Arm Swing Drill
### (5 minutes)

**LESSON CONTENT**
- **Standing Start:** ("On your mark") Feet are a half stride apart, ("Get set") Body leans forward with weight on toes, ("Go") Drive legs and swing arms.
- **Sprinting Technique:** Forward body lean, Arm swing, Knees forward and up.
- **Standing Start Drill:** Have students stand in line an arm’s length apart across activity area, feet in ready position for start. Use cues of “On your mark,” “Get set,” and “Go.” Students perform skills for each command. Students run 20 yards and walk back.
- **Arm Swing Drill:** Students stand with feet 6 inches apart, elbows bent at a 90° angle. Without changing body position or arm position, they swing arms forward and backward. Shoulders should be down and relaxed while hands reach face level.
- **Challenge:** (Students should fail at both because you can only run your legs as fast as your arm swing) While running in place:
  - Can you run your legs faster than the swing of your arms?
  - Can you swing your arms faster than you can sprint your legs?

**ROLE OF ASSISTANT**
- Move among students giving feedback and help on technique.
- Commend good effort.

## Constant Relay
### (10 minutes)

**LESSON CONTENT**
- Students stand at line from previous activity. Countdown from 10-1. At 1, students should be in groups of 6, in line behind “leader,” 1 baton per group.
- Each group of 6 divides into 2 groups of 3.
- 1 group of 3 stays on line; other group of 3 walks 20 “big” steps forward, turns and faces their other group. First student in 1 line has a baton.
- On your signal, student with baton runs to first student in other line, hands off baton, goes to end of that line, and so on.
- Relay ends on your signal or on a set number of times the baton goes through each group.

**ROLE OF ASSISTANT**
- Assist with groupings.
- Pass out batons.
- Help with rules.
- Help time or count number of students running.

## Cool Down/Closure
### (3 minutes)

**LESSON CONTENT**
- Students return equipment.
- Students join you at mid-field and begin to perform stretches as you model them.
- Ask students:
  - What are the skills for a standing start?
  - What are the skills for running fast?
  - Have all students model the standing start.

**ROLE OF ASSISTANT**
- Assist with equipment
- Move through students assuring compliance with stretching and answering questions.
- Commend good form on start positions and technique.
**Track and Field** 6th Grade : Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute basic jumping techniques</td>
<td>10 cones and 4 task cards</td>
<td>IA: Set up cones and task cards.</td>
</tr>
<tr>
<td>Apply jumping technique to activities</td>
<td>Circuit equipment, Jump ropes</td>
<td>HRPA: Set up circuit equipment or have it ready for distribution.</td>
</tr>
</tbody>
</table>

**Instant Activity**

### Tag (5 minutes)

**Lesson Content**
- Students enter activity area and find partners.
- Each pair finds an area to play tag.
- 1 student is “it” and allows partner to move 10 feet away.
- If tagged, student does 10 jumping jacks then becomes “it.”

**Role of Assistant**
- Help students form pairs.
- Make sure students are playing fairly.

### Track and Field Circuit (15 minutes) (continued)

**Lesson Content**
- Station 3: Hand-offs (1 baton per pair) - Have 1 baton per pair. Pairs practice visual hand-offs and running a few feet forward.
- Station 4: Standing Long Jump (1 jump rope) - Students stand behind a line and jump-off against each other to see who can jump farthest.
- Station 5: Starts - Students practice standing starts by doing them together. Each student takes turns calling out “Take your mark, get set, go.”
- Station 6: Zig-Zag Jumping (1 long jump rope per pair) - Students place a long jump rope straight out. Starting at end of rope, they jump over rope in a zig-zag pattern to other end. They turn around and come back.
- Station 7: Jog around entire area and return to t station.
- Station 8: Triple Jump (1 short jump rope) - Have a line on floor or a rope to indicate start. Students jump using right, right, left foot action. They then try left, left, right. Repeat.
- Station 9: Jump Rope (2 short ropes per pair) - Have short ropes at station. Students do different types of jumps: front, back, 1 foot, crossover.
- Station 10: Race (2 jump ropes 20 large steps apart) - Place ropes on ground to mark start and finish lines. Students race in pairs.

**Health Related Physical Activity**

- Have equipment already set up or ready to distribute.
- Help students form groups.
- Supervise groups as necessary to ensure compliance.

---

*Italics indicate the teacher speaking directly to the student.*
### Track and Field

**Lesson 4**

### Toe Fencing

**Activity #1**

**Lesson Content**
- Students form pairs and hold each other’s shoulders.
- Object of game: to tap partner’s foot.
- When foot is tapped, it is a point for tapping student.
- Continue for 1 minute, students counting their own points, then play again.
- If time permits, utilize Success and Try again sides. First student with 2 taps moves to Success side and challenges someone new. Student on Try Again challenges new student.

**Role of Assistant**
- Help students form pairs.
- Demonstrate proper “tap.”
- Follow up with student pairs to maintain compliance with rules.

### Long Jump

**Activity #2**

**Lesson Content**
- Long Jump: Take-off foot is fully planted with flexed knee, Lead leg lifts, Leap, and, land falling forward if necessary.
- Students shadow practice jumping technique.

**Role of Assistant**
- Know cues and be able to assist students throughout activity.

### Long Jump-Off, Jumping the River

**Activity #3**

**Lesson Content**
- Each group of 3 or 4 students needs 2 long jump ropes: 1 to mark take off and other angled at a distance too far to jump across at its widest point.
- Students jump across river. Each student must choose where he or she can be successful yet challenged. Challenge by choice; what is the widest spot on the river you can jump across? Can your teammates help you jump further? Are you using your arms when you jump?
- Repeat several times to allow students an opportunity to use arms and legs in jumping technique. Move among students providing feedback.

**Role of Assistant**
- Assist with groupings.
- Help with equipment.
- Assist with jumping technique and skills.
- Provide positive feedback.

### Cool Down/Closure

**Activity #4**

**Lesson Content**
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
- Show a partner the skills for long jump.
- Why is arm swing so important in long jump?
- Congratulate class on their effort and remind them to drink water whenever they think about it; every time they walk past a water fountain, they should take a drink.

**Role of Assistant**
- Help with equipment retrieval and storage.
- Help students find partners for Think, Pair, Share.
# Track and Field  6th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate basic skill of triple jump</td>
<td>4 cones and task cards</td>
<td>HRPA: Set up cones and task cards. Mark out a 30 x 30 area (or adjusted to class size).</td>
</tr>
<tr>
<td>Apply the triple jump skills in activities</td>
<td>1 jump rope and 3 cones or markers for every 4 students</td>
<td></td>
</tr>
</tbody>
</table>

## Jogging (5 minutes)

**LESSON CONTENT**
- Students enter activity area and find partners.
- Together, partners slowly jog around activity area for 1 minute.
- At end of 1 minute, pairs do hamstring, quad, groin, calf, shoulder, etc., stretches.
- After stretching for 1 minute, pairs jog again. Continue.

**ROLE OF ASSISTANT**
- Help students find partners.
- Model stretches as needed.
- Maintain compliance among students.

## Four Corners (10-12 minutes)

**LESSON CONTENT**
- Cones are set up in a 30 x 30 square around activity area with task cards at each cone.
- Students form 4 groups and each group assembles at a cone.
- On your signal, all students begin to perform action described on their task card. Each card has an activity as well as a motor movement to be used to move from 1 corner to another. Students move around cones in clockwise direction.

**ROLE OF ASSISTANT**
- Set up cones with task cards.
- Assist students with groupings.
- Move from cone to cone, supervising students, making sure they are on task and understand the activity and motor movement.

**TEACHING SUGGESTIONS:**
- If students can be self-disciplined, allow them to move from 1 corner to another at their own rate. This looks chaotic, but students are actively engaged.
- Demonstrate the more difficult activities.
- **Coffee Grinder:** Extend 1 arm to the ground supporting body weight while walking feet 360° around arm. Alternate arms. **Motor Movement:** Skip.
- **Crunches:** Perform 10 crunches and count to 5 while in up position. **Motor Movement:** Long Jump.
- **Goofy Jacks:** Perform 20 goofy jacks. Perform regular jumping jack motion with legs; arms can be doing “whatever.” **Motor Movement:** Hop on right foot half way to cone then switch to left foot.
- **Forward Lunges:** 10 right foot/10 left foot. **Motor Movement:** Basketball slide.
- Students repeat routine through until you signal stop.

**ITALICS** indicate the teacher speaking directly to the student.
### Activity #1: Hippity Hop

**Lesson Content**
- Students form groups of 4, 3 medium cones and 1 jump rope per group.
- Rope marks start line. From start line, students take 1 big step and place a cone, they take another big step and place another cone, and then they take 3 more big steps and place last cone.
- Group lines up behind rope. On your signal, first student in line completes specific jump over the 3 cones then jog back and lines up behind rope.
- Cone 1: Hop over cone and land on takeoff foot.
- Cone 2: Leap forward over second cone and land on opposite foot.
- Cone 3: Jump as far as possible, landing on both feet. (True triple jump footwork).
- Once first student completes 3 cones next student goes.

**Role of Assistant**
- Help students group.
- Assist with set up as needed. If necessary, demonstrate set-up with 1 group as other groups watch.
- As students perform jumps, move among them giving feedback and positive correction for their technique.
- Encourage all students to do their best.

### Activity #2: Triple Jump

**Lesson Content**
- Triple Jump: Hop off of left foot, Land on left foot then make a leap, Land on right foot then jump, Land on both feet.
- Students shadow practice after explanation and demonstration.
- Variation: Begin first hop on right foot, Land on right, Leap to left foot, Jump to both feet.

**Role of Assistant**
- Know cues and be able to assist students throughout activity by using those cues.

### Activity #3: Single Leg Bound, Alternate Bound, Combination Bound

**Lesson Content**
- Single Leg Bound: Students line up along baseline or football yard marker. Student picks a spot about 5 feet in front of them. When they get to that point, they start to perform hops on 1 foot, trying to cover as much ground as possible. Arms need to be thrust forward with each jump. This is not always natural, so this must be coached. Make sure students try both feet. This will help students determine lead leg.
- Alternate Bound: Students try to take large strides to move forward. They try to remain in air as long as possible. Arms can be in opposition, as in running.
- Combination Bound: Students use triple jump form. This is difficult, and should not be tried until the first two have been accomplished.

**Role of Assistant**
- Help students having trouble with coordination or skill development.
- Help students understand that effort is more important than achievement. Coordination will come in time.

### Cool Down/Closure

**Lesson Content**
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
  - Why is arm swing so important in long and triple jumps?
  - What are the differences between long and triple jumps?
  - What are the similarities between long and triple jumps?

**Role of Assistant**
- Help with equipment retrieval and storage.
- Assist students with finding partners and thinking and sharing about questions posed by teacher.

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Track and Field 6th Grade: Lesson 6

## Lesson Outcomes
- Understand basic shot put technique using a small ball.
- Perform a basic shot put throw.

## Equipment
- 4 cones
- 1 BB, small soccer ball per student
- HRPA: 30 x 30 area marked by cones.

## Before Class Set Up

<table>
<thead>
<tr>
<th>Tag (5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enter activity area and find partners. Each pair finds an area to play tag. 1 student is “it” and allows partner to move 10 feet away. If tagged, student does 10 jumping jacks then becomes “it.”</td>
<td>Help students find partners. Make sure students are playing fairly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner Tag (5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs and scatter around 30 x 30 activity area. 1 student in each pair is “it.” On your signal, both students speed walk and “it” tries to tag partner. If tagged, partner does 3 push-ups then partners switch roles. If students accidentally bump into other students, they must give a Hi-5 and apologize. Watch for students running. Change partners if game is completed more than 3 times.</td>
<td>Assist with partnering. Make sure students are using safety in play. Congratulate students doing a good job with activity.</td>
</tr>
</tbody>
</table>

## Instant Activity
**Tag**

- Students enter activity area and find partners.
- Each pair finds an area to play tag.
- 1 student is “it” and allows partner to move 10 feet away.
- If tagged, student does 10 jumping jacks then becomes “it.”

**Role of Assistant**
- Help students find partners.
- Make sure students are playing fairly.

## Health Related Physical Activity
**Random Running**

- Students find personal space in activity area.
- On your signal, students begin to run around area in random fashion. They move at a pace that is comfortable for them. Encourage them to find a partner to run with and talk to while jogging.
- Students who need to walk may do so. This should be a student-directed activity.
- After 3 minutes, signal students to walk around area for 30 seconds, then signal again to resume jogging.

**Role of Assistant**
- Move among students giving positive feedback for playing the game well.

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 Italics indicate the teacher speaking directly to the student.
### Tunnel Ball Plus
**ACTIVITY #2**

**LESSON CONTENT**
- Students form groups of 6, 1 ball per group. Groups should stand in line formation.
- 4 students form a tunnel by getting into up position of push-up. Of 2 remaining students in the group, 1 is at front of line and has a ball, and other is bending over at end of the line to receive ball.
- On your signal, student with ball rolls it through tunnel, under students, to receiving student. Upon receiving ball, this student runs to front of line with it.
- Student who rolled ball joins tunnel, last student in tunnel gets up and prepares to receive next pass.
- Continue until entire line has been in all 3 positions.
- **Challenge:** How many passes can be completed in 1 minute?

**ROLE OF ASSISTANT**
- Help students set up.
- Explain anything students may not understand.
- Help those who are having trouble staying in up position of push-up.
- Commend effort.

### Shot Put Technique
**ACTIVITY #3**

**LESSON CONTENT**
- Students gather in front of you.
- **Shot Put:** Rest ball on base of fingers, Ball is against lower jaw with fingers under ear, Elbow is up at shoulder level, Standing sideways to throwing area basketball slide step towards target, Shift weight to front foot as ball is pushed up and forward.
- Students shadow practice technique without equipment.

**ROLE OF ASSISTANT**
- Assist students with placement on line and with equipment.
- Demonstrate proper form as needed.
- Provide individual instruction to those who have not grasped the concept.

### Go For It
**ACTIVITY #4**

**LESSON CONTENT**
- Students find balls of similar sizes and stand on a line an arm’s length apart.
- Call out: “Grip,” “Ready,” and “Transfer” (students “put” the ball). After all students have completed “shot put” with ball, signal them to retrieve balls and jog back to the line. Repeat several times.

**ROLE OF ASSISTANT**
- Assist students with placement on line and with equipment.
- Demonstrate proper form as needed.
- Provide individual instruction to those who have not grasped the concept.

### Cool Down/Closure
**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Students bring in equipment
- Students find a partner and ask them to
  - Show your partner proper hand position for shot put.
  - Show your partner proper position and footwork for throwing a shot put.

**ROLE OF ASSISTANT**
- Assist with equipment retrieval.

**Set Up or Prep Duties**
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
## Track and Field 6th Grade: Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate basic discus technique  
■ Apply track skills in circuit. | ■ 3 cones with task cards  
■ Circuit equipment | ✔ IA: Set out cones with task cards.  
✔ HRPA: Set up stations or have equipment ready to set up. |

### Task Card Activity

**(5 minutes)**

**LESSON CONTENT**
- As students enter activity area they go to end of 1 set of cones.
- Students move by method prescribed on task card at each set of cones.
- After completing 1 set of cones students move to next set. After completing all cones, students should start over.
- SAFETY: Have students go through line 1 at a time, but next student can begin after the previous student has reached third cone in line.

**ROLE OF ASSISTANT**
- Set up 3 sets of 6 cones in a line in activity area, with task cards. Keep 6-10 feet in between each cone.
- Assist students with directions as they enter the activity area.

### Discus Bowling

**(4 minutes)**

**LESSON CONTENT**
- Students form pairs, 1 discus/Frisbee per pair.
- Students take discus in hand, lower arm swing to bowling position, and “bowl” discus to partner. Object here is to get a proper release, put the discus on its edge, and roll it successfully to partner. Repeat. When successful, partners may take a step back and repeat.

**ROLE OF ASSISTANT**
- Help students in pairing, and equipment retrieval.
- Assist students with “bowling” technique needed to complete this drill.

### Discus Throw

**(3 minutes)**

**LESSON CONTENT**
- Discus Throw: Spread fingers evenly on top of discus with first knuckle around edge of discus, Body sideways arm back, move arm forward, Disc rolls off index finger
- Demonstrates skill as students shadow practice discuss throw

**ROLE OF ASSISTANT**
- Assist students with correct discus holding technique.
- Commend good performance of technique and re-teach those needing further explanation.

### Reverse Frisbee

**(4 minutes)**

**LESSON CONTENT**
- Students remain in pairs from previous activity.
- Students stand 5 strides apart, 1 student with a Frisbee held in discus position but upside down.
- On your signal, students uses basic discus throw to propel upside down Frisbee toward partners.
- Partner discus throws back.
- Frisbee will not fly right but students will get an idea of how to properly release a discus.

**ROLE OF ASSISTANT**
- Help students remain a proper distance apart for this drill to work effectively.
- Maintain safety among students, and correct any issues as they occur.

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✔ Set Up or Prep Duties  
✔ Cues or Key Concepts  
➜ Variation  
★ Challenge  

*Italics indicate the teacher speaking directly to the student.*

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**Track and Field**

| 6th Grade | Lesson 7 |
**Track Circuit**

*(15-20 minutes)*

**LESSON CONTENT**

- Divide students equally among 10 stations.
- Students stretch in place while watching rapid demonstration of each station.
- On your signal, students start performing tasks at each station. On your next signal, students replace all equipment at their station and move to next.
- Each station should be no longer than 1 minute with 15 seconds to move to next station. Continue until all stations have been executed.
- Students return equipment to storage area.
- Station 1: Shuttle Run (2 hoops per pair) - Students start at 1 hoop, facing each other, and together slide back and forth between 2 hoops.
- Station 2: Jump Kones (2 cones and Jump Kone system) - Set up on level comfortable for both participants. Partners jump back and forth over bar.
- Station 3: Hand-offs (1 baton per pair) - Have 1 baton per pair. Pairs practice visual hand-offs and running a few feet forward.
- Station 4: Standing Long Jump (1 jump rope) - Students stand behind a line and jump-off against each other to see who can jump farthest.
- Station 5: Shot Put (2 softballs per pair) - Students prepare hand position for shot. When hand position is correct, they push softball up straight above head and catch it as it comes down.
- Station 6: Zig-Zag Jumping (1 long jump rope per pair) - Students place a long jump rope straight out. Starting at end of rope, they jump over rope in a zig-zag pattern to other end. They turn around and come back.
- Station 7: Jog around entire area and return to station.

**ROLE OF ASSISTANT**

- Have equipment already set up or ready to distribute.
- Help students form groups.
- Supervise groups as necessary to ensure compliance.

**Track Circuit (continued)**

*(15-20 minutes)*

**LESSON CONTENT**

- Station 8: Triple Jump (1 short jump rope) - Have a line on floor or a rope to indicate start. Students jump using right, right, left foot action. They then try left, left, right. Repeat.
- Station 9: Jump Rope (2 short ropes per pair) - Have short ropes at station. Students do different types of jumps: front, back, 1 foot, crossover.
- Station 10: Discus (1 discus per pair) - This station concentrates on release. Students have a Frisbee/discus. Partners face each other 10 feet apart. They begin by Frisbee bowling to each other. Students bowl twice then do basic throw learned in this lesson.

**COOL DOWN/CLOSURE**

*(2 minutes)*

**LESSON CONTENT**

- Students return equipment.
- Students gather in a semi-circle at the center of the activity area around you. Allow students to perform any stretch they feel appropriate for their bodies for that day.
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
- What was your favorite track station and why?
- What was the most difficult for you and why?

**ROLE OF ASSISTANT**

- Make suggestions and commend good choices and good effort.

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## Lesson Outcomes
- Demonstrate basic hurdle technique, over low barriers.
- Participate in FLOW activities.

## Equipment
- 4 cones with task cards
- FLOW equipment
- 3 hurdles for every 8 students

## Before Class Set Up
- IA: Set up a 20 x 20 area marked by cones with task cards.
- HRPA: Set up FLOW stations or have equipment ready to distribute.

### Cone Activities
**Lesson Content**
- As students enter activity area they move to a cone. At a cone, they find partners and perform tasks on card. Partners should mirror motor movement.
- Area should be 20 yards x 20 yards, depending on class size.
- From Cone 1 to Cone 2: Basketball slide.
- From Cone 2 to Cone 3: Run backwards.
- From Cone 3 to Cone 4: Carioca (move sideways-forward crossover, backward crossover).
- From Cone 4 to Cone 1: sprint.

**Role of Assistant**
- Set up cones and task cards.
- Help students get to cones and do prescribed activities.
- Maintain movement by moving from cone to cone and encouraging the students.

### FLOW
**Lesson Content**
- Students do FLOW stations (see FLOW section)

**Role of Assistant**
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

**Instant Activity**
- Track and Field 6th Grade Lesson 8

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**Italics indicate the teacher speaking directly to the student.**
## Hurdles (4 minutes)

### ACTIVITY #1

**LESSON CONTENT**
- Students form a semi-circle around you.
- Have student shadow actions as you describe them.
- Hurdle: Lead leg goes over hurdle as straight as possible then snaps down to ground, trailing leg is bent at knee with little toe pointing toward sky.
- Have students first do a hurdle stretch on the ground to understand position.
- Have students shadow hurdle position while jogging in place.

**ROLE OF ASSISTANT**
- Set up low hurdles for teacher in front of class but out of the way.
- Set up hurdles for next activity as teacher is demonstrating skill.

### ACTIVITY #2

**LESSON CONTENT**
- Students form a line behind hurdles.
- First student is 5-6 feet away from first hurdle, with feet shoulder-width apart.
- For the first attempt, students run toward hurdle but instead of jumping over they run to the side and high step as if they are jumping over then trailing leg can cross over hurdle.
- Students should go to same side of hurdle as their lead leg.
- Next student in line may begin once student in front has completed second hurdle.
- After completing all hurdles, students walk around outside of group to end of line.
- After 2 repetitions, have students jog slowly with high knees then jump over hurdle with lead leg first.
- After 2 attempts, challenge students to run faster and go over hurdles using proper technique.
- Challenge: Have students race each other.

**ROLE OF ASSISTANT**
- Set out 2-3 hurdles per group of 8 students. These hurdles should be very low. For some, use jump ropes on the ground.
- Assist students with determining their lead and trail legs, the basic technique, and way to get over the hurdle.
- Commend effort and motivate students who are fearful or think they can’t do activity.

## Cool Down/Closure (2 minutes)

### ACTIVITY #3

**LESSON CONTENT**
- Students gather at the center of the activity area and you lead stretching.
- Remind students that the next class will be the beginning of the class track meet. All skills will be utilized and scores will be taken for each activity. The object is for each student to do his or her best; the object isn’t to win. Scores will be for comparison between students only. Effort is the emphasis.

**ROLE OF ASSISTANT**
- Assist students with stretching postures.
- Move among students and commend good stretching skills.

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 процитовані також непосредственно от преподавателя. Italics indicate the teacher speaking directly to the student.
**Track and Field** 6th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform previoulsy learned skills in a track meet.</td>
<td>4 cones with task cards</td>
<td>✓ HRPA: Set up sections for Olympic “Rock, Paper, Scissors.”</td>
</tr>
<tr>
<td>Demonstrate cooperative spirit in a track meet.</td>
<td>7 jump ropes</td>
<td>✓ Track Meet: Set up as many stations as possible before class. Each station needs a clipboard, pen, and the necessary equipment for the station.</td>
</tr>
<tr>
<td></td>
<td>8 volcano markers (4 colors)</td>
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<td></td>
<td>6 hurdles</td>
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<td>3 basketballs or soccer balls</td>
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<td></td>
<td>2 batons</td>
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<tr>
<td></td>
<td>5 clipboards and pens with task/score sheets</td>
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</tbody>
</table>

**INSTANT ACTIVITY**

**Jogging** (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enter activity area and find partners.</td>
<td>Help students find partners.</td>
</tr>
<tr>
<td>Together, partners slowly jog around activity area for 1 minute.</td>
<td>Model stretches as needed.</td>
</tr>
<tr>
<td>At end of 1 minute, pairs do hamstring, quad, groin, calf, shoulder, etc., stretches.</td>
<td>Maintain compliance among students.</td>
</tr>
<tr>
<td>After stretching for 1 minute, pairs jog again. Continue.</td>
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</tr>
</tbody>
</table>

**Olympic “Rock, Paper, Scissors”** (4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather in bronze section.</td>
<td>✓ Divide area into 3 equal sections and labeling them gold at the top, silver in the middle, and bronze at the opposite end.</td>
</tr>
<tr>
<td>Describe game of “Rock, Paper, Scissors” to students.</td>
<td>Help with class organization and understanding of basic game of “Rock, Paper, Scissors.”</td>
</tr>
<tr>
<td>Object of game: to get to gold section as fast as possible and win any and all challenges to stay there. When whistle blows after 3 minutes, students win gold if they are in gold area.</td>
<td></td>
</tr>
<tr>
<td>Students will play “Rock, Paper, Scissors” with 1 student in bronze area first. If they win there they move up to silver area and challenge someone new. If they lose in bronze area they stay and challenge someone new.</td>
<td></td>
</tr>
<tr>
<td>If students lose in gold area they must run back to bronze and start over.</td>
<td></td>
</tr>
<tr>
<td>Students in gold area must continually challenge new players that enter.</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Have students change areas by skipping, hopping on 1 foot, basketball slide, etc.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Track Meet: Hurdles, Shot Put, Long Jump, Sprint, Long Relay
### Lesson 9

### Activity #1

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide class into 5 equal groups and assign each group to a station.</td>
</tr>
<tr>
<td>At each station, there will be a task/score sheet. On each sheet, there is a drawing of the station, method for implementation, and rules about scoring, judging, and assisting.</td>
</tr>
<tr>
<td>Students perform each event as prescribed on task/score sheet, record scores as directed, and leave clipboard intact at that station for next group.</td>
</tr>
<tr>
<td>Students move to another station ONLY on your signal.</td>
</tr>
<tr>
<td>If a group either is off-task, not following rules, or not cooperating, it is the option of you and/or your TA to disqualify a team from an event, and their scores will not be recorded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Help set up stations.</td>
</tr>
<tr>
<td>✔ Move among all groups to ensure compliance to rules and safety issues.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students gather equipment at their station and return it to equipment storage area.</td>
</tr>
<tr>
<td>Students gather at mid-field and form a semi-circle around you.</td>
</tr>
<tr>
<td>Demonstrate a stretch then have students perform it. While the students are doing the stretch they share with a partner, ask:</td>
</tr>
<tr>
<td>Which event in today's track meet was your favorite and why?</td>
</tr>
<tr>
<td>Which event was the hardest and why?</td>
</tr>
<tr>
<td>Thanks students for their cooperation and participation, and congratulate them on improving not only their track and field skills but also their fitness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Move among students and commend good stretching skills.</td>
</tr>
</tbody>
</table>

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# Track and Field 6th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Perform previously learned skills in a track meet.</td>
<td>▶ 6 cones for HRPA.</td>
<td>✓ HRPA: 3 equal sections marked by cones.</td>
</tr>
<tr>
<td>▶ Demonstrate cooperative spirit in a track meet.</td>
<td>▶ 7 jump ropes</td>
<td>✓ Track Meet: Set up as many stations as possible before class.</td>
</tr>
<tr>
<td></td>
<td>▶ 2 batons</td>
<td>Each station needs a clipboard, pencil, and the equipment needed for that station.</td>
</tr>
<tr>
<td></td>
<td>▶ 8 distance markers (4 colors)</td>
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<tr>
<td></td>
<td>▶ 2 discus</td>
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<tr>
<td></td>
<td>▶ 4 clipboards and pens with task/score sheets</td>
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<tr>
<td></td>
<td>▶ Task Cards</td>
<td></td>
</tr>
</tbody>
</table>

## Instant Activity

### Jogging (5 minutes)

#### LESSON CONTENT
- Students enter activity area and find partners.
- Together, partners slowly jog around activity area for 1 minute.
- At end of 1 minute, pairs do hamstring, quad, groin, calf, shoulder, etc., stretches.
- After stretching for 1 minute, pairs jog again. Continue.

#### ROLE OF ASSISTANT
- Help students find partners.
- Model stretches as needed.
- Maintain compliance among students.

### Olympic “Rock, Paper, Scissors” (5 minutes)

#### LESSON CONTENT
- Students gather in bronze section.
- Object of game: to get to gold section as fast as possible and win any and all challenges to stay there. When whistle blows after 3 minutes, students win gold if they are in gold area.
- Students will play “Rock, Paper, Scissors” with 1 student in bronze area first. If they win there they move up to silver area and challenge someone new. If they lose in bronze area they stay and challenge someone new.
- If students lose in gold area they must run back to bronze and start over.
- Students in gold area must continually challenge new players that enter.
- Variation: Have students change areas by skipping, hopping on 1 foot, basketball slide, etc.

#### ROLE OF ASSISTANT
- Divide area into 3 equal sections and labeling them gold at the top, silver in the middle, and bronze at the opposite end.
- Help with class organization and understanding of basic game of “Rock, Paper, Scissors.”
- Stay close to the gold area and make sure students continue to play quickly and fairly.

*Italics indicate the teacher speaking directly to the student.*
### Track Meet: Triple Jump, Discus, Sprint Relay, Long Run

**Lesson 10**

**Activity #1**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Divide class into 4 equal groups and assign each group to a station.</td>
<td>✓ Help set up stations.</td>
</tr>
<tr>
<td>■ At each station, there will be a task/score sheet. On each sheet, there is a drawing of the station, method for implementation, and rules about scoring, judging, and assisting.</td>
<td>■ Move among all groups to ensure compliance to rules and safety issues.</td>
</tr>
<tr>
<td>■ Students perform each event as prescribed on task/score sheet, record scores as directed, and leave clipboard intact at that station for next group.</td>
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**Cool Down/Closure**

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<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
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<tbody>
<tr>
<td>■ Have students gather equipment at their station and return it to equipment storage area.</td>
<td>✓ Help gather equipment.</td>
</tr>
<tr>
<td>■ Students gather at mid-field and form a semi-circle around you.</td>
<td>■ Jump for joy.</td>
</tr>
<tr>
<td>■ Praise students’ effort for the entire unit. Comment on how much improvement there has been in each student.</td>
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</tr>
<tr>
<td>■ Students share with a partner. Ask:</td>
<td></td>
</tr>
<tr>
<td>■ <em>Which event in today’s track meet was your favorite and why?</em></td>
<td></td>
</tr>
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Lesson 7 Game

- Cone
- Student
- Running Direction
Lesson 9 and 10 Mock Meet Scoresheets
<table>
<thead>
<tr>
<th>LONGEST GIRL JUMPER</th>
<th>LONGEST BOY JUMPER</th>
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<td>LONGEST GIRL JUMPER</td>
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## SHOT PUT

Class Period: [Blank]

<table>
<thead>
<tr>
<th>LONGEST PUT - GIRL</th>
<th>LONGEST PUT - BOY</th>
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Lesson 9 and 10
Mock Meet Task Cards
TRIPLE JUMP

Jumpers
Each person gets 2 attempts.
Marked by colored dome markers

Scorers
2 at jump take-off point
1 judging technique
2 marking landing point
1 records the longest jump/girl and boy
DISCUS

Thrower
Each person gets 2 attempts.
Marked by colored dome markers.

Scorers
1 at release line. Thrower must stay behind line at all times.
1 judging technique
2 marking landing spots
1 retrieving discus
1 recording longest throw by girl and boy
SHORT RELAY

Runners
2 teams of 3 per group.
1 baton per group.

Scorers
1 at start line to start race
1 at each handoff area
2 at finish line to pick winners
1 recorder for fastest team’s names
LONG DISTANCE RUN

Runners
Whole group runs together

Scorers
1 at start to start race
3 on course, spread out
1 to pick finish order
1 to record top 3 places
### Suggested Team Marathon Activities

**Adapted from PE Central**

<table>
<thead>
<tr>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
<th>Section 4</th>
<th>Section 5</th>
<th>Section 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL - run 1 lap</td>
<td>ALL - skip 1 lap</td>
<td>ALL - gallop 1 lap</td>
<td>ALL - grapevine 1 lap</td>
<td>ALL - side shuffle 1 lap</td>
<td>ALL - run 1 lap</td>
</tr>
<tr>
<td>1 - 25 jumps with the jump rope</td>
<td>1 - 10 tuck jumps</td>
<td>1 - 20 sit-ups</td>
<td>1 - hula hoop 15 times</td>
<td>1 - 10 front to back jumps over jump rope (lay jump rope flat on floor forming a line)</td>
<td>1 - 5 self-toss and catches with each hand</td>
</tr>
<tr>
<td>2 - 15 self-toss and catches</td>
<td>2 - 15 jumping jacks</td>
<td>2 - Walk heel toe across the gym (run back)</td>
<td>2 - side shuffle across the gym (run back)</td>
<td>2 - 10 two-footed hops</td>
<td>2 - 10 push-ups</td>
</tr>
<tr>
<td>3 - 10 push-ups</td>
<td>3 - 15 jumps on each foot with the jump rope</td>
<td>3 - 15 bounce catches with the softball (drop the ball, let it bounce, catch it)</td>
<td>3 - 15 lunges</td>
<td>3 - crab walk across the gym (run back)</td>
<td>3 - 15 hops in and out of the hula hoop (lay hula hoop flat on the floor)</td>
</tr>
</tbody>
</table>
LONG JUMP

Jumpers
get 2 jumps, both marked.
Use 1 color of dome marker per jumper.

Scorers
1 person at jump take off point
1 person judging jump
1 person recording score of longest jump by girl and boy of the group
2 persons marking jumps
HURDLES

Hurdlers
Race a partner

Scorers
1 person at start line who starts race
1 person at each hurdle (3-4 people)
1 person at finish line
1 person to record race winners.
SHOT PUT

Putters
2 attempts, both marked by dome marker

Scorers
2 at release line, putter must stay behind the line at all times.
1 judging technique
2 marking landing spot
1 recording longest put by girl and boy
SPRINTS

Runners
1 attempt/ Race a partner

Scorers
1 at start line, and is the starter
1 at start line to determine false starts
1 judge along the race course
2 at finish line to determine finishing order
1 recording fastest boy and girl
LONG RELAY

Runners
2 teams of 3.
1 baton per team

Scorers
1 at start line
3 judges along course
1 at finish line to pick finishing order
1 recording names of winning team
TRIPLE JUMP

Jumpers
each person gets 2 attempts

Scorers
1 at jump takeoff point
1 judging technique
1 marking landing point
2 measuring longest jump
1 recording score
DISCUS

Thrower
each person gets 2 attempts

Scorers
1 at release line
1 judging technique
1 marking landing spot
2 measuring longest throw
1 recording score
SHORT RELAY

Runners
2 teams of 3 per group
1 baton per Team.

Scorers
1 at start line to start race
2 at each station to make sure passes are good.
2 at finish to pick first and second
1 recording finish order
LONG DISTANCE RUN

Runners
whole group runs together

Scorers
1 at start, to start race
3 on course, spread out
1 to determine finish order
1 to record finish places
LESSON 9
At each station should be: cone, task card, equipment needed for that station.

**EQUIPMENT NEEDED FOR EACH STATION:**
- **Long Run** - set up 8 cones around outside of activity area for students to run around. Cone and task card at start/finish line.
- **Short Relay Race** - Long jump rope to mark start line. Long jump rope to mark finish line. Cone at start and finish. 2 cones/markers to mark where baton exchanges occur. 20 yards between cones/markers. Need 2 batons. Cone and task card at start.
- **Triple Jump** - Jump rope to mark take off spot. 6 different colored dome markers. Cone and task card.
- **Discus** - Jump rope to mark line to stay behind. 1 discus. 6 different colored dome markers. Cone and task card.

**LONG RUN**
Begin and end here. Run around all other stations.
Have course inspectors scattered along course.

**SHORT RELAY RACE**
Run within this area.
Have cones mark the exchange areas.

**TRIPLE JUMP**
Jump this direction

**DISCUS**
Throw this direction
**Lesson 10 Track Meet**

**Set-Up and Equipment**

At each station should be: cone, task card, and equipment needed for that station

<table>
<thead>
<tr>
<th><strong>Station</strong></th>
<th><strong>Equipment Needed</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>LONG RELAY</strong></td>
<td>Begin and end here, run around outside of other stations. Have exchange areas marked with cones</td>
</tr>
<tr>
<td><strong>LONG JUMP</strong></td>
<td>Jump rope for start line.</td>
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<tr>
<td></td>
<td>8 cones/markers to mark course. Racecourse is outside entire activity area.</td>
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<tr>
<td></td>
<td>2 batons</td>
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<tr>
<td><strong>HURDLES</strong></td>
<td>Run this directionn</td>
</tr>
<tr>
<td><strong>SHOT PUT</strong></td>
<td>Jump rope to mark “put” point</td>
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<td></td>
<td>1 shot put</td>
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<td>6 different colored dome markers</td>
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<tr>
<td><strong>SPRINT</strong></td>
<td>Run this directionn</td>
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<tr>
<td><strong>EQUIPMENT NEEDED FOR EACH STATION:</strong></td>
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<tr>
<td>▪ Long Relay- Task Card</td>
<td></td>
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<tr>
<td>▪ Jump rope for start line</td>
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<tr>
<td>▪ 8 cones/markers to mark course. Racecourse is outside entire activity area.</td>
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<td>▪ 2 batons</td>
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<tr>
<td>▪ Long Jump- Task Card</td>
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<tr>
<td>▪ Jump rope to mark take-off point</td>
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<tr>
<td>▪ 6 different colored dome markers</td>
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<tr>
<td>▪ Shot Put- Task Card</td>
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<tr>
<td>▪ Jump rope to mark “put” point</td>
<td></td>
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<tr>
<td>▪ 1 shot put</td>
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<tr>
<td>▪ 6 different colored dome markers</td>
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<tr>
<td>▪ Sprint- Task Card</td>
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<tr>
<td>▪ 2 jump ropes (1 to mark start, one to mark finish)</td>
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<tr>
<td>▪ Helps to have a cone/ marker at start and finish.</td>
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<tr>
<td>▪ Hurdles- Task Card</td>
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<tr>
<td>▪ 2 jump ropes (1 to mark start and 1 to mark finish).</td>
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<tr>
<td>▪ Cones and hurdle bars.</td>
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<tr>
<td>▪ Distance from start to 1st hurdle-20 feet, from 1st hurdle to 2nd, 20 feet, etc.</td>
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</table>
# Squat Challenge (5 minutes)

**LESSON CONTENT**
- Students find partners.
- Both students squat down and try to push over their partner by using their hands.
- If a student falls over or puts a hand down, he or she goes to Try Again area and challenges someone new.
- If a student knocks his or her partner off balance, he or she moves to Success area and challenges someone new.

**ROLE OF ASSISTANT**
- Set up Success and Try Again areas.
- Assist with partnering.
- Clarify rules.

# Mosquito Tag (6 minutes)

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down with both hands above head.
- A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.
- To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.
- If claps are not in unison, mosquitoes can try to tag the line so they cannot clap again.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.

---

**LESSON OUTCOMES**
- Demonstrate a shake hands grip.
- Control a ball on the racket.
- Understand how to care for the rackets.

**EQUIPMENT**
- 1 pickleball per student
- Racket containers
- Pickleball containers

**BEFORE CLASS SET UP**
- Racket container: Set up multiple small containers with rackets.
- Pickleball container: Set up multiple small containers with pickles.
### Care of the Equipment
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>■ Demonstrate how to handle rackets.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Rackets are to be held by handles and not swung around by straps.</td>
<td>■ Clarify instructions.</td>
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<tr>
<td>■ Students will be held responsible for any and all damage to rackets.</td>
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<tr>
<td>■ Students find rackets.</td>
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</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>■ Students find rackets.</td>
<td>✓ Assist with equipment.</td>
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</table>

### Skill Demo
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>■ Students stand in a horseshoe formation so they all can see you.</td>
<td>■ Assist with demonstration if asked.</td>
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<tr>
<td>‣ Racket Shake Hands Grip: Hold head of racket with non-dominant hand so handle shows, Grip handle as if shaking hands with racket, Racket is locked into place with index finger across bottom of handle and thumb on opposite side, Wrap remaining fingers around handle.</td>
<td>■ Give positive specific feedback.</td>
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<tr>
<td>■ Students follow instructions and grip their rackets. Students show grips to partners and give feedback.</td>
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### Skill Practice
(9 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>■ Each student needs a pickleball and a racket.</td>
<td>✓ Assist with equipment.</td>
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<tr>
<td>■ Demonstrate each drill.</td>
<td>■ Clarify instructions.</td>
</tr>
<tr>
<td>■ Have students do following drills:</td>
<td>■ Give positive specific feedback.</td>
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<tr>
<td>‣ Using a shake hands grip, students try to balance a pickleball on racket face for 20 seconds.</td>
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<tr>
<td>‣ Have students walk around activity area trying not to drop pickleball or bump into other students.</td>
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<tr>
<td>‣ Have each student, while stationary, bounce pickleball chin high and try not to let it fall off the racket.</td>
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<tr>
<td>* Challenge: How many bounces in a row can students make? Can students walk around area bouncing pickleball without bumping into anyone or losing pickleball?</td>
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<tr>
<td>■ Have students try new drills:</td>
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<tr>
<td>‣ Alternate bouncing pickleball on each side of racket face.</td>
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<tr>
<td>‣ Walk around area bouncing pickleball on each side of racket face.</td>
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</tr>
<tr>
<td>* Challenge: How many alternating bounces in a row can students make? Can students walk around area bouncing pickleball without bumping into anyone or losing pickleball?</td>
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<thead>
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<th>LESSON CONTENT</th>
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<tr>
<td>■ Have students return rackets and pickleballs to proper containers and sit down.</td>
<td>✓ Assist with equipment.</td>
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<tr>
<td>■ Have equipment students count rackets.</td>
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</table>

* Set Up or Prep Duties  ☛ Cues or Key Concepts  ➜ Variation  ★ Challenge

* Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>ACTIVITY #4</th>
<th>Mosquito Tag (3-6 minutes)</th>
<th>Cool Down/Closure (3 minutes)</th>
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</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td>LESSON CONTENT</td>
</tr>
<tr>
<td>Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.</td>
<td>✔ Assist with equipment.</td>
<td>Students sit and stretch.</td>
</tr>
<tr>
<td>4 cones form a 30 x 30 yard square.</td>
<td>✔ Encourage participation.</td>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
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<tr>
<td>Demonstrate main rules of game.</td>
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<td>- Without a racket, demonstrate a shake hands grip.</td>
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<tr>
<td>2-3 students with noodles are “it.”</td>
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<td>- Name a safety rule when using the racket.</td>
</tr>
<tr>
<td>If tagged, student must sit or kneel down with both hands above head.</td>
<td></td>
<td>- If you have a racket at home, find a friend to hit with and practice the grip.</td>
</tr>
<tr>
<td>A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.</td>
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<tr>
<td>To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.</td>
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<tr>
<td>If claps are not in unison, mosquitoes can try to tag the line so they cannot clap again.</td>
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</table>

'Italics indicate the teacher speaking directly to the student.'
# Pickleball 6th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
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</thead>
</table>
| - Demonstrate a shake hands grip.  
- Strike the ball using the forehand grip. | - 1 Pickleball racket per student  
- 1 Pickleball per student  
- 4 cones | ✓ Racket container: Set up multiple small containers with rackets.  
✓ Pickleball container: Set up multiple small containers with pickles.  
✓ HRPA: Set up cones 10-15 yards from either side of center line. |

## INSTANT ACTIVITY

### Tug of War

#### LESSON CONTENT
- Students find partners.
- Partners play tug-a-war by grabbing wrists and trying to pull partners across a line.
- If you pull your partner across the line, move to the success side and challenge a new opponent. If you are pulled across move to the try again side and challenge a new opponent. After each match challenge a new partner.

#### ROLE OF ASSISTANT
- Set up Success and Try Again areas.
- Clarify rules.
- Encourage participation.

## HEALTH RELATED PHYSICAL ACTIVITY

### Partner “Rock, Paper, Scissors” Tag

#### LESSON CONTENT
- Students find partners.
- Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.
- Partners meet at center line to play “Rock, Paper, Scissors”. Partner who wins chases partner who loses.
- If chased, a student must cross outside line or pass cones before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

#### ROLE OF ASSISTANT
- Assist with partnerships.
- Set up activity area with a center and outside lines and Success and Try Again areas.
- Encourage participation.

## TRANSITION

### Transition

#### LESSON CONTENT
- Students find rackets.

#### ROLE OF ASSISTANT
- Assist with equipment.

## ACTIVITY #1

### Forehand Stroke

#### LESSON CONTENT
- Students find rackets.
- Students remain in partners and are standing in a horseshoe formation so all students can see the teacher.
- Review Shake Hands Grip: Hold head of racket with non-dominant hand so handle shows, Grip handle as if shaking hands with racket, Racket is locked into place with index finger across bottom of handle and thumb on opposite side, Wrap remaining fingers around handle.
- Students follow instructions and grip their rackets. Students show grips to partners and give feedback.
- Demonstrate a good ready position for forehand and have students shadow practice.
- Forehand Ready Position: Feet shoulder width apart, Step non-racket foot forward and turn body sideways, Aim non-racket shoulder at target.
- Demonstrate forehand stroke and have students shadow practice.
- Forehand Stroke: Racket held away from body about waist high, Contact ball in front of body.

*Italics indicate the teacher speaking directly to the student.*
### Skill Practice
**ACTIVITY #2**
**LESSON CONTENT**
- Demonstrate this drill with a volunteer or teaching assistant and a pickleball.
- Students find partners and decide who will be the feeder and the hitter. 1 pickleball and 1 racket per pair.
- Feeder tosses pickleball on a single bounce to forehand side of hitter.
- Hitter hits a forehand, slowly at first, back to feeder.
- Object of drill is to make a controlled return back to feeder.
- Cue students to contact pickleball in front of their bodies.
- After 10 tosses partners switch roles.

**ROLE OF ASSISTANT**
- Assist with demonstration if needed.
- Give positive specific feedback.
- Clarify instructions.
- Help with equipment.

### Forehand Challenge
**ACTIVITY #3**
**LESSON CONTENT**
- Challenge:
  - How many catches of the ball can a feeder make in 30 seconds?
  - Can scores be improved?
  - Have partners switch roles and try again.
  - How many catches in a row can each pair make?

**ROLE OF ASSISTANT**
- Give positive specific feedback.
- Clarify instructions.
- Encourage participation.

### Cool Down/Closure
**ACTIVITY #4**
**LESSON CONTENT**
- Students return equipment.
- **Without a racket, show your partner a Shake hands grip and a Forehand stroke.**
- Practice the forehand with friends at home or practice hitting against a wall.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Give positive specific feedback.

---

**Italics indicate the teacher speaking directly to the student.**

---

✓ Set Up or Prep Duties  ➡ Cues or Key Concepts  ➔ Variation  ★ Challenge
# Pickleball 6th Grade : Lesson 3

## Lesson Outcomes
- Demonstrate the multi-ball drill.
- Execute a forehand stroke of a moving ball.

## Equipment
- 1 pickleball racket per student
- 5 pickleballs per court
- Racket containers
- 1 small bucket per court with 4 pickleballs
- 1 large bucket per court
- 4 cones
- Enough cones for net zone courts (if no pickleball nets)
- 2-3 noodles

## Before Class Set Up
- Instant Activity: Set up cones on either side of center line, equal distance from the line.
- Set up pickleball nets or no net pickleball: cones are set up to represent the net. Diagram below.
- Equipment organization: Assign a number to each court. Each court needs 4 pickleballs in a bucket.
- French Fry Tag: Set up a 25 x 25 yard square with cones.
- Awesome Add-On: Set up 4 cones at the corners of the courts.

## Partner “Rock, Paper, Scissors” Tag (5 minutes)

**Lesson Content**
- Students find partners.
- Object of game: for students to either tag their partners if they win “Rock, Paper, Scissors” or escape if they lose.
- Partners meet at center line to play “Rock, Paper, Scissors.” Partner who wins chases partner who loses.
- If chased, a student must cross outside line or pass cones before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

**Role of Assistant**
- Assist with partnerships.
- Set up activity area with a center and outside lines and Success and Try Again areas.
- Encourage participation.

## French Fry Tag or Awesome Add-On (6 minutes)

**Lesson Content**
- Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.
- Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together neither student can be tagged. Students can keep exercising if a tagger is too close.
- Switch taggers after 1-2 minutes.

**Role of Assistant**
- Assist with equipment.
- Encourage participation.
- Clarify rules.

---

*Italics indicate the teacher speaking directly to the student.*
**LESSON CONTENT**

**ROLE OF ASSISTANT**

**HEALTH RELATED PHYSICAL ACTIVITY**

**French Fry Tag or Awesome Add-On (continued)**

**6th Grade Lesson 3**

- Students jog or walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).
- Students begin when you give a signal (music, whistle, GO, etc.).
- On your second signal, students stop and perform a designated skill or exercise (touch the ground, change directions, 10 jumping jacks, 5 push-ups etc.).
- Add on a new skill each time you signal for students to stop.
- Students must do all prior skills first, from memory, before adding a new skill.

**Transition**

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- Students find rackets.
- Students form groups depending on number of courts. If you have 50 students and 10 courts form groups of 5. 40 students and 10 courts equal 4 students per group.

**ACTIVITY #1**

**Skill Demo**

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- Review Forehand Stroke: Step non-racket foot forward and turn body sideways, Aim non-racket shoulder at target, Ball is contacted in front of body.
- During explanation and demonstration have students shadow practice.

**ACTIVITY #2**

**Multi-Ball**

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- Demonstrate this drill with 4-5 volunteers.
- Show students how net zone acts as a net (if you don't have nets): any ball that strikes inside net zone is no good.
- 1 student will be a hitter, 1 is a feeder (stands with back to wall), 1 is a coach, and 2 are pickleball catchers (1 with a bucket and 1 without). In groups of 4 or fewer, feeder is coach.
- Feeder is on left side of court with a small container in corner with 4 pickleballs. A feed is done by tossing the pickleball over the net.
- Pickleball is tossed to bounce once on hitter's forehand side.
- Pickleball is forehand hit over net to catchers.
- Coach can give key points on technique.
- Forehand Stroke: (Could provide a clipboard with cues) Step non-racket foot forward and turn body sideways, Aim non-racket shoulder at target, Ball is contacted in front of body.
- After all 4 pickleballs have been hit, group rotates in a clockwise rotation. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter.

---

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign groups to courts to begin practicing forehand. Let them know they will be in these groups for remainder of the week and to remember on what court they practice.</td>
<td>Assist with groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multi-Ball Forehand Stroke (10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each hitter gets 4 attempts at forehand stroke.</td>
<td>Help groups work together.</td>
</tr>
<tr>
<td>Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Challenge: Can groups forehand hit all 4 balls over net onto court?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many successful forehands can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return pickleballs and rackets to containers.</td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>French Fry Tag or Awesome Add-On (6 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Quickly discuss the negatives of fatty foods. Then 2-4 students are given a noodle; these students are the French Fries.</td>
<td></td>
</tr>
<tr>
<td>Once tagged, student must sit or kneel down.</td>
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<td>To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.</td>
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<tr>
<td>Challenge: Can groups forehand hit all 4 balls over net onto court?</td>
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<tr>
<td>Challenge: How many successful forehands can each group make in 3 minutes?</td>
<td></td>
</tr>
<tr>
<td>Help groups work together.</td>
<td></td>
</tr>
<tr>
<td>Give positive specific feedback.</td>
<td></td>
</tr>
<tr>
<td>Assist with equipment.</td>
<td></td>
</tr>
<tr>
<td>Encourage participation.</td>
<td></td>
</tr>
<tr>
<td>Clarify rules.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure (2 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment and begin cool down stretching.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Show a partner your forehand stroke.</td>
<td></td>
</tr>
<tr>
<td>Practice your forehand stroke at home with friends or against a wall.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Pickleball 6th Grade : Lesson 4

## Lesson Outcomes
- Execute a backhand stroke of a moving ball.
- Demonstrate receiving position.

## Equipment
- 1 pickleball racket per student
- 4 pickleballs per court inside small bucket
- Racket containers
- 1 large paint bucket per court
- 4 cones
- Enough cones for net zone courts (if no pickleball nets)
- 2-4 noodles or CD player
- "Rocky" theme song or any upbeat song

## Before Class Set Up
- Set up pickleball nets or cones acting as nets.
- Equipment organization: Each court needs 4 pickleballs in a small bucket, and a large bucket for catching.
- Mosquito Tag: 25 x 25 yard square marked with 4 cones.
- Boxer Training: 4 cones at the corners of the courts.

## Instant Activity
### Forehand Practice
**Lesson Content** (3-5 minutes)
- With a partner hit pickleball back and forth using forehand strokes.

### Role of Assistant
- Assist with equipment.
- Give positive specific feedback.

## Health Related Physical Activity
### Mosquito Tag or Boxer Training
**Lesson Content** (5 minutes)
- Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down with both hands above head.
- A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.

### Role of Assistant
- Assist with equipment.
- Set up CD player with music.
- Encourage participation.

### Health Related Physical Activity
- Have students jog, hop, skip, etc., clockwise or counterclockwise around tables.
- Call out commands: champions hold hands high, pretend to jump rope, shadow box, dead bug (lie on back screaming and quickly get up).
- Add any other commands you can think of: sit-ups, push-ups, etc.
- Change how students move: run, walk, skip, hop, jump, gallop, etc.

---

* Italics indicate the teacher speaking directly to the student.*

---

✔ Set Up or Prep Duties  ➡ Cues or Key Concepts  ➤ Variation  ★ Challenge
# Pickleball 6th Grade Lesson 4

<table>
<thead>
<tr>
<th>Transition</th>
<th>6th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
</table>

## Skill Demo

### ACTIVITY #1: Skill Demo

**LESSON CONTENT**
- Review Forehand Stroke: Step non-racket foot forward and turn body sideways, Aim non-racket shoulder at target, Ball is contacted in front of body.
- During explanation and demonstration have students shadow practice.
- Demonstrate Backhand Stroke: Step forward with racket-side foot and turn body sideways, Draw racket back on backhand side, Contact ball in front of body.
- During explanation and demonstration have students shadow practice.
- Demonstrate court positioning: where to stand and distance to stand from server.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Give positive specific feedback.

## Multi-Ball Backhand Stroke

### ACTIVITY #2: Multi-Ball Backhand Stroke

**LESSON CONTENT**
- Each hitter gets 4 attempts at forehand stroke.
- Groups need to move quickly to make sure each student gets an opportunity to hit.
- Coach can give key points on the technique
  - Backhand Stroke: (Could provide a clipboard with cues) Continue to use shake hands grip, Step forward with racket-side foot and turn body sideways, Draw racket back on backhand side, Contact ball in front of body.
- Make sure students have proper court position before they begin hitting.
- After all 4 pickleballs have been hit, group rotates in a clockwise rotation. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter.
  - Challenge: Can groups backhand all 4 balls over net onto court?
  - Challenge: How many successful backhands can each group make in 3 minutes?
- Help groups work together.
- Give positive specific feedback.

## Review Forehand Stroke

### ACTIVITY #3: Review Forehand Stroke

**LESSON CONTENT**
- Each hitter gets 5 attempts at forehand stroke.
- Groups need to move quickly to make sure each student gets an opportunity to hit.
  - Challenge: Can groups forehand hit all 5 balls over net onto court?
  - Challenge: How many successful forehands can each group make in 3 minutes?
- Help groups work together.
- Give positive specific feedback.

---

✔️ Set Up or Prep Duties  ➤ Cues or Key Concepts  ➤ Variation  ★ Challenge  

*Italics indicate the teacher speaking directly to the student.*
### Transition

<table>
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<tr>
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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return pickleballs and rackets to containers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #4</th>
<th>COOL DOWN/CLOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosquito Tag or Boxer Training (3-4 minutes)</td>
<td>Cool Down/Closure (3 minutes)</td>
</tr>
</tbody>
</table>

### Mosquito Tag or Boxer Training

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>4 cones form a 30 x 30 yard square.</td>
<td>✓ Set up CD player with music.</td>
</tr>
<tr>
<td>Demonstrate main rules of game.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>2-3 students with noodles are “it.”</td>
<td></td>
</tr>
<tr>
<td>If tagged, student must sit or kneel down with both hands above head.</td>
<td></td>
</tr>
<tr>
<td>A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.</td>
<td></td>
</tr>
<tr>
<td>To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.</td>
<td></td>
</tr>
<tr>
<td>If claps are not in unison, mosquitoes can try to tag the line so they cannot clap again.</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students jog, hop, skip, etc., clockwise or counterclockwise around tables.</td>
<td></td>
</tr>
<tr>
<td>Call out commands: champions hold hands high, pretend to jump rope, shadow box, dead bug (lie on back screaming and quickly get up).</td>
<td></td>
</tr>
<tr>
<td>Add any other commands you can think of: sit-ups, push-ups, etc.</td>
<td></td>
</tr>
<tr>
<td>Change how students move: run, walk, skip, hop, jump, gallop, etc.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment and begin cool down stretching.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Without a racket, have students show a partner their forehand and backhand strokes.</td>
<td></td>
</tr>
<tr>
<td>Practice the forehand and backhand at home with friends or against a wall.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>✓ Set Up or Prep Duties</th>
<th>✉️ Cues or Key Concepts</th>
<th>➔ Variation</th>
<th>★ Challenge</th>
<th>* Italics indicate the teacher speaking directly to the student.*</th>
</tr>
</thead>
</table>

Pickleball 6th Grade Lesson 4
## Pickleball 6th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a serving toss.</td>
<td>1 pickleball racket per student</td>
<td>Set up FLOW equipment.</td>
</tr>
<tr>
<td>Demonstrate a forehand serve.</td>
<td>1 ball per student</td>
<td>Have racket containers spread out in activity area.</td>
</tr>
<tr>
<td>Understand serving rules.</td>
<td>4 cones</td>
<td>Have pickleball containers spread out in activity area.</td>
</tr>
<tr>
<td></td>
<td>Racket containers</td>
<td>Instant Activity: Set up cones on either side of center line, equal distance from the line.</td>
</tr>
<tr>
<td></td>
<td>Pickleball containers</td>
<td></td>
</tr>
</tbody>
</table>

### Partner “Rock, Paper, Scissors” Tag (5 minutes)

#### LESSON CONTENT
- Students find partners.
- Object of game: for students to either tag their partners if they win “Rock, Paper, Scissors” or escape if they lose.
- Partners meet at center line to play “Rock, Paper, Scissors.” Partner who wins chases partner who loses.
- If chased, a student must cross outside line or pass cones before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

#### ROLE OF ASSISTANT
- Assist with partnerships.
- Set up activity area with a center and outside lines and Success and Try Again areas.
- Encourage participation.

### FLOW (15 minutes)

#### LESSON CONTENT
- Students do FLOW stations (see FLOW section)

#### ROLE OF ASSISTANT
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.
### ACTIVITY #1: Serving Toss

**4 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student gets a pickleball (no racket) and lines up in horseshoe formation.</td>
<td>Assist students practicing the skills.</td>
</tr>
<tr>
<td>Demonstrate skill of tossing pickleball to serve. Each student can shadow practice with a ball in his or her hand.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Serve Toss: Hold ball in non-racket hand, Step forward with non-racket foot and turn body sideways, Drop ball in front of you letting it bounce once then catch it.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many catches can students make in 30 seconds? Can they improve?</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 2 rackets and 1 pickleball per pair.</td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

### ACTIVITY #2: Serving

**6 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate this activity.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Partners stand 10 feet apart.</td>
<td></td>
</tr>
<tr>
<td>Each student will serve the pickleball to partner.</td>
<td></td>
</tr>
<tr>
<td>Forehand Serve: Hold ball in non-racket hand, Step forward with non-racket foot and turn body sideways, Toss ball in front of body and contact it with a forehand stroke before it hits ground.</td>
<td></td>
</tr>
<tr>
<td>Partner catches the pickleball after one bounce and serves it back.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many serves can each pair successfully catch and serve in 30 seconds? Can scores improve?</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students return pickleballs and rackets to container.</td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**2 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are seated and stretching.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What serving rules did you learn today? (Ball held in non-racket hand, step forward with non-racket foot and turn body sideways, toss the ball in front of you and contact the ball before it hits the ground)</td>
<td></td>
</tr>
<tr>
<td>Practice serving at home with a friend.</td>
<td></td>
</tr>
<tr>
<td>LESSON OUTCOMES</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Execute serves and serve returns.</td>
<td>1 pickleball racket per student in containers</td>
</tr>
<tr>
<td></td>
<td>Pickleball containers</td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
</tr>
<tr>
<td></td>
<td>2-4 noodles</td>
</tr>
<tr>
<td></td>
<td>4 cones per pickleball court</td>
</tr>
<tr>
<td></td>
<td>Enough cones for net zone set-up for every 4 students.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

<table>
<thead>
<tr>
<th>Forehand Serve</th>
<th>(5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Students find a partner hit back and forth using forehand serve.</td>
<td>✔️ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>If there are 4 students to a court, divide the court.</td>
</tr>
<tr>
<td></td>
<td>Clarify task.</td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>French Fry Tag or Awesome Add-On (continued)</th>
<th>(6 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>While exercising together neither student can be tagged. Students can keep exercising if a tagger is too close.</td>
<td>✔️ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>If there are 4 students to a court, divide the court.</td>
</tr>
<tr>
<td></td>
<td>Clarify task.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Students jog or walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).</td>
<td></td>
</tr>
<tr>
<td>Students begin when you give a signal (music, whistle, GO, etc.).</td>
<td></td>
</tr>
<tr>
<td>On your second signal, students stop and perform a designated skill or exercise (touch the ground, change directions, 10 jumping jacks, 5 push-ups etc.).</td>
<td></td>
</tr>
<tr>
<td>Add on a new skill each time you signal for students to stop.</td>
<td></td>
</tr>
<tr>
<td>Students must do all prior skills first, from memory, before adding a new skill.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Pickleball

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4 with 4 rackets and 2 pickleballs per group.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

**Activity #1**

**Receiving Serve Position** (2 minutes)

- Demonstrate Ready Position for Receiving Serve:
  - Stand with feet shoulder width apart, Hold racket in front of body at waist, Knees should be slightly bent.
  - Students shadow practice the receiving position.

**Activity #2**

**Serve Returns** (6 minutes)

- Each group of 4 divides a court in half and partners work together. Use 2 cones to divide court in half if there isn’t a middle line available.
- 1 student serves and partner returns.
- Pickleball must hit ground once on returnee’s side before he or she can return it.
- Server catches return then serves again.
- Server serves 5 times then partners switch roles.
- Challenge: Can each partnership successfully return all 5 serves?

**Activity #3**

**Serve Return Rally** (10 minutes)

- Object of game: to score the most points.
- With their partners, students stand on half a court, serving and returning serve.
- All serves must bounce once before being returned.
- First return must also bounce once before being hit again.
- After serve and serve return, pickleball may be volleyed (hit before it bounces).
- Partners play out rally.
- A point is awarded if an opponent misses or hits pickleball outside of boundaries.
- Partners should alternate serving.

**Transition**

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</thead>
<tbody>
<tr>
<td>Students return pickleballs and rackets to containers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

**Cool Down/Closure** (2 minutes)

- Students cool down stretch.
- Ask students
  - *What is the ready position to return a serve?* (Stand with both feet almost parallel, the lead foot is slightly forward, the racket should be in front of the body at waist height, knees should be slightly bent)
  - *Continue to practice at home.*

✓ Set Up or Prep Duties  ➔ Cues or Key Concepts  ➔ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
### LESSON OUTCOMES
- Understand the rules for doubles.
- Successfully play doubles.

### EQUIPMENT
- 1 pickleball racket per student
- 2 pickleballs per court inside small bucket
- Racket containers
- 4 cones
- 2-4 noodles
- CD player
- “Rocky” theme song or any upbeat song

### BEFORE CLASS SET UP
- Set up pickleball nets or cones acting as nets.
- Equipment organization: Each court needs 4 pickleballs in a small bucket, and a large bucket for catching.
- Mosquito Tag: 25 x 25 yard square marked with 4 cones.
- Boxer Training: 4 cones at the corners of the courts.

### INSTANT ACTIVITY
**Forehand Serve**  
*(5 minutes)*

**LESSON CONTENT**
- Students find a partner hit back and forth using forehand serve.

**ROLE OF ASSISTANT**
- Assist with equipment.
- If there are 4 students to a court, divide the court.
- Clarify task.

### LESSON CONTENT ROLE OF ASSISTANT

<table>
<thead>
<tr>
<th>Forehand Serve</th>
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<tbody>
<tr>
<td>5 minutes</td>
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### HEALTH RELATED PHYSICAL ACTIVITY
**Mosquito Tag or Boxer Training**  
*(5 minutes)*

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze the class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down with both hands above head.
- A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Set up CD player with music.
- Encourage participation.

### HEALTH RELATED PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>Mosquito Tag or Boxer Training</th>
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### TRANSITION
**Transition**

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<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>Students find rackets and return to groups formed on prior days.</td>
<td>Assist with equipment.</td>
</tr>
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</table>

*Italics indicate the teacher speaking directly to the student.*
### Pickleball Doubles
(10 minutes)

#### LESSON CONTENT
- Demonstrate the game as part of explaining the rules.
- Rules for doubles:
  - All serving rules are in effect. Violating a serving rule is a loss of a point.
  - Pickleball must be served diagonally from behind line on right side.
  - The serve must bounce once on returnee’s side before pickleball can be played.
  - Server’s return must come after pickleball bounces once (called double bounce rule).
  - Pickleball may be volleyed (hit pickleball before it bounces) only after first 2 returns.
  - Student who misses pickleball or fails to hit it over net loses point.
  - Server gets to serve until missing a point. Server alternates sides each time a point is won.
  - First team to serve gets 1 serve. After that, each team gets 2 serves, 1 for each student on the team.
  - A serve that hits the net and goes over into proper court is called a “let” and serve is done over.
  - Points are scored only by serving team.
- Send students to their courts to begin play. If there are more than 4 students on a court, have them rotate in.

#### ROLE OF ASSISTANT
- Clarify rules.
- Give positive specific feedback.

### Forehand Serves
(4 minutes)

#### LESSON CONTENT
- Demonstrate this drill.
- Students find partners, 1 pickleball per pair.
- Students serve using their forehand and serve cross-court to their partners.
- Server serves and partner catches pickleball and serves back.
- After a few serves, partners change position with other partnership in order to serve from a different side.
- Challenge: How many legal serves can each pair make in a row?

#### ROLE OF ASSISTANT
- Assist with demonstration.
- Give positive specific feedback.

### Pickleball Doubles
(8 minutes)

#### LESSON CONTENT
- Have students return to their courts to play doubles.
- After 3 minutes, stop play and have them rotate to new opponents.

#### ROLE OF ASSISTANT
- Clarify rules.
- Give positive specific feedback.

### Transition

#### LESSON CONTENT
- Students return pickleballs and rackets to containers.

#### ROLE OF ASSISTANT
- Assist with equipment.

### Cool Down/Closure
(2 minutes)

#### LESSON CONTENT
- Students cool down stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the rules for doubles?
  - Continue to practice at home.

#### ROLE OF ASSISTANT
- Assist with stretching.

*Italics indicate the teacher speaking directly to the student.*
LESSON OUTCOMES
- Understand the rules for singles.
- Successfully play singles.

EQUIPMENT
- 1 pickleball racket per student
- 1 pickleball per table inside small bucket
- Racket containers
- 4 cones or 1 foam ball or utility ball for every 5 students

BEFORE CLASS SET UP
- Set up pickleball nets or no net pickleball: cones are set up to represent the net. Diagram below.
- Equipment organization: Assign a number to each court. Each court needs 1 pickleball and a small bucket.
- Everybodies it: Set up a 25 x 25 yard square
OR
- Cannonball Run: Set up 4 cones at corners of the tables.

INSTANT ACTIVITY

Doubles
(5 minutes)

LESSON CONTENT
- Students find partners and play doubles.

ROLE OF ASSISTANT
- Clarify rules.
- Assist with equipment.

High 10 Everybody’s It or Cannonball Run (continued)
(6 minutes)

LESSON CONTENT
- Students form 4-5 equal teams, 1 ball per team.
- Each team stands in file formation at a different corner of play area facing in a CCW direction.
- When music starts, each team starts jogging around track with last runner carrying a ball. Students stay in this order and do not pass to each other.
- On your signal, last runner sprints forward on inside of track, passing all team runners. As last runners reach front of teams, they yell “Cannonball!!” This is a signal for whole team to turn sideways and slide step along as ball is passed from student to student to new last runner.
- Music can be used as signal.
- New last runner, when receiving ball, runs to front of team and continues to pass ball.
- Continue at a steady pace until music stops. No team is permitted to pass another during a run.
- Each team should yell out number “cannonball runs” made by their team.
- To cool down, walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.

ROLE OF ASSISTANT
- Assist with equipment.
- Clarify the activity.
- Encourage participation.

HEALTH RELATED PHYSICAL ACTIVITY

High 10 Everybody’s It or Cannonball Run

LESSON CONTENT
- Object of game: to tag as many students as possible, free as many students as possible, and avoid being tagged.
- Everyone in class is it.
- If a student gets tagged he or she must sit or kneel down immediately.
- If 2 students tag each other at the same time and argue they must both sit or kneel.
- Seated students hold both hands up over their heads. A student can be freed when another student, who has not been tagged, gives a High 10 to tagged student.
- After being freed, there are no immediate tag backs between those 2 students.

ROLE OF ASSISTANT
- Set up 4 cones to form a 25 x 25 yard square.
- Encourage participation.
- Clarify the rules.

Activity continues

Italics indicate the teacher speaking directly to the student.
### Transition

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<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students find rackets and form same groups from previous day.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

### Pickleball Singles

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game as you explain rules.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>Rules for singles:</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- All serving rules are in effect. Violating a serving rule is a loss of a point.</td>
<td></td>
</tr>
<tr>
<td>- Serve anywhere on opponent’s side of court.</td>
<td></td>
</tr>
<tr>
<td>- No volleying (striking it before it bounces) on a serve is allowed.</td>
<td></td>
</tr>
<tr>
<td>- Student who misses pickleball or fails to hit it over net loses point.</td>
<td></td>
</tr>
<tr>
<td>- Server serves until he or she loses the point. Opponent now serves.</td>
<td></td>
</tr>
<tr>
<td>Every court should have 4-5 students. Two play, while the others wait. The game is played to 3 points then 2 new players enter the court to play singles.</td>
<td></td>
</tr>
<tr>
<td>Students should play Rock, Paper, Scissors to see who serves first.</td>
<td></td>
</tr>
<tr>
<td>Every 4 minutes have players move to other courts to challenge new opponents.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students return Pickleballs and rackets to containers.</td>
<td>✓ Assist with equipment.</td>
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</table>

### Cool Down/Closure (2 minutes)

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<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students cool down stretch.</td>
<td>✓ Assist with stretching.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- What are the rules for singles?</td>
<td></td>
</tr>
<tr>
<td>- Continue to practice at home.</td>
<td></td>
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</tbody>
</table>

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Pickleball 6th Grade: Lesson 9

## Lesson Outcomes
- Understand the rules for doubles.
- Successfully play doubles.

## Equipment
- 1 pickleball racket per student
- 1 Pickleball per court inside small bucket
- Racket containers
- FLOW equipment

## Before Class Set Up
- FLOW: Set up FLOW equipment on the perimeter of the tables or in separate area.
- Set up pickleball nets or no net pickleball: cones are set up to represent the net. Diagram below.
- Equipment organization: Assign a number to each court. Each court needs 1 pickleball and a small bucket.

## Instant Activity
### Singles or Doubles (5 minutes)
**Lesson Content**
- Students find partners and play either singles or doubles.
- Play singles games to 5 points and doubles games to 7.

**Role of Assistant**
- Assist with equipment.
- Help organize courts.

## Transition
### Transition (5 minutes)
**Lesson Content**
- Students find rackets. Remind them to inspect rackets immediately report any damage.
- Students find partners to play doubles.

**Role of Assistant**
- Assist with equipment.
- Show teacher any damage.

## FLOW (15 minutes)
**Lesson Content**
- Students do FLOW stations (see FLOW section)

**Role of Assistant**
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.

## Activity 1
### Pickleball Doubles (15 minutes)
**Lesson Content**
- Demonstrate game as you explain rules.
- Royal Court Tournament:
  - High scoring pairs move up a court and low scoring pairs move down.
  - Play games for 2 minutes and then rotate.
  - “Rock, Paper, Scissors” decides all ties.
  - High scoring pair at top court stays and low scoring pair on bottom court stays; everyone else moves.

**Role of Assistant**
- Clarify rules.
- Give positive specific feedback.

---
*Italics indicate the teacher speaking directly to the student.*

---
### Transition

<table>
<thead>
<tr>
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### Cool Down/Closure (2 minutes)

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</thead>
<tbody>
<tr>
<td>Students cool down stretch.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What was the strongest part of your doubles play and why?</td>
<td></td>
</tr>
<tr>
<td>What area of doubles needs the most improvement and why?</td>
<td></td>
</tr>
<tr>
<td>Continue to play pickleball after school.</td>
<td></td>
</tr>
<tr>
<td>Assist with stretching.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
## LESSON OUTCOMES
- Play a variety of games.

## EQUIPMENT
- 1 pickleball racket per student
- Racket container
- 1 pickleball per court inside small bucket

## BEFORE CLASS SET UP
- Set up pickleball nets or no net pickleball: cones are set up to represent the net. Diagram below.
- Equipment organization: Assign a number to each court. Each court needs 1 pickleball and a small bucket.

### Instant Activity

#### French Fry Tag or Awesome Add-On (continued)

**Object of game:** the French Fries try to tag and freeze the entire class inside boundaries of the full basketball court, or half-court for a small class.

**Quickly discuss the negatives of fatty foods.** Then 2-4 students are given a noodle; these students are the French Fries.

**Once tagged, student must sit or kneel down.**

**To be freed, another student must come up to the tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.**

**While exercising together neither student can be tagged.** Students can keep exercising if a tagger is too close.

**Switch taggers after 1-2 minutes.**

**Students jog or walk around table area.** Movement pattern can be changed (skip, gallop, hop, etc.).

**Students begin when you give a signal (music, whistle, GO, etc.).**

**On your second signal, students stop and perform a designated skill or exercise (touch the ground, change directions, 10 jumping jacks, 5 push-ups etc.).**

**Add on a new skill each time you signal for students to stop.**

**Students must do all prior skills first, from memory, before adding a new skill.**

**Transition**

**Students find rackets and form groups of 4.**

**Assist with equipment.**

**Show teacher any damage.**

*Italics indicate the teacher speaking directly to the student.*
### Brazilian Teams
(22 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game as you explain rules.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>1 player from each group will play singles for 1 point while teammates wait.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Student that loses the point leaves court and his or her partner serves for next point.</td>
<td></td>
</tr>
<tr>
<td>Whoever wins the point remains on court and receives serve while opposing group exchanges players and the new player on the court serves.</td>
<td></td>
</tr>
<tr>
<td>Royal Court Tournament:</td>
<td></td>
</tr>
<tr>
<td>High scoring pairs move up a court and low scoring pairs move down.</td>
<td></td>
</tr>
<tr>
<td>Play games for 2 minutes and then rotate.</td>
<td></td>
</tr>
<tr>
<td>“Rock, Paper, Scissors” decides all ties.</td>
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</tr>
<tr>
<td>High scoring pair at top court stays and low scoring pair on bottom court stays; everyone else moves.</td>
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### Cool Down/Closure
(2 minutes)

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<td>Assist with stretching.</td>
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<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What is your best pickleball skill and why?</td>
<td></td>
</tr>
<tr>
<td>What area of pickleball needs the most improvement and why?</td>
<td></td>
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<tr>
<td>Continue to play pickleball after school.</td>
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### Transition

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Activity Cards
COMPETENCIES
Throwing and Catching, Manipulation of an Object
Time: 15 min  Players: Up to 30  Intensity: Moderate

OBJECTIVE
- To score goals by passing the ball to a stationary goalie. Team with the most points scored in 15 minutes wins.

EQUIPMENT
- Playing area (half basketball court if teams of four, full basketball court if teams greater than four)
- Cones (to mark goal areas)
- Chairs (for goalies to sit on)
- Playground Ball
- Means of identifying teams (for example, shirts or pinnies)

HOW TO PLAY
- Prepare the playing area by marking six-feet-wide goals with the cones at both ends of the playing area, and setting up chairs in the middle of the goal.
- Divide players into teams of 4-6.
- Designate one player on each team as goalie.
- The goalies must remain seated at all times.
- Players who do not have the ball can move anytime and anywhere within the game’s boundaries.
- The player with the ball must remain stationary until the ball has been passed; however, once the player passes the ball, the player can move to a new location.
- Goals are worth one point.
- To score a goal, the players must pass the ball to their own goalie without it being intercepted.
  - If the goalie catches the ball, then the player who threw the ball becomes the goalie, and the other team gets possession of the ball at the baseline where the goal was scored. The team with possession of the ball then tries to pass the ball up the court to their goalie.
  - If the ball is intercepted, then possession of the ball switches and the game continues from the point of interception.
- No physical contact is allowed and the ball is not permitted to touch the ground. If either one of these events occurs, then possession of the ball goes to the opposing team.

OBJECTIVE

ADAPTED HANDBALL
FORMATION
- Two teams of 4–6 players scattered over the playing area

PRECAUTION
- Goalies should not lean in their chairs, especially when catching the ball.

TIPS
- Instruct players to keep moving when they are not in possession of the ball as this improves their ability to make passes.
- Watch for traveling.

VARIATIONS
- Use a smaller or larger ball to increase or decrease the skill needed to play the game.
- Implement a rule that all the players on a team must catch and throw the ball once before they can score.

COMPETENCIES
Manipulation of an Object, Fitness
Time: 15–25 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Practice basketball skills and improve personal fitness

EQUIPMENT
• Playing area (large gymnasium)
• Basketballs
• Cones (to mark stations)
• Labels (to mark each station with number and title)
• Whistle (for cue)

HOW TO PLAY
• Prepare the playing area by setting up cones and labeling each station with its number and title:
  o Station 1: Shuttle Run—Place two cones 10 yards apart. Players line up at both cones facing each other. The player at the front of one line runs to the opposite cone and joins that line in the back.
  o Station 2: Weave Dribble—Set up four lines of four cones. Players dribble around the cones.
  o Station 3: Push-Ups
  o Station 4: Paired Lay-Ups—One player does the lay-up, the other rebounds.
  o Station 5: Dribble and Shoot—Players dribble from foul line and shoot.
  o Station 6: Sit-Ups
  o Station 7: Paired Free Throw—One player shoots and the other player rebounds. Switch roles every five shots.
  o Station 8: Side Slide—Players slide in guarding position 5’ right then 5’ left.

Continued…
HOW TO PLAY continued

- Station 9: Passing Keep Away—Play two on two.
- Station 10: Dribble and Shoot with a Guard—Play one on one.
- Station 11: Partner Pull-Up—Players sit facing each other, bend knees and touch toes, grab wrists, and pull into standing position.
- Station 12: Jog—Players jog around playing area.

- Divide players into groups of 2-4.
- Assign each group to a starting station.
- Play begins when the players hear the cue.
- Groups move from station to station, rotating clockwise on cue (every 30-60 seconds).

FORMATION

- A group of 2-4 players at each station

PRECAUTIONS

- This can be stressful for overweight or out of shape individuals.
- Encourage players to move at their own pace.
- Be sure everyone knows the direction to rotate.

TIP

- Build up to 60 seconds.

VARIATIONS

- Increase amount of time at each station.
- Add heart rate monitors to improve motivation.
- Can be easily set up for soccer skills using the weave, circle passing, wall kick and trap, and target shooting drills as stations.

COMPETENCIES
Throwing and Catching, Manipulation of an Object, Fitness

Time: 10–20 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Complete the circuit twice

EQUIPMENT
• Playing area (large gymnasium)
• Basketballs or 9–10 inch playground balls
• Cones (to mark each drill)
• Labels (to label each station)
• Whistle
• Additional equipment as needed

HOW TO PLAY
• Create a circuit by picking eight or more stations (depending upon available space and the number of players) from the following drills:
  o Ball-handling drills: Around the Waist, Around the Head, Head-waist-knees, Figure Eight, No Bounce Speed Drill, Double Circle Drill, No Bounce Two-hand Drill.
  o Dribbling drills: Hula-hoop dribble, High-Medium-Low Dribble, Figure Eight Dribble, Single-line Dribble, Cone Dribble and Pass, Shuttle Dribble, Weave Dribble, Single-line Dribble and Pivot, Paired Dribble and Pivot.
  o Guarding drills: Side Slide in Guarding Position, Use any of the drills with paired players guarding one another.
  o Combination drills: Dribble and Shoot, One-on-one (offense and defense), Two-on-two, Three-on-three, Dribble-Shoot-Guard.
  o Fitness drills: Power Walk, Short Sprints (5-10 yards), Jogging, Bench Stepping, Rope Skipping, Jumping Jacks, Shuttle Run.

Continued…
HOW TO PLAY continued
- Example of a circuit (see “Formations” for diagram): Shuttle Run, Weave Dribble, Push-ups, Paired Lay-up, Dribble and Shoot, Sit-ups (crunches), Paired Free Throws, Side Slide in Guard Position, Dips (chair dips), Passing Keep Away, Jogging (around the playing area), Dribble-Shoot-Guard.
- Example of a circuit (see “Formations” for diagram): Shuttle Run, Weave Dribble, Push-ups, Paired Lay-up, Dribble and Shoot, Sit-ups (crunches), Paired Free Throws, Side Slide in Guard Position, Dips (chair dips), Passing Keep Away, Jogging (around the playing area), Dribble-Shoot-Guard.
- Prepare the playing area by setting up cones and labeling each station with its number and title.
- Divide the players into groups of four.
- Assign each group to a starting station.
- The groups move from station to station, rotating clockwise on cue (every 30-60 seconds).

FORMATION
- A team of four players at each station

PRECAUTIONS
- Watch for severe fatigue, especially from the out of shape players.
- If players start to fatigue, then one person can rest at each station. The resting player can prevent balls or other equipment from rolling into other station areas.
- Emphasize that players perform the drills at their own pace.
- Make sure everyone knows and moves in a specific rotation pattern (clockwise).

TIPS
- Keep the groups moving.
- Add heart rate monitors to improve motivation.

VARIATIONS
- Build up the time the players spend at each station (1-2 minutes).
- Can be easily set up for soccer skills by using the weave, circle passing, wall kick and trap, and target shooting.
- Modify drills to use for hockey unit.

COMPETENCIES

Fitness

Time: 5–7 min  Players: Up to 70
Intensity: Moderate

OBJECTIVE

• To enhance cardiovascular fitness

EQUIPMENT

• Play area (large gymnasium)
• Cones (to mark course)

HOW TO PLAY

• Design a movement course.
• Mark the course on the playing area with cones.
• Players to move at a pace (power walking, jogging, running) consistent with their ability for a designated amount of time through the course.
• Players take heart rates or use heart rate monitors to ensure fidelity with exercise standard (120–140 beats per minute).

FORMATION

• Movement through a pre-designed course.
PRECAUTIONS
- Match pace to developmental status of players.
- This is NOT a race—players simply must move continuously for the designated time interval.

TIP
- For several years, teachers who do this 3-5 times per week have indicated a change in fitness and ability.

VARIATION
- Increase degree of difficulty as fitness improves—increase desired heart rate.
COMPETENCIES
Manipulation of Object
Time: 20–25 min Players: Up to 50
Intensity: High

OBJECTIVE
- Kick the ball and knock over the opposing team’s cone

EQUIPMENT
- Playing area (soccer field)
- Cones
- Playground or soccer balls
- Means of identifying teams (for example, shirts, vests, pinnies)

HOW TO PLAY
- Prepare playing area by setting up two cones (see “Formation”).
- Divide players into teams of 4-6.
- Follow the same basic rules as soccer:
  - No hands allowed.
  - No body contact.
  - If a foul occurs, then a free kick is made from the sideline nearest the foul.
- No one is allowed within a 10-foot circle of the cones.
CONE SOCCER

FORMATION

- Two teams of 4–6 players scattered over the playing area

TIPS

- None

VARIATIONS

- Implement a rule that all players must kick the ball before a team can shoot.
- Use a five-touch rule.
- Instead of feet, use hands to strike the ball—but no throwing.

PRECAUTIONS

- None

COMPETENCIES
Manipulation of an Object, Fitness

Time: 5–15 min  Players: Up to 50  Intensity: Moderate

OBJECTIVE
- Improve dribbling or tennis technique, and improve conflict resolution by avoiding collisions

EQUIPMENT
- Playing area (70 x 70 paces)
- Hula-hoops
- Basketballs, tennis racquets and tennis balls, or a combination of both
- Benches (for step-ups)
- Whistle (for cue)

HOW TO PLAY
- Prepare the playing area:
  - Each team has its own playing area with four hula-hoops at least 60 paces apart in a square formation (see “Formation”).
  - Place four basketballs, four tennis rackets and balls, or two of each in the center of each hula-hoop (see “Formation”).
- Divide the players into groups of sixteen.
- Further divide the groups into teams of four players.
- Each group is assigned to a different starting hula-hoop in their playing area.
- Play begins when the players hear the cue—the groups run from their hula-hoop (in a counter-clockwise direction) to the next hoop, pick up the basketballs or tennis rackets, and dribble the basketball or bounce the tennis ball with their racquet until they reach the next hula-hoop.
- When they reach the next hula-hoop, the players place the basketballs or tennis balls and racquets into the hula-hoop and perform sit-ups, step-ups, or push-ups (vary by station) until cued.
- Then the groups run to the next hula-hoop, pick up the equipment and dribble or bounce to the next hula-hoop.
- Repeat as desired.
PRECAUTIONS

- Make sure the players avoid collisions (take extra precaution to avoid collisions if using tennis rackets).
- Make sure that the hula-hoops are spaced sufficiently far apart from each other.

TIP

- Have the players keep track of their progress by keeping a record of the number of sit-ups, step-ups, or push-ups they complete each time.

VARIATIONS

- Change the activity once players have completed one circuit (for example, dribbling with the other hand).
- Increase the amount of time that players spend running, by having them circle around the entire course before going to the next hoop.
- Add additional paired activities at the hoops (for example, ten chest passes, ten bounce passes) before they can dribble to the next hoop.
- Add more hoops or enlarge the performance area for large groups.
COMPETENCIES

Fitness

Time: 15–25 min  Players: Up to 70  Intensity: Low

OBJECTIVE

• Improve personal fitness

EQUIPMENT

• Playing area
• Cones (to mark boundaries)
• Floor mats
• Music (alternate 30 seconds of music and 10 seconds of silence for a total of 25 minutes)
• Music player

HOW TO PLAY

• Prepare playing area by marking the boundaries with cones and placing floor mats in a circle (see “Formation”).
• Stand in the center of the circle.
• Players walk clockwise around the area when the music begins.
• Players stop and face the center when the music stops.
• Direct players to perform an exercise or stunt from the following:
  o Crabwalk—Players travel to the center of the circle and back.
  o Overhead Stretches—Players inhale as they stretch and raise arms, exhale as they lower them to their sides.
  o Arm Circles—Players keep their palms facing forward. Circle size varies.
  o Push-ups—Players can push on knees or feet, but must have correct form.
  o Curl-ups—Players bend knees or raise legs in the air.
  o Super Power Stretch—Players lie in prone position with arms raised up and keep toes from touching the floor.
  o Hand Walkers—Players travel to the center of the circle and back.
  o Calf Stretch—Players find a comfortable stretch. Don’t forget to switch legs.
• Repeat.
FORMATION
- Players spread around the perimeter of the floor mats in a circle

PRECAUTION
- Avoid collisions by making sure there is adequate space between players.

TIPS
- Use activity as a warm-up for other activities.
- Focus on proper form.

VARIATIONS
- Once the players have made it around the circle once, switch from walking to a locomotive activity (for example, sliding, carioca, jumping, high-knee skipping, hopping, heel walk).
- Players can make up and lead some of the exercises and stunts.
- For larger groups form two circles—one moving inside the other.
COMPETENCIES
Fitness, Manipulation of an Object, Striking

Time: 20-30 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Develop soccer specific skills during a high intensity circuit training routine that includes both cardiovascular and resistance training

EQUIPMENT
• Soccer balls
• Tennis balls
• 6” cones
• 12” cones
• Labels (to mark each station with number and title)
• Chalk or tape (to mark targets)
• Benches or steps
• Whistle (for cue)

HOW TO PLAY
• Prepare the playing area by setting up cones and labeling each station with its number and title:
  o Station 1: Cone Dribble—Players dribble down and back along a line of cones. Switch dribbling foot at the end of each run.
  o Station 2: Paired Headers—Pairs stand approximately 2-4 yards apart. One player throws soccer ball to the other player who heads it back. Switch roles.
  o Station 3: Target Shooting—Mark targets on wall. Players kick tennis ball with right foot in order to hit target, trap tennis ball with right foot. Switch feet. Repeat.
  o Station 4: Two-Aside Soccer—Mark two small goals with cones. Players scrimmage without goalies.
  o Station 5: Soccer Ball Sit-Ups—Players perform sit-ups with soccer ball behind head.
  o Station 6: Shuffle Drill—Mark line 3 yards long on floor. Pairs stand 2 yards apart, 1 yard away from the line. Players run back and forth along the line (running past each other) while passing the ball to each other.

Continued...
**HOW TO PLAY continued**

- **Station 7:** Step-Ups—Players perform step-ups on a bench or step while holding a soccer ball.
- **Station 8:** Lateral Jumps—Set up two 6” cones 4 yards apart. On cue, one of the players jumps sideways over a cone. The player’s partner passes the soccer ball to where the player will land. Switch roles. Repeat. Replace 6” cones with 12” cones for more intense training.
- **Station 9:** Soccer Ball Twists—Players perform abdominal twists while holding a soccer ball.
- **Station 10:** Knock Out Drill—Mark boundaries with cones. Players try to knock each other’s soccer balls out of bounds while maintaining control of their balls with dominant foot. Switch feet. If a player’s ball is knocked out, then player must retrieve ball, do ten soccer ball sit-ups, and rejoin the game.

- Divide players into group of four.
- Assign each group to a starting station.
- Play begins when the players hear the cue.
- Groups move from station to station, rotating clockwise on cue (every 45 seconds).

**FORMATION**

- A group of four players at each station

**PRECAUTION**

- Provide enough space for each station—particularly for the knock out drill, two-aside soccer, and target shooting.

**TIPS**

- Demonstrate each activity to the entire class at the beginning of the lesson.
- Label each station with the name and a picture of each activity.

**VARIATIONS**

- Adapt or change stations as appropriate.
- As players skill levels improve, adapt activities using skill progressions.
- As players’ fitness levels develops, increase time at each station.
- Once a high level of fitness has been reached, have players run a complete lap around playing area after each station.
COMPETENCIES
Throwing and Catching, Manipulation of an Object
Time: 10–25 min  Players: Up to 30
Intensity: High

OBJECTIVE
• Send Frisbee® across goal line of the opponent

EQUIPMENT
• Playing area (basketball court)
• Cones (to mark goals and boundaries)
• Frisbee®
• Means of identifying teams (for example, shirts, vests, pinnies)

HOW TO PLAY
• Prepare playing area by marking goals and boundaries with cones.
• Divide players into teams of 5–8.
• Designate one player on each team as goalie.
• Play begins when a player throws the Frisbee® into the air.
• Players catch or pick up Frisbee® and run towards opponent’s goal.
• If the player with the Frisbee® is tagged, then the player must stop and throw the Frisbee® to another player.
• If the player does not throw the Frisbee® within 3 seconds, then the player loses possession.
• Players must take goal shots from a minimum of 10 yards away (if using a soccer field, then the shot comes from outside the penalty area).
• Goalie can block the shot.
FORMATIONS

- Two teams of 5-8 players scattered across the playing area

PRECAUTIONS

- Eye protection is recommended for goalies.
- Implement rules to discourage inappropriate contact (for example, any inappropriate contact results in a point being awarded to the opposing team).
- Alternate possession whenever there is a “jump Frisbee®”.

TIP

- Master throwing basics.

VARIATIONS

- Play without goalies—game is more active.
- Increase number of Frisbees® to increase activity.
- Implement a rule that all the players on a team must catch and throw once before they can score.
- Keep the game short in order to increase intensity.

COMPETENCIES
Throwing and Catching, Manipulation of an Object
Time: 15–20 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Score points by throwing the ball through the opponent’s goal

EQUIPMENT
• Playing area (basketball court)
• Ball
• Goals (3’ high, 6’ wide)
• Means of identifying teams (for example, shirts, vests, pinnies)
• Whistle (for cue)

HOW TO PLAY
• Prepare playing area by setting up a goal on each end.
• Divide players into teams of 5-6.
• Play begins with a jump ball on cue.
• Players can dribble, pass, throw, and catch the ball.
• Once they stop dribbling, players must throw it within 3–4 seconds.
• Players can run with the ball for 3–4 steps—after this they must pass it.
• If players fail to throw or pass the ball within 3–4 seconds, then their team loses possession of the ball.

FORMATION
• Two teams of 5-6 players scattered over the playing area

PRECAUTION
• Emphasize limited body contact.
• Discourage players from throwing the balls at opposing players.
• Use soft ball.
• Play without any goalies.
TIPS

• Choose two players of similar size to jump.
• Play three games of 5–6 minutes.
• Movement improves the quality of play.

VARIATIONS

• As skill levels increase, only allow players to pass the ball.
• Implement a rule that all the players on a team must catch and throw the ball once before they can score.
• Use this activity for soccer, football, or basketball with appropriate ball.
COMPETENCIES
Throwing and Catching, Manipulation of an Object

Time: 15-20 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Score the most points in 10 minutes

EQUIPMENT
• Playing area (half basketball court)
• Basketball
• Hula-hoop
• Whistle (for cue)

HOW TO PLAY
• Prepare playing area by hanging a hula-hoop over the back of each basket.
• Divide players into groups of 3-4.
• Play begins with jump ball with object on cue.
• Play by basketball rules, but award one point for throwing the ball throw the hula-hoop and two points for throwing the ball throw the basket.
• All players on the same team must touch the ball before a score can be made.

FORMATION
• Two teams of 3-4 players scattered over the playing area

PRECAUTION
• Watch for contact.
• Keep ball below shoulder level during play.

TIPS
• Use “give and go” passing.
• Play three games.
VARIATIONS

- Use a smaller or larger ball to increase or decrease the skill needed to play the game.
- Allow the ball to be held by any player for only 5 seconds.
- Allow only passing—no dribbling.
COMPETENCIES
Manipulation of an Object, Throwing and Catching

Time: 10 min  Players: Up to 70  Intensity: High

OBJECTIVE
• Increase passing skills and increase heart rate

EQUIPMENT
• Playing area
• Basketballs
• Cones
• Whistle (for cue)

HOW TO PLAY
• Prepare the playing area by placing groups of three cones 6-8 yards apart in a triangle formation.
• Designate one of the cones as home base.
• Divide players into groups of six and assign groups of two to stand behind each cone.
• Play begins when the players hear the cue.
• The player first in line at home base passes the ball to the first player standing behind cone in position 2, and then runs to the back of that line.
• The player that catches the ball passes to the player first in line standing behind cone in position 3, and then runs to the end of the line at position 3.
• The player that catches the ball passes to the player standing first in line standing behind home base and runs to the back of the line at the home base.
• Repeat.
PRECAUTION
• Organize the triangles so that there is space for the players to move.

TIPS
• Encourage players to run during the activity.
• Walk through the rotation as a demonstration before starting the activity.
• Demonstrate the different passes allowed (chest, bounce, overhead).
• Explain the need to move quickly as part of an offensive strategy.
• Apply to game situations.

VARIATIONS
• As game progresses, specify particular passes to use.
• As players' competency develops, introduce a second ball into each triangle.
• Set goals and extend challenges (for example, how many passes can be completed in 30 seconds, how long it takes to complete 30 passes, how many passes can each triangle make without any mistakes).
• Use a soccer ball and soccer passes.
COMPETENCIES
Throwing and Catching, Striking, Manipulation of an Object
Time: 15–20 min Players: Up to 50 Intensity: Moderate

OBJECTIVE
• Score goals by passing, running or kicking the ball over goal line

EQUIPMENT
• Playing area (half soccer field)
• Soccer balls
• Cones (for goal lines)
• Means of identifying teams (for example, shirts, vests, pinnies)

HOW TO PLAY
• Prepare playing area by marking goal lines with cones.
• Divide players into teams of 5-8.
• Designate one player on each team as goalie.
• Play begins when the ball is randomly thrown or a team is given possession of the ball by a coin toss midfield.
• The game is a cross between soccer and rugby, but use the basic rules of soccer.
• The ball can be thrown, caught, kicked, passed, dribbled, and carried.
• If the ball is in the air, then it can be caught with the hands; however, it can only be carried for five steps and then it must be dribbled.
• When a team scores, their opponents get the ball midfield.

FORMATION
• Two teams of 5-8 players scattered over the playing area
PRECAUTIONS

- All shots on the goal must be made from a minimum of 10 yards away (outside the penalty box if using a soccer field).
- Implement rules to minimize contact (for example, award the ball to the opponent, free kick, pass).
- Play zone defense.

TIPS

- Constant movement enables better passing.
- Have players count steps out loud when they carry the ball.

VARIATIONS

- If players struggle with this activity, then start with one ball to get the players accustomed to the game and then play with two balls.
- Play without goalies for more scoring and greater activity.
- To prevent one player from monopolizing the game, require a pass after every five steps.
Appendix 1.

Physical Activity Daily Lesson Plans Components & Glossary of Terms

UNIT PLAN
A series of lesson plans for each of the following activities: Basketball, Soccer, Team Handball, Frisbee, Track & Field, Softball, Dance, Cooperative Games, Fitness, Pickleball, and Volleyball. The lesson plans include:
- Outcome of the lessons describes what the students are expected to know and be able to do as a result of completing the lessons.
- Equipment needed to implement the lessons and activity set-up.
- Lessons contain a developmentally appropriate skill progression.
- The aim of each lesson is to maximize student MVPA.

LESSON PLAN
All lesson plans include the following **Underlined components**:
- **Unit**: Identifies the set of lesson plans.
- **LESSON #:** number of the lesson within the unit.
- **GRADE**: Grade (6TH, 7TH, OR 8TH) for which the lesson was developed.
- **LESSON OUTCOME**: related directly to the scope and sequence to attain the unit outcome.
- **SET UP**: Arrangement of the activity area prepared prior to the start of class.
- **EQUIPMENT/MATERIALS/ SUPPLIES**: Needed for implementing the daily lesson. Task cards, poster, and signs would be considered part of the equipment.
- **ROLE OF ASSISTANT**: General in scope and/or specific to the lesson for the day.
- **CONTENT**: Considerations for the teacher and assistant to utilize, in the organization and implementation of the lesson activities.
- **ACTIVITY (TIME)**: Defined below and estimated time to carry out the activity.

ACTIVITIES
The following are components included in each lesson in which students are physically active and have a specific amount of time allocated for their implementation.
- **INSTANT ACTIVITIES**: Low organizational activities in which students engage immediately upon entering the activity area. They act as incentives to get out of the locker room and get active. Instructions are simple, and could be written on a dry eraser board, poster, chalk board, viewed on an overhead projector, or provided by the teacher or assistant as students enter the class.
- **HEALTH-RELATED PHYSICAL ACTIVITY (HRPA)**: Students engage in gross motor activities such as tag game, walking or jogging circuit, cooperative activity, or individual or partner manipulative activities that are related to the major areas of health-related physical fitness (i.e., cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).
- **TRANSITION**: The act of students receiving instruction and physically moving from one part of the activity area to another in order to participate in lesson implementation; the act of change to another subject or concept.
What’s Up with Water?

A quick discussion for PE teachers and their students on hydration from the HEALTHY Study

Teacher’s Note: Please share the following information with your students at the end of class, as they cool down. It should take 3-5 minutes maximum. You may go over all the points in one session (this will take longer), or choose a few points over several days.

There are 4 week-long units on water and hydration in this guide. The HEALTHY Study recommends that you break up the facts over two-three days of the unit week. A chart (below) shows a recommended delivery schedule for these short sessions.

We recommend “props” for each session. These are optional. Props (visible, tangible, physical items) will make that session more memorable for your students, but can be flexible and make use of any element that supports the point of the session.

You can use the “fun quiz” at the end of that session or at the beginning of the next session. It is not graded. Ask the whole group, verbally, and allow time for response. Repeat the weekly fun quiz each time until a majority of students know the correct answers.

Duration (per session): 3-5 minutes
Duration of overall unit: 4 weeks
Delivery recommendation: two-three talking points at the end of class, over 3 days (T-W-Th, or M-W-F depending on your class schedule) for each session.

Important Concepts:
- What is Hydration?
- Water vs. Sports Drinks for Staying Healthy
- Signs of Proper Hydration
- Consequences/Signs of Dehydration

Range of Potential Correct Answers:
- Help your students understand the point of each session, even if they use words different than recommended below for “correct responses”
- Please correct any misinformation, rumors or myths as soon as a student articulates it – give them the right information regarding water.
<table>
<thead>
<tr>
<th>Sequence element</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening question</td>
<td>Who knows what it means for your body to be “hydrated”?</td>
<td>How much water should you drink every day?</td>
<td>Is hydration important when the weather is hot, or all the time?</td>
</tr>
<tr>
<td>Talking points</td>
<td><strong>Hydration</strong> simply means to give your body the proper fluids it needs -- the right amount, the right kinds of fluid. Drinking water regularly is a great way to hydrate your body!</td>
<td>Here are some tips on how to keep your body properly hydrated:</td>
<td>It is important to stay hydrated in hot and cold weather. You lose water when you sweat, when you breathe, and when you use the bathroom. You lose more water when you’re active than when you’re not active, but you still lose water all day. Anybody here not sweat, breathe or use the bathroom in the winter? So it’s important to keep drinking water even when it’s cold outside.</td>
</tr>
</tbody>
</table>

**Example/Prop:**
- Teacher statement with prop:
  - A potted plant.
  - “See? If you don’t water it enough, it droops. Without enough water, you droop too!”
  - The HEALTHY water bottle or any 1-quart water bottle.
  - “You need to drink at least this much water every day to be healthy.”
  - A heavy winter coat. (Worn by teacher or by student volunteer.)
  - “Most people don’t sweat as much in the cold weather. But you still need to keep drinking water to stay hydrated and healthy.”

**Fun Quiz**
- What is hydration?
- Why is it important to drink water before, during, and after physical activity?
- So, what is hydration? (have 10 student volunteers stand in front of the class)
  - “If each of these folks was a glass of water, how many of them would you have to drink every day to be healthy?” Answer: 4 minimum
- What is hydration?
- When do you need to drink water to stay healthy and hydrated?

**Range of Potential Correct Answers**
- When you drink enough
- What you drink every day
- Staying healthy
- 4 minimum, up to 8 maximum (4-6 glasses of water recommended daily for this age group: 32 – 48 oz.)
- When you drink enough every day
- Drinking enough water
- You need to drink all the time (before, during, after activity).
### Week 2:
**Water versus Sports Drinks for Staying Healthy**

<table>
<thead>
<tr>
<th>Sequence element</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening question</strong></td>
<td>When do you need a sports drink</td>
<td>So, when do you need a sports drink?</td>
<td>Does anybody here ever need a sports drink?</td>
</tr>
<tr>
<td><strong>Talking points</strong></td>
<td>Sports drinks hydrate your body with fluid. They also provide carbohydrates (in the form of sugar), salt, and potassium (electrolytes) for your body. Water is the HEALTHY choice for most active kids your age.</td>
<td>Energy from the sugars in sports drinks – the carbohydrates – help keep your body energized for a very long practice or game – more than 2 hours. Water is the HEALTHY choice for most active kids your age.</td>
<td>The only time you really need sports drinks is when play very hard for more than two hours. A good example is competitive sports. If you compete in a sport and often have practice or games that last longer than two hours, sports drinks may be beneficial. Water is the HEALTHY choice for most active kids your age.</td>
</tr>
<tr>
<td><strong>Example/Prop:</strong> Teacher statement with prop:</td>
<td>Hold up a sports drink. “This looks like a drink. And it contains water. But it has a lot of other stuff too. What else do you think it has in it?”</td>
<td>Point to the clock, or hold up wrist watch. “This class just lasted 40 minutes (or length of class period). Do we all need a sports drink?”</td>
<td>Hold up sports drink, and a sports bar or other snack item. “Some people think you need to eat and drink all this stuff to be a good athlete. Do you think drinking this makes you a good athlete, or practicing and staying healthy makes you a good athlete?”</td>
</tr>
<tr>
<td><strong>Fun Quiz</strong></td>
<td>What do most sports drinks have in them?</td>
<td>What do most sports drinks have in them?</td>
<td>Okay, does drinking a sports drink really make you a better athlete?</td>
</tr>
<tr>
<td><strong>Range of Potential Responses</strong></td>
<td>Sugar, chemicals, colors, salt, carbohydrates, potassium, water.</td>
<td>Sugar, chemicals, colors, salt, carbohydrates, potassium, water.</td>
<td>Drinking a sports drink will not turn you into a pro-athlete.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No need for a sports drink after PE. If it’s a hot day and you’ve played hard for more than two hours, sports drinks might be appropriate.</td>
<td>If it’s hot, you’re sweating a lot, and you’ve been playing for a long time (more than 2 hours), then a sports drink will help you feel more hydrated.</td>
</tr>
</tbody>
</table>
### Signs of Proper Hydration

<table>
<thead>
<tr>
<th>Sequence element</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening question</td>
<td>How do I know if I am properly hydrated?</td>
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<td>How do I know if I am properly hydrated?</td>
</tr>
<tr>
<td>Talking points</td>
<td>■ Your body will tell you when you need to drink more – and it’s not just when you feel thirsty.</td>
<td>■ Your body will tell you when you need to drink more.</td>
<td>■ Your body will tell you when you need to drink – but why wait?</td>
</tr>
<tr>
<td></td>
<td>■ You can weigh yourself – if you lose more than 2 pounds during any activity, you didn’t drink enough.</td>
<td>■ Signs include:</td>
<td>■ Get in the HEALTHY habit of drinking water before, during and after activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ Feeling tired (this could be from other things, but dehydration is a big contributor)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>■ Chapped lips</td>
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<tr>
<td></td>
<td></td>
<td>■ Feeling “out of it” – mentally dull</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ Thirst – when you feel thirsty, though, it’s already too late – you are starting to be dehydrated.</td>
<td></td>
</tr>
<tr>
<td>Example/Prop:</td>
<td>Bring a sweatband or T-shirt, soaked with water from sink. Wring out in front of kids.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher statement with prop:</td>
<td>“I got this from (name of student volunteer). They’d been working out for hours. It weighed more than 2 pounds. Did they drink enough to still be hydrated when they finished the work-out?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fun Quiz</td>
<td>What is a good way for you to know if you are drinking enough water?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Range of Potential Correct Answers | ■ If you don’t feel thirsty.  
■ If you didn’t sweat too much, and you kept drinking water before and during activity.                                                                                     | ■ If you DON’T feel:  
■ Sick to your stomach, headache, have chapped lips, dry mouth, thirsty, you feel energetic, awake, no cramps                                                                           | ■ If you’re drinking enough water, how will your body feel? When should you drink water?                                                                                                              |
|                  |                                                                                                                                                                                                      |                                                                                                                                                                                                      |                                                                                                                                                                                                      |
|                  |                                                                                                                                                                                                      |                                                                                                                                                                                                      |                                                                                                                                                                                                      |
**Week 4:**

**Consequences/Signs of Dehydration**

<table>
<thead>
<tr>
<th>Sequence element</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening question</td>
<td>What happens if I do not drink enough water during physical activity/exercise?</td>
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</tr>
</tbody>
</table>
| Talking points   | Dehydration is more serious than just feeling a little thirsty. There are serious medical consequences. You need to tell me or another teacher right away if you feel sick, exhausted, overheated or really thirsty. We can help you get hydrated quickly to stay healthy. | Dehydration is no joke. You need to stop the activity and drink water immediately if you start to feel any of these signs:  
  ■ Exhaustion, even though you slept enough;  
  ■ Feeling overheated  
  ■ You don’t sweat even though it’s hot and you’re exercising  
  ■ Muscle cramps or feeling sick to your stomach | Dehydration occurs in every weather condition. Mild temperatures may fool students into thinking they don’t need to drink as much or as often, because they don’t feel as sweaty. Be sure to check for signs of dehydration – drink water as a habit, before, during and after activity, year-round. |
| Example/ Prop:   | Have HEALTHY water bottle in hand. Ask student volunteer to pretend to slump to the floor, clutch stomach, clutch calf muscles.  
“Look! (name) seems to be overheated, have a sick stomach and leg cramps! They must be dehydrated! Let’s help them drink water and feel healthy again!” Offer water bottle | Teacher uses own body, asks students to follow along as they explain physical signs of dehydration:  
“There are some clear signs that you’re not drinking enough water. Follow along with me.  
  ■ Your LEGS might get cramps (feel calf)  
  ■ Your STOMACH might feel upset (pat stomach)  
  ■ You could feel HEADACHY or confused (point to head)  
  ■ You could feel OVERHEATED (wipe brow, shake shirt)  
  ■ If you feel this way, drink!” | Teacher wipes brow, stands in front of group:  
“Sometimes I like to exercise more when it doesn’t feel so hot outside. If it’s cooler, can I still get dehydrated if I don’t keep drinking water?” |
| Fun Quiz         | ■ What should you do if you feel like you’re dehydrated?  
■ What are some signs of being dehydrated (not drinking enough water during physical activity)? | ■ Can you get dehydrated any time, in any weather?  
■ What are some signs of being dehydrated?  
■ What’s a good way to avoid getting dehydrated? | ■ You can get dehydrated any time, in any weather  
■ See the signs  
■ Make water your life force – drink water before, during and after activity |
| Range of Potential Correct Answers | ■ Tell the teacher  
■ Sit down  
■ Get a drink | ■ You get cramps  
■ You feel sick  
■ You get a headache  
■ You stop sweating, even when it’s hot  
■ You start feeling stupid (out of it) | ■ You can get dehydrated any time, in any weather  
■ See the signs  
■ Make water your life force – drink water before, during and after activity |
Appendix

HRPA Task Cards
FOUR CORNER FITNESS
(Short side of the Gym)
Bear Crawl
Front Crab Walk
Lunges
Power Skips
Skier
YOUR CHOICE!!!
FOUR CORNER FITNESS
(Long side of the Gym)
Power Walk
Jog
Basketball Shuffle
High Knees
Carioca
YOUR CHOICE!!!
FOUR CORNER FITNESS

Coffee Grinder
Crunches
Goofy Jacks
Forward Lunges
FLEXIBILITY

Your Choices

Butterfly Stretch
Quadriceps Stretch
Calf Stretch
Shoulder/Triceps Stretch
Hamstring Stretch
Standing Lunge Stretch
Standing Hip Bend
FLEXIBILITY

Your Choices

Body Twist
Sitting Toe Touch
Back Roller
Bear Hug Stretch
Shoulder/Triceps Stretch
Hurdler Stretch
Sitting Side Stretch
AEROBIC/CV ENDURANCE
(HEART & LUNG FITNESS)

Your Choices
- Jog, slide, or gallop in area
- Jogging/Jumping In Place
- Jumping Jack Variations
- Jumping With Knee & Foot Lifts
- Jumping With Footwork Patterns
AEROBIC/CV ENDURANCE
(HEART & LUNG FITNESS)

Your Choices
Alternate sprint/jog in place
Slides around area
Treadmills
Jumping With Knee & Foot Lifts
Power walk around area
ABDOMINAL STRENGTH

Your Choices

- Reverse Curl-ups
- Curl-ups (go up part way)
- Curl-ups (shoulder blades off floor)
- Crunchers (curl-ups; arms crossed/hands on shoulders)
- Leg Extensions (balance on seat w. legs going out/in)
- V-ups (lay on back, head and feet come up at same time)
UPPER BODY STRENGTH

Your Choices

Arm Circles (circle w. palm up & down)

Full Body Push-ups (rest at bottom)

Modified Push-up (on knees, rest on bottom)

Push-up Position Arm Circles or turnovers

Line Push-ups (hands move back and forth over a line)
UPPER BODY STRENGTH

Your Choices

Reverse Push-ups
Crabwalks
Reclining Partner Pull-ups
Rocking Chair
Inchworm Push-up
Partner Push-ups with Hi-Fives
RACE TRACK FITNESS

1. Push-ups
2. Crab Kicks
3. Curl-ups
4. Lower Body Flexibility
5. Lunges
6. Upper Body Flexibility
7. YOUR CHOICE!!
FITNESS
SCAVENGER HUNT

Do all exercises together as a group!!

1. Run to the bleachers and do 25 step-ups
2. Carioca to each of the groups and do high-five’s
3. Jog to center of the gym/Do 2 sitting stretches
4. Find the short jumpropes/Do 25 fast time jumps
5. Jog and touch five walls, & six different lines
6. Walk to each corner, and do 5 4-count push-ups
7. Perform 10 jumping jacks under three baskets
8. Run to each corner of the gym & do 10 Curl-ups
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<table>
<thead>
<tr>
<th>ABDOMINALS</th>
<th>UPPER BODY STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curl-ups</td>
<td>Treadmills</td>
</tr>
<tr>
<td>V-sit</td>
<td>4-count push-ups</td>
</tr>
<tr>
<td>Right leg across</td>
<td>Crab kicks – variations</td>
</tr>
<tr>
<td>Left leg across</td>
<td>Triceps push-ups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARDIO</th>
<th>FLEXIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumping jack</td>
<td>Body twist</td>
</tr>
<tr>
<td>variations</td>
<td></td>
</tr>
<tr>
<td>Jog in place</td>
<td>Arm circles</td>
</tr>
<tr>
<td>Pretend jump rope</td>
<td>Sitting stretch</td>
</tr>
<tr>
<td>Follow the leader</td>
<td>Butterfly</td>
</tr>
<tr>
<td>(Shuffle, Power Skip, Carioca, etc.)</td>
<td>Calf stretch</td>
</tr>
</tbody>
</table>
JUMP & JOG
FITNESS
Two Foot Basic
Jog Step
Skier
Scissors
Jumping Jack
Your Choice
*try each backwards, fast time, or with crossing arms
## PARTNER RESISTANCE EXERCISES

<table>
<thead>
<tr>
<th>Partner Resistance Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicep Curls</td>
</tr>
<tr>
<td>Tricep Extensions</td>
</tr>
<tr>
<td>Butterflies</td>
</tr>
<tr>
<td>Pec Decks</td>
</tr>
<tr>
<td>Resistance Push-ups</td>
</tr>
<tr>
<td>Leg Scissors</td>
</tr>
<tr>
<td>Leg Curls</td>
</tr>
<tr>
<td>Leg Extensions</td>
</tr>
<tr>
<td>Bear Traps</td>
</tr>
<tr>
<td>Partner Squats</td>
</tr>
</tbody>
</table>

## AEROBIC MOVEMENT

<table>
<thead>
<tr>
<th>Aerobic Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Walks</td>
</tr>
<tr>
<td>Jog</td>
</tr>
<tr>
<td>Slide</td>
</tr>
<tr>
<td>Carioca</td>
</tr>
<tr>
<td>Power Skips</td>
</tr>
<tr>
<td>High Knees</td>
</tr>
</tbody>
</table>