### Track and Field 7th Grade: Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use dodging and fleeing skills to play tag games with other students.</td>
<td>■ 4 corners task cards</td>
<td>✔ HRPA: Set up cones 40 X 40 yards apart with task cards.</td>
</tr>
<tr>
<td>■ Participate in conditioning activities involving running, jumping, and leaping.</td>
<td>■ 12 cones (3 set-ups)</td>
<td></td>
</tr>
<tr>
<td>■ Students complete stretching exercises alone or with others, and perform a slow jog around assigned area. Stretches include calf stretch, groin stretch, quad-stretch, hamstring-stretch, and shoulder stretch.</td>
<td>■ 1 jump rope for every 2 students</td>
<td></td>
</tr>
</tbody>
</table>

#### INSTANT ACTIVITY

**Jogging and Stretching**  
(3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should jog for 1 minute, stretch, jog for 2 minutes, etc.</td>
<td>Lead stretches and time jog.</td>
</tr>
</tbody>
</table>

#### HEALTH RELATED PHYSICAL ACTIVITY

**4 Corners**  
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Cones are set up in 4 corners of activity area with a task card at each cone.</td>
<td>Set out cones with task cards.</td>
</tr>
<tr>
<td>On your signal, students read task card for their stations.</td>
<td>Make sure groups are relatively even in number.</td>
</tr>
<tr>
<td>Students perform tasks, move to next station, read task card, perform task, and move on.</td>
<td>Supervise students and offer feedback.</td>
</tr>
</tbody>
</table>

**4 Corners (continued)**  
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Station 1: Coffee Grinder - 10. Motor Movement: Skip to next station.</td>
<td>Lead stretches and time jog.</td>
</tr>
<tr>
<td>Station 2: Crunches -10. Count to 5 while in “up” position. Motor Movement: Long jump to next station. Each jump starts in a standing position, uses an arm swing and jump. This activity is not continuous.</td>
<td>Make sure students are moving at their own speed through stations. If this is a problem, you may want to time each station.</td>
</tr>
<tr>
<td>Station 3: Goofy Jacks - 20. While in place, arms do “whatever” while legs are doing regular jumping jack motion. Motor Movement: Hop on right foot half way to next station then hop on left foot. Station 4: Forward Lunges - 10 with right foot, 10 with left foot. Motor Movement: Basketball Slide. Arms in front, knees bent, slide forward with dominant foot.</td>
<td>Set up cones 40 X 40 yards apart with task cards.</td>
</tr>
</tbody>
</table>

**4 Corners (continued)**  
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Go through stations twice to familiarize students with activities.</td>
<td>Set up cones 40 X 40 yards apart with task cards.</td>
</tr>
<tr>
<td>Students will be moving at their own speed through stations. If this is a problem, you may want to time each station.</td>
<td>Set up cones 40 X 40 yards apart with task cards.</td>
</tr>
</tbody>
</table>
### Shadow Tag (6 minutes)

**Lesson Content**
- Divide students into pairs and have each pair stand in scattered formation.
- 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 to escape from other partner while staying within boundaries.
- If front person is more than arm's length away from back person when whistle blows, then back person does 5 jumping jacks.
- If front person is within reach at whistle, then he or she does 5 jumping jacks.
- Switch roles after each round. As students learn the game, allow them to run to get away.

**Role of Assistant**
- Help teacher with organization.
- Promote safety by redirecting unsafe behaviors.

### Circle Walk Game (8 minutes)

**Lesson Content**
- Groups of 6 form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups.
- Groups should look like a wheel with bodies as spokes.
- On your signal, students rise up into up position of push-up, and begin "walking" with hands and feet toward their right. Continue for 15-30 seconds, depending on class ability.
- On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds).
- Repeat signals for starting and stopping. Groups can move in either direction.

**Role of Assistant**
- Assist with student grouping and organization.
- Congratulate excellence and effort.
- Give feedback on push-up form and level of participation.

### Transition

**Lesson Content**
As Shadow Tag ends, tell students they have 10 seconds to get into groups of 6.
- Countdown from 10.
- Anyone not in a group at end of countdown joins you and you place them into a group.

**Role of Assistant**
- Assist with grouping of students.
### Tuck Jumps & Squat Jumps Jog / Stretch Drill Extraordinaire (7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>All students are in scattered formation in activity area in their own personal space, standing with feet shoulder width apart with body straight.</td>
<td>Assist students with form and instructions.</td>
</tr>
<tr>
<td>Tuck Jump: Students jump straight up, bringing knees as close to their chest as possible, while trying to grasp knees with hands, then return feet to the floor. Repeat several times.</td>
<td>Commend good effort; success will be different for different skill levels.</td>
</tr>
<tr>
<td>All students move around area in free formation, jogging slowly, you signal to stop and all students stretch in place. Students may use leg, shoulder, arm, stretches.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Squat Jumps Extraordinaire: Students stand in a line on a baseline or football yard line. On your signal, all students take 3 small jumps, then 1 long jump. Make sure students are using good jumping technique; arm swing, leg drive, and landing.</td>
<td>Model stretches for students.</td>
</tr>
<tr>
<td>Repeat several times and have students try to improve after each jump.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students join you at mid-field and form a semi-circle around you and stretch.</td>
<td>Move among students helping with stretching and answers to questions.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
<td></td>
</tr>
<tr>
<td>Ask: How does your heart react to jogging? Stretching?</td>
<td></td>
</tr>
<tr>
<td>Ask: In the Circle Walk Game, what was the first body part to become tired?</td>
<td></td>
</tr>
</tbody>
</table>

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**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
## Lesson Outcomes
- Develop cardiovascular endurance by participating in class activities.
- Demonstrate proper form for the standing start.
- Demonstrate, either verbally through explanation or actions, their understanding of start and sprint techniques.

## Equipment
- 1 long jump rope for every 4 students
- 20 cones
- 3-5 pinnies of another color

## Before Class Set Up
- IA: Set out long jump ropes.
- HRPA: Set up 40 X 40 area for tag game.
- Activity #4: Set up 3 cones per game per game instructions.

### Jump Rope
**Lesson Content**
- Students divide into groups of 4 as they enter activity area, 1 long rope per group.
- Students take turns jumping and turning rope.
- Some jumping suggestions include:
  - Hot Pepper
  - Figure 8 (Jump in rope, jump out, jog around a turner, jump back into rope, jump out, and jog around other turner)
- Instruct students to jump a specified number of times (10 in and 10 out).

**Role of Assistant**
- Help students form groups, find ropes and finding activity areas.

### 2-Fer Tag
**Lesson Content**
- There will be 2 “taggers” per 15 students.
- Students are in scattered formation in a 40 X 40 square area for game.
- 1 set of taggers wear 1 color pinnie; other set of taggers wear another color.
- 1 set of taggers are the Jumping Jack Attack, other set are the Up-Crew.
- When a tagger tags a student, he or she must do the exercise that is assigned to that tagger. For example, if tagged by a Jumping Jack Attacker, tagged person must go to area marked off for jumping jacks and perform 5 jumping jacks to re-enter the game. If tagged by an Up-Crew, he / she must do 5 sit-ups or push-ups.
- No immediate tag backs are allowed after doing exercises. Student has right to re-enter game.
- Assign 1 area for Jumping Jacks and 1 area for Sit-Ups out of the activity area.
- After two minutes, switch taggers.

**Role of Assistant**
- Set up boundaries as needed.
- If large class, split into 2 games.
- Make sure students are doing correct exercise when tagged.
- Distribute pinnies

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**Track and Field**

<table>
<thead>
<tr>
<th>7th Grade : Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON OUTCOMES</strong></td>
</tr>
<tr>
<td>- Develop cardiovascular endurance by participating in class activities.</td>
</tr>
<tr>
<td>- Demonstrate proper form for the starting start.</td>
</tr>
<tr>
<td>- Demonstrate, either verbally through explanation or actions, their understanding of starting and sprint techniques.</td>
</tr>
<tr>
<td><strong>EQUIPMENT</strong></td>
</tr>
<tr>
<td>- 1 long jump rope for every 4 students</td>
</tr>
<tr>
<td>- 20 cones</td>
</tr>
<tr>
<td>- 3-5 pinnies of another color</td>
</tr>
<tr>
<td><strong>BEFORE CLASS SET UP</strong></td>
</tr>
<tr>
<td>- IA: Set out long jump ropes.</td>
</tr>
<tr>
<td>- HRPA: Set up 40 X 40 area for tag game.</td>
</tr>
<tr>
<td>- Activity #4: Set up 3 cones per game per game instructions.</td>
</tr>
</tbody>
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**Instant Activity**

**Lesson Content**
- Students divide into groups of 4 as they enter activity area, 1 long rope per group.
- Students take turns jumping and turning rope.
- Some jumping suggestions include:
  - Hot Pepper
  - Figure 8 (Jump in rope, jump out, jog around a turner, jump back into rope, jump out, and jog around other turner)
- Instruct students to jump a specified number of times (10 in and 10 out).

**Role of Assistant**
- Help students form groups, find ropes and finding activity areas.

**Health Related Physical Activity**

**Lesson Content**
- There will be 2 “taggers” per 15 students.
- Students are in scattered formation in a 40 X 40 square area for game.
- 1 set of taggers wear 1 color pinnie; other set of taggers wear another color.
- 1 set of taggers are the Jumping Jack Attack, other set are the Up-Crew.
- When a tagger tags a student, he or she must do the exercise that is assigned to that tagger. For example, if tagged by a Jumping Jack Attacker, tagged person must go to area marked off for jumping jacks and perform 5 jumping jacks to re-enter the game. If tagged by an Up-Crew, he / she must do 5 sit-ups or push-ups.
- No immediate tag backs are allowed after doing exercises. Student has right to re-enter game.
- Assign 1 area for Jumping Jacks and 1 area for Sit-Ups out of the activity area.
- After two minutes, switch taggers.

**Role of Assistant**
- Set up boundaries as needed.
- If large class, split into 2 games.
- Make sure students are doing correct exercise when tagged.
- Distribute pinnies

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

**4 Corners**  
*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>- Use previous 40x40 set-up. Use fitness level of students to choose yards or feet or set up one of each. Place task cards at each cone.</td>
<td>✔ Set up cones as needed. Large classes may need 2 set-ups.</td>
</tr>
<tr>
<td>- Divide class into 4 groups, 1 group at each cone. On your signal, students begin tasks at their cones, and move to next station upon completion. Each cone has a movement suggestion for moving from 1 cone to the next.</td>
<td>✔ Assist students with the tasks at each cone.</td>
</tr>
<tr>
<td>- Station 1: Jumping Jacks - 20. Motor Movement: Hop on left foot to next station.</td>
<td>✔ Divide area with teacher and monitor groups.</td>
</tr>
<tr>
<td>- Station 2: Hi-5s - 10 (students form pairs). Jump high and give Hi-5 at top of jump. Motor Movement: Long jump to next station.</td>
<td>✔ Maintain compliance with movement methods.</td>
</tr>
<tr>
<td>- Station 3: Lunges to each side - 10 to right and 10 to left. Motor Movement: Run backward to next station.</td>
<td>✔ Provide feedback and positive praise for effort in activity.</td>
</tr>
</tbody>
</table>

### Activity #2

**Standing Start, Racing Start, Sprinting Skill Technique**  
*(4 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Students stand, arm length apart in a line facing teacher and teacher assistant</td>
<td>✔ Assist students with form feedback and process of activity.</td>
</tr>
<tr>
<td>- Standing Start: (On Your Mark) - Feet are a half-stride apart, (Set) - Body leans forward, Weight on toes, Knees slightly bent, Arms down or slightly back, (Go) - Drive legs and swing arms.</td>
<td>✔ Commend good effort. Success will be different for different skill levels.</td>
</tr>
<tr>
<td>- Racing Start: (On Your Mark) - Kneel down, Front foot 4-12 inches behind start line, Thumb and finger parallel to line, Knee of other leg behind front foot, (Get Set) - Raise hips, Rear knee raised, Shoulders over hands, center of gravity forward and over hands, Eyes focused on the starting line or just behind. (Go) - Push with both feet, Raise body gradually, Drive one arm back and the other forward (punching action).</td>
<td>✔ Students shadow skill as you explain.</td>
</tr>
<tr>
<td>- Sprinting Technique: Forward body lean, Arm swing, Knees forward and up.</td>
<td>✔ Students shadow skill as you explain.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Racing Starts and Arm Swing Skill Drill
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in same formation as above activity.</td>
<td>Move among students giving feedback and help on technique.</td>
</tr>
<tr>
<td>Arm Swing Drill: Stand with feet about 6 inches apart, Elbows bent at 90° angle. Swing arms forward and backwards without changing body or arm position, Shoulders should be down and relaxed while hands reach face level. Focus on keeping the face / jaw relaxed.</td>
<td>Commend good effort.</td>
</tr>
<tr>
<td>Students practice running in place with arm swing. Ask them if they can move their arms faster than their legs or their legs faster than their arms. They will find they have to move body parts in unison.</td>
<td></td>
</tr>
<tr>
<td>The focus of the swing should be on the back-swing with the forward swing being a natural reaction.</td>
<td></td>
</tr>
<tr>
<td>Standing Start Drill: Have students stand in line across activity area an arm’s length apart, feet in ready position for start. Use cues of On Your Mark, Get Set, and Go. Students perform skills for each command. They run 20 yards up field and walk back.</td>
<td></td>
</tr>
<tr>
<td>After a few runs, have students try racing start.</td>
<td></td>
</tr>
</tbody>
</table>

### Round-N-Round We Go
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>This is a 6 person relay race.</td>
<td>Set up 3 cones per group; 1 for start, 1 10 yards away and 1 20 yards away.</td>
</tr>
<tr>
<td>Students form groups of 6.</td>
<td>Move among groups to make sure students are using the proper starting form and waiting for the incoming runners to pass.</td>
</tr>
<tr>
<td>3 students line up behind first and last cones. First student gets into a racing start position and on your signal, runs to first cone, runs around it, and proceeds to last cone, where next student is in a racing start position. When first runner passes second runner, he or she takes off, runs to middle cone, runs around it, and proceeds to next student in line.</td>
<td></td>
</tr>
<tr>
<td>Continue until all students have done 2 racing starts from each end.</td>
<td></td>
</tr>
<tr>
<td>Repeat same process changing to standing start.</td>
<td></td>
</tr>
</tbody>
</table>

Italicics indicate the teacher speaking directly to the student.
### Cool Down/Closure

(5 minutes)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>- Students join you at mid-field and begin to perform stretches as you model them.</td>
<td>- Move through students assuring compliance with stretching and answering questions.</td>
</tr>
</tbody>
</table>
| - Ask:  
  - What are some differences between a standing start and a racing start  
  - Which type of start is more effective in getting the runner off the line more quickly and why?  
  - Which starting position do you like best and why? | - Commend good form on start positions. |
| - Have all students model the standing start and the racing start while in personal space. | |
### Track and Field 7th Grade : Lesson 3

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<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in FLOW activities for full body workout.</td>
<td>- 6 cones and Task Cards</td>
<td>✓ IA: Set up cones with task cards.</td>
</tr>
<tr>
<td>- Demonstrate and practice visual and blind handoffs.</td>
<td>- 1 baton for every 4 students</td>
<td>✓ Set up FLOW equipment.</td>
</tr>
<tr>
<td>- Demonstrate both types of handoffs during game.</td>
<td>- FLOW equipment</td>
<td>✓ Have batons available.</td>
</tr>
<tr>
<td></td>
<td>- 12+ cones</td>
<td>✓ Activity #3: Set up cones, at least 10-20 yards apart, on either side of area to show students where to line up. Color code cones (all #1 cones are red, etc.)</td>
</tr>
</tbody>
</table>

**Cone Movement Skills**

**LESSON CONTENT**
- As students enter activity area, they should find partners at a cone and mirror movement skills from cone to cone. Each cone will have a card with activities on it.
- Cone 1 to Cone 2 - Slide (instep hits instep) while using arms as in a jumping jack.
- Cone 2 to Cone 3 - Backpedal.
- Cone 3 to Cone 4 - Carioca (move sideways-forward crossover, backward crossover).
- Cone 4 to Cone 1 - Sprint.

**ROLE OF ASSISTANT**
- ✓ Set up cones and task cards in an area at least 20 X 20 yards.
- ✓ Assist students getting to cone and performing activities.
- ✓ Maintain movement by moving from cone to cone encouraging

**FLOW**

**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.

*Italics indicate the teacher speaking directly to the student.*
### Visual Relay Handoff & Blind Relay Handoff Skill Development

**Lesson Content**
- Students form groups of 4. 1 person of group gets a baton for the group. Each person in the group is given a color matching the colors of the cones set up around the area. 1 color for each member.
- Review running techniques and starts from previous lesson.
- Visual Relay Handoff: Recipient looks behind at incoming runner, 1 arm extended at shoulder height, Fingers pointing at runner, Start slow jog up track when incoming runner is within 10 feet, Focus on baton, Feed baton into hand, Turn and begin running. (This technique is used mostly in distance races.)
- Blind Relay Handoff: Receiver has back to passer, Receiver starts to run when passer gives verbal cue, Arm of receiver is extended at waist height or higher with palm in a V position for passer to place baton, Passer passes baton with a striking motion (use a push / extend motion as it is more aligned with arm swing) placing it into V of receiver's hand, Receiver accelerates.
- Students shadow practice hand position for blind handoff.
- Groups practice blind relay handoffs.

**Role of Assistant**
- Move among students to help with instruction.

### Line Relays

**Lesson Content**
- Students form lines of 4, each group spaced 10 yards apart. First student has baton.
- On your signal, first student runs to second student and hands off baton, second student takes off running, and so on to end of line. As each student finishes running, he or she turns and walks back to their start point.
- Starting with last student to run, have them repeat process going back.
- Repeat 3-4 times
- If more distance can be added between students, then it becomes more of a distance run.

**Role of Assistant**
- Assist with getting students organized in activity area. Have them take 15 giant steps from the next student in line if no lines are available.
- Assist those who finished running with handoff technique.
- Commend effort and good handoffs.
- Provide corrective and positive feedback.

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**Transition**

**Lesson Content**
- At end of drill, have students remember their colors and move to corresponding cone on either side of area. Call out colors. One person from each group should be at each color, and they should be “in line”

**Role of Assistant**
- Help with organization, as students will be confused, and need to be directed as to where to go.
## Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students gather at mid-field with you in front of class.</td>
</tr>
<tr>
<td>Students perform stretches as modeled by you.</td>
</tr>
<tr>
<td>During stretching, ask:</td>
</tr>
<tr>
<td>- <em>How does a good pass help the team, and how does a bad pass cause problems? Name things that a team must do to prevent having bad passes?</em></td>
</tr>
<tr>
<td>Thank class for solid work today.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move among students and help with stretches.</td>
</tr>
<tr>
<td>Model as necessary to affect compliance.</td>
</tr>
</tbody>
</table>
# Track and Field 7th Grade : Lesson 4

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<th>LESSON OUTCOMES</th>
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<tbody>
<tr>
<td>- Develop agility and cardiovascular strength by participating in class activities.</td>
<td>- 6 purple cones, 6 red cones, and 6 Green cones /task cards</td>
<td>- IA: Set out 3 lines of 6 cones each, 10-12 yards apart</td>
</tr>
<tr>
<td>- Demonstrate basic jumping techniques used in Long Jump and Triple Jump.</td>
<td>- Half-cone markers 1 per student</td>
<td>- Activity #1: Set up 30 X 30 area for tag game.</td>
</tr>
<tr>
<td>- Work cooperatively with others in tag games and game situations.</td>
<td></td>
<td>- Activity #4: Scatter markers about area.</td>
</tr>
</tbody>
</table>

## Cones (3-5 minutes)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>- As students enter activity area, they are to go to end of 1 set of cones.</td>
<td>✓ Set up 3 lines of 6 cones in field or length of gym. Keep 6-10 feet in between each cone.</td>
</tr>
<tr>
<td>- Students move by prescribed method at each set of cones.</td>
<td></td>
</tr>
<tr>
<td>- After completing 1 set of cones, students move to next set. Upon completion of all cones, students start over.</td>
<td></td>
</tr>
<tr>
<td>- Lines are:</td>
<td></td>
</tr>
<tr>
<td>- Line 1 Purple is Over and students jump over all cones.</td>
<td></td>
</tr>
<tr>
<td>- Line 2 Red is Through and students weave in and out of cones.</td>
<td></td>
</tr>
<tr>
<td>- Line 3 Green, is Around and students jog around all 6 cones in line</td>
<td></td>
</tr>
<tr>
<td>- Have students go through lines 1 at a time, but next student can begin after previous student has reached third cone in line.</td>
<td></td>
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</table>

## Cones (continued) (3-5 minutes)

- Activity continues

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### Random Running
(10 minutes)

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<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>Students are scattered about area in personal space.</td>
<td>Give positive feedback to students.</td>
</tr>
<tr>
<td>On your signal, all students begin to run around area in random fashion. They are to 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>Play music, and use it to signal start and stop.</td>
</tr>
<tr>
<td>Students who need to walk may do so. This should be a student-directed activity.</td>
<td></td>
</tr>
<tr>
<td>After 3 minutes, signal students to walk around area for 30 seconds, then signal again to resume jogging pattern.</td>
<td></td>
</tr>
<tr>
<td>You may want to add a time for stretching or exercising to add variety.</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class forms pairs in a scattered formation in 30 X 30 activity area.</td>
<td>Assist with partnering.</td>
</tr>
<tr>
<td>1 student of pair is “it” and stands on outside of 4 cones. Partner is inside 4 cones separated from his or her partner.</td>
<td>Make sure students are playing safely.</td>
</tr>
<tr>
<td>On your signal, both students speed walk and “it” tries to tag his or her partner. If tagged, that student does 3 push-ups, and takes on role as “it.”</td>
<td>Congratulate students doing a good job.</td>
</tr>
<tr>
<td>If a student accidentally bumps into another student, he or she must give Hi-5 and apologize.</td>
<td></td>
</tr>
<tr>
<td>Action will need to be monitored for running students.</td>
<td></td>
</tr>
<tr>
<td>For each 3 games played, have students get back-to-back with another one to provide new partnerships.</td>
<td></td>
</tr>
<tr>
<td>Have students try to match up with someone of similar speed.</td>
<td></td>
</tr>
</tbody>
</table>
### Long Jump, Triple Jump
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students standing in semi circle (or some such thing) to indicate transition.</td>
<td>Know cues and be able to assist students throughout activity by using those cues.</td>
</tr>
<tr>
<td>Explain the difference between standing long jump and running long jump. If no pit is available, running long jump is modified to jogging and small jumps.</td>
<td></td>
</tr>
<tr>
<td>Approach to long jump is key to good jump. Demonstrate jogging approach, concentrating on takeoff point and attack of the jump.</td>
<td></td>
</tr>
<tr>
<td>Long Jump: Foot is planted with knee flexed, Lift, leap, and reach with lead leg, Thrust arms upward, Feet and hands reach forward, Fall forward if necessary when landing.</td>
<td></td>
</tr>
<tr>
<td>Triple Jump: Footwork - left, left, right, both OR right, right, left, both.</td>
<td></td>
</tr>
<tr>
<td>Students can practice Triple Jump footwork independent of approach.</td>
<td></td>
</tr>
<tr>
<td>Students shadow practice skills as you provide explanation.</td>
<td></td>
</tr>
</tbody>
</table>

### Single Leg Bound, Alternate Bound, Combination Bound
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students line up along basketball baseline or football yard marker. They do 1 of the movements below to far cone or line and do either same or different movement back. Repeat as often as needed.</td>
<td>Help students having trouble with coordination or skill development.</td>
</tr>
<tr>
<td>Single Leg Bound - Students perform hops on 1 foot, trying to cover as much ground as possible. Arms should be thrust forward with each jump. This is not always natural so has to be coached. Make sure they bound with both right and left leg. This will help students determine lead leg.</td>
<td>Make them understand that effort is more important than achievement.</td>
</tr>
<tr>
<td>Alternate Bound - Students take large strides to move forward. They should attempt to remain off ground as long as possible. Arms can be in opposition as in running. Knee drive upward and a clawing action which activates the hamstring is required here.</td>
<td></td>
</tr>
<tr>
<td>Combination Bound - Students use triple jump form (left, left, right). This is difficult, and should not be tried until first 2 jumps have been accomplished.</td>
<td></td>
</tr>
</tbody>
</table>
**Marker Touch-'N-Go**

(9 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Larger spaces are better for MVPA.</td>
<td>✓ Set up area by scattering markers.</td>
</tr>
<tr>
<td>- Students form 4 groups, each group on a different sideline, Declare a specific motor movement for each round: skip, jog, hop on 1 foot, etc.</td>
<td>✓ Place differing colors in differing places.</td>
</tr>
<tr>
<td>- On your signal, students move to a marker as quickly as possible, with only 1 student per marker.</td>
<td>✓ If teacher changes game, help students understand and comply.</td>
</tr>
<tr>
<td>- After students reach a marker, signal to return to sideline using same movement pattern. Repeat activity changing movement pattern. ▶️ Variation: Pick a specific color marker for students to move to.</td>
<td></td>
</tr>
<tr>
<td>▶️ Variation: Use a specific body part to touch marker.</td>
<td></td>
</tr>
<tr>
<td>▶️ Variation: On your signal, students form groups of 4 and find a marker of a certain color, going there as a group.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>- Students gather up markers and bring to equipment area, then join you at mid-field in semi-circle.</td>
<td>✓ Help with equipment retrieval and storage.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
<td></td>
</tr>
<tr>
<td>- Where have you ever long jumped (jump across streams, rivers, ropes, etc)?</td>
<td></td>
</tr>
<tr>
<td>- Why is arm swing so important in long and triple jumps?</td>
<td></td>
</tr>
<tr>
<td>- What do arm swings do to the body when jumping?</td>
<td></td>
</tr>
<tr>
<td>- Congratulate class on the effort of the day, and remind them to drink water whenever they think about it. At school, every time they walk past a water fountain, they should take a drink.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Track and Field 7th Grade : Lesson 5

<table>
<thead>
<tr>
<th><strong>LESSON OUTCOMES</strong></th>
<th><strong>EQUIPMENT</strong></th>
<th><strong>BEFORE CLASS SET UP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use dodging and fleeing skills to play tag games with other students.</td>
<td>1 ball per 2 students</td>
<td>✓ Activity #1: Distribute shot puts/balls</td>
</tr>
<tr>
<td>Continue to develop cardiovascular endurance through class activities.</td>
<td>Use softballs if possible. Baseballs or tennis balls can be used too for those with smaller hands</td>
<td>✓ Activity #2: Set out cones to separate activity area. Have balls easily accessible.</td>
</tr>
<tr>
<td>Acknowledge differing skill levels and abilities and accept feedback and instruction from teacher</td>
<td>Cones</td>
<td>✓ Activity #3: 1 ball per group of 6.</td>
</tr>
<tr>
<td>Work cooperatively with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a few of the critical elements in shot put.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### INSTANT ACTIVITY

### Tag

**LESSON CONTENT**
- As students enter activity area, they each find a partner.
- Each pair finds an area to play tag.
- One student is “it” and allows other student to move 10 feet away.
- On first movement of “it,” other student tries to avoid being tagged.
- If tagged, student does 10 jumping jacks, and then becomes “it”

**ROLE OF ASSISTANT**
- Help students form pairs.
- Make sure students are playing fairly.

### End Around Runs

**LESSON CONTENT**
- Students form groups of 8-10 by using roll groups or some similar grouping.
- Groups form a straight line. On your signal, each line begins walking. There is no particular pattern for the lines, except that they need to stay as straight as possible. When entire line is moving, last student jogs up to front of line and becomes leader.
- As soon as that student arrives in front of line, new last student jogs to front and so on.
- Students continue for 2 minutes until you signal to jog.
- After jogging, students speed up to a faster jog and sprint to front, then back to jog, then to walk.
- Students will soon see that the closer they stay together, the less distance they must run. This activity is good for developing teamwork and cooperation.

**ROLE OF ASSISTANT**
- Help students form groups and lines.
- Explain directions to students who don’t understand.
- Follow groups and commend good individual running as well as teamwork.

---

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**Track and Field**

**Lesson 5**

**ACTIVITY #1**

**Review Triple Jump and/or Long Jump, Shot Put,**

(3-4 minutes)

**LESSON CONTENT**

- Students shadow practice w/o equipment the following events:
  - Review Triple Jump: Footwork - left, left, right, both OR right, right, left, both.
  - Review Long Jump: Take off foot, Lift lead leg, Arms upward and block, Reach toward landing.
  - Shot Put: Hold shot in palm of hand under jaw between chin and ear, Elbow out (nearly a 90° angle at armpit), push upward and out, No wrist snap to release. The wrist does snap/ follow through at the end.
  - It’s all about stance and creating torque in the lower body so the upper body acts more like a whip.

**ROLE OF ASSISTANT**

- Know cues and be able to use them throughout drill and rest of lesson.

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

**ACTIVITY #2**

**Standing Triple Jump, Shot Put**

(8-10 minutes)

**LESSON CONTENT**

- Divide class in half. Back to back with a partner; one partner up, one down. All up people to shot, all down to TJ. Also a great way to create teams.
  - One group doing Triple Jump - Students stand in line formation facing same direction.
    - Students take a hop with 1 foot, hop on the same foot again, then hop on the other foot, and land on 2 feet. This should be short at first, and as steps become more comfortable, distances can be lengthened. Should practice both sides LLR and RRL to determine which side is stronger (and why).
    - Arms should thrust forward and block on each hop and reach out to land.
  - The second group does Shot Put - Students form pairs and get a shot put or other ball for pair (i.e. softball). Students face each other about 15 feet apart.
    - Using proper form, student shot puts ball to partner. Focus is on lower body creating torque (lower body turns while upper body remains stable) The key is the lower body, which starts at the feet (stance is critical).
    - Students stand facing one another, feet facing forward and shoulder width apart. Turn with the shot side away from partner with opposite arm up. Initiate the turn by blocking the non-throwing arm, turning the hips and trying to get the shot to just fly out instead of actually putting it out.
    - Continue until you signal. 3-4 minutes.

**ROLE OF ASSISTANT**

- Keep an eye on students having trouble with a basic hop. Help them to get the first move, and then move on to the next, and then the next.
- Commend effort, as some students will become frustrated.
- Make sure students are spread out if they are using a real shot put.
### Tunnel Ball Plus
(6-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6 in a line formation, 1 ball per group.</td>
<td>Help students with set-up</td>
</tr>
<tr>
<td>4 students form a tunnel by getting into up position of push-up, fifth student is at front of line and has a ball, and sixth student is bending over at end of line to receive ball.</td>
<td>Explain anything students may not understand</td>
</tr>
<tr>
<td>On your signal, student with ball rolls it under students through tunnel to sixth student. Upon receiving ball, this student runs to front with it.</td>
<td>Help those who are having trouble staying in up position of push up</td>
</tr>
<tr>
<td>Student who rolled ball joins tunnel in front and last student in line gets up and prepares to receive the next pass.</td>
<td>Commend effort</td>
</tr>
<tr>
<td>Continue until whole line has been in all 3 positions.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many passes can be completed in 1 minute?</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students return all equipment to storage area and join you in the middle of activity area. Students perform their favorite stretch. Move among students commenting on their choices and giving feedback.</td>
<td>Meet students at equipment area to gather equipment.</td>
</tr>
<tr>
<td>As they stretch, change stretch to 1 that you suggest and model. This can be a specific shoulder stretch for shot put, or leg stretch for jumping.</td>
<td>Move to student area and provide ideas for stretches by modeling, and giving feedback.</td>
</tr>
<tr>
<td>What muscles require a great deal of strength and flexibility in Long Jump and Triple Jump? What about in shot put? How are those muscles stretched?</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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## Track and Field 7th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop fitness through participation in FLOW activities.</td>
<td>- 1 short jump rope for every 2 students</td>
<td>✓ IA: Set up jump ropes.</td>
</tr>
<tr>
<td>- Demonstrate basic discus throwing skill and ability.</td>
<td>- 10-12 Discus</td>
<td>✓ FLOW: Have equipment ready to go by each station.</td>
</tr>
<tr>
<td>- Demonstrate knowledge and ability to perform visual and blind handoffs.</td>
<td>- Cones</td>
<td>✓ Activity #2: Discus, Batons</td>
</tr>
<tr>
<td>- Work cooperatively in small groups.</td>
<td>- 30 relay batons</td>
<td>✓ Activity #3: Have 4 batons available and set up 4 cones for boundaries and team markers.</td>
</tr>
</tbody>
</table>

### Instant Activity

#### Jump Rope

**LESSON CONTENT**
- Students find partners as they enter activity area, 1 short jump rope per pair.
- As 1 student jumps rope, partner is jogging around jumper and stretching. Jumper jumps 50 times, and then they change places.
- Students should use different jumping styles each time: single rebound, Double rebound, one foot, side to side, etc.

**ROLE OF ASSISTANT**
- Assist students as they enter area with partnering and finding ropes.
- Suggest different types of jumping styles.

### Health Related Physical Activity

#### FLOW

**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

**LESSON CONTENT**
- Review Relay Handoffs using verbal or visual cues: Turn and look, Arm up, Slow jog, Baton to hand, Take off running. When performing Blind Relay Handoff: Trust passer, First “stick,” Extend arm straight back, Elbow up, Palm up, Feel baton, Take off running.
- Discus: For a right handed student (adjust for left-handers) - Left shoulder toward target, Rest discus in first knuckle of all fingers but little and on “pad” near wrist, Body twists around, Arm swings straight out in a circular motion, Release pinky to index finger order.
- Lower body creates torque due to initial stance and lower body turning while upper body remains stable. Non throwing arm is up and blocks so the throwing arm swings through like a whip.

**ROLE OF ASSISTANT**
- Provide positive feedback on technique, cooperation, and inclusion.

---

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## ACTIVITY #2

### Discus Bowling

**Visual and Blind Handoffs**  
*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Have students get back to back with partner, up person to discus, down to relay handoffs.</td>
<td>■ Move among groups to provide feedback and support.</td>
</tr>
<tr>
<td>■ Discus - Students form groups of 4-5, depending on class size (the smaller the better), 1 baton and 1 discus per group. Divide number of students as evenly as possible.</td>
<td>■ Be aware of students not following safety protocols and alter behaviors as needed.</td>
</tr>
<tr>
<td>■ 1 pair has a discus and is separated by 6-8 feet. Student with discus grip and shows grip to partner. When partner says grip is appropriate, student with discus “bowls” or rolls discus on its edge toward partner. Partner rolls it back. Each student rolls discus 2-3 times.</td>
<td>■ Commend those who are cooperating and trying to follow directions.</td>
</tr>
<tr>
<td>■ Students attempt to toss discus into air no more than 10 feet up. Partner provides feedback about release and grip. Both partners should complete this 2 times.</td>
<td></td>
</tr>
<tr>
<td>■ Partners get 20 feet apart and execute mini-throws to each other.</td>
<td></td>
</tr>
<tr>
<td>■ Hand-Offs - Visual and Blind Handoffs - 1 baton per pair.</td>
<td></td>
</tr>
<tr>
<td>■ Partners are 20 feet apart and in line with each other. Practice visual handoffs first to get the idea of running straight to partner. Pair does this 5 times.</td>
<td></td>
</tr>
<tr>
<td>■ Partners practice 5 blind handoffs.</td>
<td></td>
</tr>
<tr>
<td>■ After each group has completed the tasks, exchange spaces and equipment and repeat the activity.</td>
<td></td>
</tr>
</tbody>
</table>

## ACTIVITY #3

### Never Ending Relay

*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Divide class into as many groups as there are cones, and send a group to each cone. They squat in a line from cone diagonally toward center of rectangle</td>
<td>✓ Set up a 40 X 40 yard rectangle. Use cones to mark each corner. If class is large, have 2 or 3 set-ups for this activity. If facilities and/or space are an issue, make the distance smaller but have as many set-ups as possible, so the students get the most cardiovascular effect.</td>
</tr>
<tr>
<td>■ First student has a baton and stands outside cone facing counter-clockwise. This will be the direction all students are running. On your signal, each student with a baton begins running around all cones until they return to their original cone.</td>
<td>■ Help students form lines.</td>
</tr>
<tr>
<td>■ While this student is running outside cones, next student in line prepares to receive the baton. When student receives baton, he or she runs a lap, and so on through line.</td>
<td>■ Help students maintain good running form with positive feedback.</td>
</tr>
<tr>
<td>■ Object of game: to complete as many laps as possible in time allotted</td>
<td>■ Support safety measures during entire activity.</td>
</tr>
<tr>
<td>■ Game should be continuous until you signal halt.</td>
<td></td>
</tr>
</tbody>
</table>

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## Cool Down/Closure
(2 minutes)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Have students gather in middle of field and begin performing leg and arm stretches. These can be modeled by you or by students. As students begin stretching, acknowledge good performance and make positive suggestions for improvement.</td>
<td>• Move among students helping and giving positive feedback.</td>
</tr>
<tr>
<td>• Move among class and use students to demonstrate examples of well-rounded stretching exercises.</td>
<td></td>
</tr>
</tbody>
</table>
| • As students are stretching, teacher asks: *How did bowling help to demonstrate the release of the discus?*  
*On the preparation for release of the discus, what were your legs doing? Your arms?* | |
<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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### Track and Field 7th Grade: Lesson 7

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<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Participate in the Cone Movement Skills activity to improve overall fitness levels.</td>
<td>● 4-12 cones, 1 bean bag or hackey sack for every 15 students&lt;br&gt;● 1 cone or poly spot per student</td>
<td>✓ IA: Set up 4 cones in a 20 X 20 square with task cards. &lt;br&gt;✓ HRPA: Set up stations before class. &lt;br&gt;✓ Activity #2: Set up zigzag cones.</td>
</tr>
<tr>
<td>● Improve fitness skills by participating in track and field circuit.</td>
<td>● HRPA-4 hoops, Jump Kone set-up, 2 batons, 2 shot put or softballs, 2 long ropes, 4 short ropes, 2 discus&lt;br&gt;● 6-10 balls (basketballs, softballs, Nerf balls)</td>
<td></td>
</tr>
<tr>
<td>● Review and practice triple and long jump technique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Review shot put and discus technique, and relay handoffs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Demonstrate teamwork by playing Old Run Around.</td>
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</tbody>
</table>

### Cone Movement Skills

#### (3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>● As students enter activity area, they should find partners at a cone and mirror movement skills from cone to cone.</td>
<td>✓ Set up cones and task cards in an area at least 20 X 20 yards.</td>
</tr>
<tr>
<td>● Cone 1 to Cone 2 - Slide (instep hits instep) while using arms as in a jumping jack.</td>
<td>✓ Assist students getting to cone and performing activities.</td>
</tr>
<tr>
<td>● Cone 2 to Cone 3 - Backpedal.</td>
<td>✓ Maintain movement by moving from cone to cone encouraging the students.</td>
</tr>
<tr>
<td>● Cone 3 to Cone 4 - Carioca (move sideways-forward crossover, backward crossover).</td>
<td></td>
</tr>
<tr>
<td>● Cone 4 to Cone 1 - Sprint.</td>
<td></td>
</tr>
</tbody>
</table>

### Track and Field Circuit

#### (15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>● Divide students equally among 10 stations.</td>
<td>✓ Either have equipment ready to distribute or already set up.</td>
</tr>
<tr>
<td>● Have students stretch in place while watching rapid demonstration of each station by you or a student.</td>
<td>✓ Help students form groups.</td>
</tr>
<tr>
<td>● On your signal, students perform task at each station. On your next signal, students replace all equipment at station and move to next.</td>
<td>✓ Supervise all groups, especially the shot and discus to insure cooperation and safety.</td>
</tr>
<tr>
<td>● Each station should take 45 seconds with a 15 second change of station. Continue until all stations have been completed.</td>
<td></td>
</tr>
<tr>
<td>● Students return equipment to storage area.</td>
<td></td>
</tr>
<tr>
<td>● Station 1: Shuttle Run - 2 hoops per pair. Students start at 1 hoop facing each other, and together shuffle step back and forth between 2 hoops.</td>
<td></td>
</tr>
<tr>
<td>● Station 2: Jump Kones - 2 cones and Jump Kone system needed. Set up at level comfortable for both participants. Students jump over cones with 2 feet back and forth.</td>
<td></td>
</tr>
<tr>
<td>● Station 3: Handoffs - 1 baton per pair. Practice visual and blind handoffs.</td>
<td></td>
</tr>
</tbody>
</table>

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# Track and Field Circuit
(15-20 minutes)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>☑️ Station 4: Standing Long Jump 2 markers for each student, to mark their jumps. Students measure jump. Attempt to better the distance with each jump.</td>
<td>Assist students with setting up formation.</td>
</tr>
<tr>
<td>☑️ Station 5: Shot Put - 1 shot put or softball per pair. Each student “puts” shot or ball toward partner. Safety rules must be followed at all times.</td>
<td>Assist students with technique.</td>
</tr>
<tr>
<td>☑️ Station 6: Zigzag Jumping - 1 long jump rope per pair. Students place rope straight out. Starting at end of rope, they jump over in a zigzag pattern to other end, then turn around and come back.</td>
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<tr>
<td>☑️ Station 7: Jog - Students jog around entire area and return to station.</td>
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<tr>
<td>☑️ Station 8: Triple Jump - Have a line or a rope on floor to indicate general take-off area. Have 1 student perform a slow triple jump with other student watching. After positive comments are given, switch roles.</td>
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<tr>
<td>☑️ Station 9: Jump Rope - 2 short ropes are needed per pair. Keep short ropes at station. Students do different types of jumps (i.e., front, back, 1 foot, crossover).</td>
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<tr>
<td>☑️ Station 10: Discus - 1 discus per pair. This station concentrates on release. Students face each other 10 feet apart. 1 student performs a mini-throw and release toward partner. Partner makes positive comments and roles reverse.</td>
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# Distance Running Technique
(2 minutes)

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<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>☑️ Distance Running Technique: Body is erect and there is little arm movement, Swing / drive elbows back in a natural motion, which means the hand come to the midline of the body, Use good stride with heel/toe strike.</td>
<td>Assist students with technique.</td>
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<tr>
<td>☑️ Students jog in place demonstrating proper running form.</td>
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# The Old Run Around
(10 minutes)

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<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>☑️ Students form groups of 4, 1 ball and 6 cones/ markers per group. Groups are in zigzag formation with extra cone outside zigzag area.</td>
<td>Assist students with setting up formation.</td>
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<tr>
<td>☑️ Cones must be 5 large steps apart and in zigzag formation. 1 student is at each cone/marker and first student in line has ball. Extra student is at cone on outside of area and is a runner.</td>
<td>Supervise groups by making sure the runners are following rules and passers are passing to the next student in line and not further down the line.</td>
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<tr>
<td>☑️ On your signal, student with ball tosses it to student at second cone, and so on until ball gets to end of line. While ball is being passed, runner is running around group.</td>
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<tr>
<td>☑️ Object of game: for runner to make it around group and back to cone before ball is passed down line.</td>
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<tr>
<td>☑️ If runner is faster, then he or she gets a point. If passing line is faster, then everyone in line gets a point.</td>
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<tr>
<td>☑️ Change positions by having student who ends up with ball become runner and runner become first student in line that makes first throw.</td>
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<tr>
<td>☑️ Students keep track of their own points.</td>
<td>Variation: Have passers pass ball up and back before student finishes.</td>
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</table>
## Cool Down/Closure

(2 minutes)

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<tr>
<th>LESSON CONTENT</th>
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</table>
| ■ Have all team members bring equipment to storage area and join you at mid-field to stretch.  
■ As students are doing stretches modeled by you, remind them of need for physical activity on a regular basis. 30 minutes a day is the minimum required but more is better. | ■ Move among students modeling the stretches and complimenting the students showing best effort. |
# Track and Field 7th Grade : Lesson 8

## Lesson Outcomes
- Demonstrate running and cornering skills in Instant Activity.
- Develop running, turning and tag skills in class activities.
- Demonstrate basic hurdling technique.
- Work cooperatively with teacher, staff, and other students.

## Equipment
- 30+ cones/ markers
- 6 Batons
- Stereo
- 18 hurdles
- 1 small fleece ball/bean bag per student
- IA: Scatter balls around activity area
- HRPA: Set up 4 cones in a rectangle 40 X 40 yards.
- Activity #1: Set up 2 cones per group, 20-30 feet apart.
- Activity #2: Set up 4 rows of 5 hurdles/cones. 2 rows of 18” hurdles and 2 rows of 28” hurdles

## Instant Activity
### Hit the Foot (3-5 minutes)
- Scatter small foam balls throughout area (at least one per student)
- On signal, each student gets ONE ball and attempts to throw the ball at another student’s foot
- Use 30 – 40 second intervals with 10 – 15 seconds for rest
- One point for each foot hit

### Role of Assistant
- Help students find the starting cone.
- Move among students to maintain compliance and on-task behavior.

## Health Related Physical Activity
### Neverending Relay (10 minutes)
- Divide class into as many groups as there are cones, and send a group to each cone. They squat in a line from cone diagonally toward center of rectangle.
- First student has a baton and stands outside cone facing counter-clockwise. This will be the direction all students are running. On your signal, each student with a baton begins running around all cones until they return to their original cone.
- While this student is running outside cones, next student in line prepares to receive the baton. When student receives baton, he or she runs a lap, and so on through line.
- Object of game: to complete as many laps as possible in time allotted.
- Game should be continuous until you signal halt.

### Role of Assistant
- Set up 40 X 40 yard rectangle. Use cones to mark each corner. If class is large, have 2 or 3 set-ups for this activity. If facilities and/or space are limited, make the distance smaller but have as many set-ups as possible, so the students get the most cardiovascular effect.
- Help students form lines.
- Help students maintain good running form by providing positive feedback.
- Support safety measures during entire activity.

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1  The Loop  (5 minutes)  
**LESSON CONTENT**  
- Students remain in groups, 2 cones per group. Students line up behind 1 cone facing the other.  
- On your signal, first student runs to cone, rounds cone, and speed walks back to line. Students in line can take off when student in front of them gets to cone. Continue until all students have run around cone 4 times.  
- Variation: Students use different motor skills to move from cone to cone and back (jog, carioca, hop on 1 foot, jump, skip).  

**ROLE OF ASSISTANT**  
- Assist students with cone set-up.  
- Place cones 20-30 feet apart.  
- Explain and model as needed.  

### ACTIVITY #2  Review Shot  Hurdles,  (3 minutes)  
**LESSON CONTENT**  
- Review Shot Put: Hold shot in palm of hand under jaw between chin and ear, Elbow out, push upward and out, Wrist snap after release.  
- Hurdles: Take-off foot is 3-5 feet from hurdle, Lead leg is bent over hurdle and trailing leg is bent with knee to side, perform body lean over the hurdle.  
- The lead knee is driven forward at the hurdle and the block of the lead thigh makes the lower leg swing forward. The common mistake is to drive the leg at the hurdle resulting is a lowering of the center of gravity, which then results in a slowing of the body.  
- The lead arm also blocks which creates some lift to clear the hurdle.  

**ROLE OF ASSISTANT**  
- Be aware of safety issues and prepare students for low hurdles by practicing proper technique.  
- Emphasize proper form so poor performance habits are not formed.  

### ACTIVITY #3  Hurdles  (6 minutes)  
**LESSON CONTENT**  
- Students form groups of 6. Each group lines up behind hurdles they feel comfortable going over.  
- Groups walk through approach to hurdle, lead leg out. Knee drive up and forward, snap down (activate hamstring to snap leg down), trailing leg out and over hurdle.  
- Once they finish have them go back over hurdles using the same technique.  
- Emphasize maintenance of sprinting form.  
- Students return using same skill.  
- Have students get on either side of cones and pull trailing leg over the cone, repeatedly. This will emulate the trail leg going over the hurdle. Emphasis is on knee lift and foot position (out and sideways).  
- Students return using same skill.  
- Have them run fast over hurdles and hurdle back when each group finishes.  

**ROLE OF ASSISTANT**  
- Set up a row of 2 hurdles per group.  
- Move from group to group making sure the students are remaining on task and jumping correctly over the bar.  
- Compliment good form, strength, and cooperation with other students in their group.
### Rat Race
5 minutes

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<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>Four cones and a lively music.</td>
<td>Set up 40x40 track with cones</td>
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<tr>
<td>Set up cones to create a safe track for students to jog around</td>
<td>Make sure students all move in the same direction at all times.</td>
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<tr>
<td>Students are positioned outside the cones in scatter formation.</td>
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<tr>
<td>While music is playing the students jog around the “track”</td>
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<tr>
<td>When the music stops, the “rats” (students) move forward only (not allowed to go against the flow of the rat race) to find a partner &amp; sitting inside the cone track</td>
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<tr>
<td>After 5 seconds (teacher counts down), any student without a partner does five jumping jacks (teacher can change the exercise for each stoppage of the music)</td>
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### Cool Down/Closure
(2 minutes)

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<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>Have students pick up equipment and return to storage area and then join you in the middle of the field. Students should form pairs.</td>
<td>Assist with equipment retrieval and storage.</td>
</tr>
<tr>
<td>As students are led in stretches by student chosen by you, ask:</td>
<td>Move among students providing positive feedback about answers to questions.</td>
</tr>
<tr>
<td>What are 3 key skills in hurdling?</td>
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<tr>
<td>Why is it important to stay low over the hurdle and not jump</td>
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<td>Congratulate students on super effort for the day and dismiss.</td>
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**ACTIVITY #4**

**Track and Field 7th Grade Lesson 8**

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

*Italics indicate the teacher speaking directly to the student.*
### Lesson Outcomes
- Demonstrate previously acquired skills by participating in mock track meet.
- Work cooperatively with large group by taking scores for other students.
- Apply knowledge of previously learned physical and cognitive skills as they relate to track and field.

### Equipment
- **IA:** Long and short jump ropes
- **HRPA:** 4 cones, 4 pinnies, 4 beanbags

### Before Class Set Up
- **IA:** Have long and short ropes available.
- **HRPA:** Set up 4 cones for boundary for tag game and 4 pinnies for “taggers”
- **Track Meet:** If possible, set up entire mock meet stations before class

### Lesson Content: Jump Rope (3-5 minutes)
- As students enter activity area, they can choose long or short jump rope work.
- If long rope, 4 students work together with 1 rope. Short ropes work singly.
- All students should stay moving throughout this activity. Change turners in long rope groups.

### Role of Assistant
- Assist students with rope distribution and groupings.
- Offer suggestions as to different jumping styles: 2-foot, 1-foot, frontward, backward, etc.

### Lesson Content: Heal the Heart Tag (7 minutes)
- 1 tagger and 1 heart healer per 15 students are needed. Other students are scattered about activity area.
- Taggers wear pinnies. Heart healers have “hearts” (hackey sacks or beanbags).
- Heart healers are safe and cannot be tagged. When other students are tagged they must squat down as if their hearts have been damaged. Taggers may be considered fats, candy, etc.
- To re-enter game, a tagged student must be given a “heart” (hackey sack/beanbag) by a heart healer. Now a new student has “heart” and can heal tagged students. Heart healer then joins game as a player.
- After 2 minutes, change taggers.

### Role of Assistant
- Set up taggers and heart healers.
- Have pinnies and hackey sacks/beanbags ready for distribution.
- Supervise and support cooperation and healthy competition.

**Italics indicate the teacher speaking directly to the student.**
## Mock Track Meet: Triple Jump, Discus, Short Relay, Long Distance Running
(26 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>■ Form 2 groups of 6 students for each station. Each group will have a clipboard and a sheet.</td>
<td>✓ Assist with set up of stations.</td>
</tr>
<tr>
<td>■ At each station, there will be a task card and method of scoring. 1 team performs skill while other team marks, scores, or picks winners of event.</td>
<td>■ Move among all groups to ensure compliance to rules and safety precautions.</td>
</tr>
<tr>
<td>■ If it is an individual event, each student performs task and has a score recorded. If it is a team/relay event, divide group into 2 for competition. After 1 team completes a task, other team goes.</td>
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<tr>
<td>■ Groups move to another station ONLY on your signal.</td>
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<tr>
<td>■ If a group either is off-task, not following rules, or not cooperating, it is your option to disqualify a team from an event and give students scores of zero.</td>
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## Cool Down/Closure
(2 minutes)

<table>
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</thead>
<tbody>
<tr>
<td>■ All students are responsible for either getting equipment to the storage area or joining you at mid-field for stretching.</td>
<td>✓ Help gather equipment.</td>
</tr>
<tr>
<td>■ Praise student effort for the entire unit.</td>
<td>■ Jump for joy.</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 class.)</td>
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<tr>
<td>■ What was your favorite event and why?</td>
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<tr>
<td>■ What was the most difficult event and why?</td>
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</table>

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<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate previously acquired skills by participating in mock track meet.</td>
<td>■ IA: Long and short jump ropes</td>
<td>✓ IA: Have long and short ropes available.</td>
</tr>
<tr>
<td>■ Work cooperatively with large group by taking scores for other students.</td>
<td>■ Noodles</td>
<td>✓ Track Meet: If possible, set up entire mock meet stations before class</td>
</tr>
<tr>
<td>■ Apply knowledge previously learned physical and cognitive skills as they</td>
<td>■ Track Meet Activity</td>
<td></td>
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<tr>
<td>relate to track and field.</td>
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### Jump Rope

**LESSON CONTENT**
- As students enter activity area, they can choose long or short jump rope work.
- If long rope, 4 students work together with 1 rope. Short ropes work in pairs.
- All students should stay moving throughout this activity. Change turners in long rope groups.

**ROLE OF ASSISTANT**
- Assist students with rope distribution and groupings.
- Offer suggestions as to different jumping styles: 2-foot, 1-foot, forward, backward, etc.

### Tag Nutrition

**LESSON CONTENT**
- There is 1 tagger and 1 healthy helper per 15 students. Other students are scattered around activity area.
- Taggers have a noodle (sticky fat) to use as a tagging device. Healthy helpers wear pinnies.
- On your signal, students move around activity area within boundaries, trying to avoid being tagged with a “fatty food stick”.
- If tagged, students have a clogged artery, are frozen and must remain there until a healthy helper comes and frees them with a touch.
- Play for 1-2 minutes then change taggers.

**ROLE OF ASSISTANT**
- Help students take on roles of healthy helpers and taggers.
- Maintain compliance with safety rules for tagging.
## Cool Down/Closure
(2 minutes)

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<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>• Have all students gather equipment at the station they used last and return it to the equipment storage area.</td>
<td>■ Move among students, providing motivation to continue following teacher's directions.</td>
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<tr>
<td>• All students meet you at mid-field and form a semi-circle with you in the middle.</td>
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<tr>
<td>• Demonstrate a stretch and have students perform it.</td>
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<td>• Ask:</td>
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<td>• What event in today’s track meet was your favorite and why?</td>
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<td>• What event was the hardest and why?</td>
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<tr>
<td>• Thank students for their cooperation and participation, and congratulate them on improving not only their track and field skills but also their fitness.</td>
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 Italics indicate the teacher speaking directly to the student.
Lesson 7 Game

○ Cone
X 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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# Hurdles

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</table>
## SHORT RELAY

**Class Period:**

<table>
<thead>
<tr>
<th>FASTEST TEAM (LIST ALL TEAM MEMBER’S NAMES):</th>
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</table>
LONG RELAY
Class Period: 

FASTEST TEAM (LIST ALL TEAM MEMBER’S NAMES):
Lessons 9 and 10
Mock Meet Task Cards
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
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 Track Meet
Set-Up and Equipment

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.
  - Place one cone 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 with 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.
  - 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.
Lesson 10 Track Meet
Set-Up and Equipment

At each station should be: cone, task card, and equipment needed for that station

**LONG RELAY**
Begin and end here, run around outside of other stations.
Have exchange areas marked with cones

**LONG JUMP**
Jump this direction

**SHOT PUT**
Throw this direction

**HURDLES**
Run this direction

```
  X  X  X  X
  X  X  X  X
  X - hurdle
```

**SPRINT**
Run this direction

**EQUIPMENT NEEDED FOR EACH STATION:**

- **Long Relay**-
  - Task Card
  - Jump rope for start line
  - 8 cones/markers to mark course
  - Race course is outside entire activity area
  - 2 batons

- **Long Jump**-
  - Task Card
  - Jump rope to mark take-off point
  - 6 different colored dome markers

- **Shot Put**-
  - Task Card
  - Jump rope to mark “put” point
  - 1 shot put
  - 6 different colored dome markers

- **Sprint**-
  - Task Card
  - 2 jump ropes
    (1 to mark start, one to mark finish)
  - Helps to have a cone/ marker at start and finish.

- **Hurdles**-
  - Task Card
  - 2 jump ropes
    (1 to mark start and 1 to mark finish)
  - Cones and hurdle bars.
  - Distance from start to 1st hurdle-20 feet, from 1st hurdle to 2nd, 20 feet, etc.
Task Cards for Lesson 3
Instant Activity
JUMP OVER CONES
WEAVE THROUGH CONES
JOG AROUND CONES
SLIDE WITH LEGS
JUMPING JACK ARMS
RUN IN REVERSE
CARIOCA
(FEET-CROSSOVER FRONT, CROSSOVER BACK)
SHUTTLE RUN
JUMP KONES
ZIG-ZAG JUMPING
JOG AROUND AREA
JUMP ROPE
Task Cards Track and Field L1HRPA 7th Grade
FORWARD LUNGES-10
10 right leg, 10 left leg
MOTOR MOVEMENT:
BASKETBALL SLIDE
COFFEE GRINDER-10

One arm extended to the ground, supporting body weight, walk feet in a circle. Repeat with other arm.

MOTOR MOVEMENT:
SKIP TO NEXT STATION
CRUNCHES- 10
Count to 5 while in the “up” position

MOTOR MOVEMENT: LONG JUMP TO NEXT STATION
GOOFY JACKS- 20

Arms- Do something wild, new, funny
Legs- Do regular jumping jack style

MOTOR MOVEMENT:
HOP ON RIGHT FOOT TO NEXT STATION
**Hockey 7th 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 correct hockey stance.</td>
<td>■ 1 hockey stick and puck per student</td>
<td>✔ Spread cones and task cards for 4-Corners activity and HRPA.</td>
</tr>
<tr>
<td>■ Demonstrate correct grip of a hockey stick.</td>
<td>■ IA, HRPA Cards</td>
<td>✔ Prepare music for IA and HRPA.</td>
</tr>
<tr>
<td>■ Execute controlled dribbling of hockey puck while stationary and moving.</td>
<td>■ Music</td>
<td>✔ Spread hockey sticks with pucks around the perimeter of the area.</td>
</tr>
<tr>
<td>■ Execute controlled dribbling of hockey puck while stationary and moving.</td>
<td>■ Cones for IA, HRPA</td>
<td>✔ Have cones available and ready for use. Using 6 cones from beginning with 4 on corners of short and long sides plus one cone in between each of the long side corner cones. Place Partner Race Track Cards under each of the 6 cones for quicker transition between activities. Cones stay signs are switched.</td>
</tr>
</tbody>
</table>

**Four Corners** *(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students enter activity area and jog in CCW direction around the perimeter of 4 cones.</td>
<td>■ Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.</td>
</tr>
<tr>
<td>■ Freeze students and explain directions, they are to read the task card at each cone, performing that task until they reach the next cone</td>
<td>■ During Instant Activity, assistant gets Partner Race Track Fitness set up by putting correct signs on cones - Large circle/square is set up using 6-8 cones on one half the activity area.</td>
</tr>
<tr>
<td>■ Long side activities can include jogging, skipping, grapevine or slide step</td>
<td></td>
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<tr>
<td>■ Short side activities can include squat lunges, crab walks, bear walks, broad jumps, or high knees (See Four Corners Task Cards)</td>
<td></td>
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<tr>
<td>■ Once students have started the activity add music. Avoid having them wait to start activity “until music starts”.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students get a partner and move to a cone.</td>
<td>■ Assistant supervising inner circle while teacher is supervising outer circle.</td>
</tr>
<tr>
<td>■ Partner 1 jogs CCW; partner 2 performs inner circle activity.</td>
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<tr>
<td>■ Inner circle includes the task card - See (Partner Race Track Fitness Task Cards).</td>
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<tr>
<td>■ Once activity begins, students switch roles on paused music (NOT when one lap is completed!) from jogging to inner circle activity and visa versa.</td>
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<tr>
<td>■ Students DO NOT need to go back to original partner.</td>
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<tr>
<td>■ When music stops, jogger stops, finds nearest cone and chooses next activity on task card. Inner circle partner moves outside and begins jogging. For variety change the outside aerobic move.</td>
<td></td>
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</tbody>
</table>

**INSTANT ACTIVITY**

**HEALTH RELATED PHYSICAL ACTIVITY**

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

| ✔ Set Up or Prep Duties | ❍ Cues or Key Concepts | ➔ Variation | ★ Challenge | 7th Grade | Lesson 1 |
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student picks up stick &amp; puck (one transition) with hockey stick, moves to safe space and begins to tap puck back and forth using both sides of the stick in stationary position. FREEZE – place sticks and pucks on ground and focus on instructor.</td>
<td></td>
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</tbody>
</table>

### Proper stance, grip and carry

**Proper stance, grip and carry**

**(3-5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td><strong>INSTRUCTION</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Hockey Stance: Feet slightly wider than shoulder width, knees slightly bent, back straight, head up.</td>
<td>Assist with distribution of equipment.</td>
</tr>
<tr>
<td>Grip: Using handshake grip, hold hands apart with non-dominant hand near the top of stick, dominant hand midway down the shaft. Hands form a ‘V’ with thumb and forefinger.</td>
<td>Move through the area and give feedback to students about proper grip and carrying of stick.</td>
</tr>
<tr>
<td>Stick position: Blade flat on floor forming triangle with the feet.</td>
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<tr>
<td>Freeze/Rest position: Hold stick on front of body, parallel to floor. Alternative Home Position: Place stick quietly on the floor and take step back.</td>
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<tr>
<td>Practice moving around the area with the proper grip and carry, freeze on signal.</td>
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### Controlled dribble in open space

**Controlled dribble in open space**

**(8-10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>Each student has a puck. (see above)</td>
<td>Teacher and assistant watch all students and reinforce keeping stick below the waist.</td>
</tr>
<tr>
<td>Introduce Safety: Sticks stay below the waist and with blade in contact with floor.</td>
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<tr>
<td>Students practice controlled dribbling/stick-handling: With a good athletic stance, a series of short taps in the direction the player is moving, using both sides of the blade and keeping blade flat on the floor. Puck stays within one stride length of stick.</td>
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<tr>
<td>Use the wrists to ‘cup’ the puck - keeping the puck out on front and away from the feet but not more than one full stride away.</td>
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<tr>
<td>When stopping the puck should be no more than one full stride in front of the body.</td>
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<tr>
<td>Frequent 5 second stops to reinforce/correct technique and safety</td>
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<td>Use whistle or voice command to change directions and speeds as proficiency increases</td>
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<tr>
<td>Consider adding a dribble take away activity: red sticks with pucks - yellow sticks taking away – general space not with partners. Safety is key – stick cannot touch anyone – may only touch other sticks/pucks.</td>
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**ACTIVITY #1**

Teacher and assistant watch all students and reinforce keeping stick below the waist.

For larger classes, teacher and assistant can monitor activity in two separate areas.

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

* Italics indicate the teacher speaking directly to the student.*
### Hockey Dribble Challenge
*(8-12 minutes)*

**LESSON CONTENT**
- With cones/polyspots spread around the area, review the proper cues for gripping and carrying the stick and dribbling in open space.
- Rules of the game:
  - Every player begins with 5 points. The object of the game is to keep a positive score. Players keep their own score.
  - One point is lost each time one of the following happens:
    - If the student bumps into someone else.
    - If their stick hits another person or their equipment.
    - If the puck hits a cone.
  - Every twenty - thirty seconds or so give the students a stop signal. If a player’s puck is next to their blade and they don’t have to move out of their space to retrieve it, that player earns another point for that round.
- Give the “go” signal to resume play and continue stopping periodically.

**ROLE OF ASSISTANT**
- Spread additional cones around the area while teacher explains the game to students.
- Participate with students – jump in & out of activity – continue to monitor & give feedback for safety.
- Continue to give feedback about proper grip, stick-handling and stopping on signal with puck and stick in good position.

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

**LESSON CONTENT**
- Collect equipment – “ON GO, each student places sticks and pucks back where they found them and jog.
- Signal for partners & show a seated stretch.
- Students partner and demonstrate skills without a stick.
  - With your partner show the correct Hockey stance.
  - With your partner show how to correctly grip the Hockey Stick
- Practice hockey moves at home. Use a broom and a tennis ball if you don’t have a stick.

**ROLE OF ASSISTANT**
- Help gathering equipment.
- Make sure that students return equipment to the correct spot.
- Reinforce students who are hustling and following directions.
Set Up or Prep Duties ✅

Cues or Key Concepts ➜

Variation ★

Challenge

* Italics indicate the teacher speaking directly to the student.
Hockey 7th Grade: Lesson 2

### Controlled Dribbling Around the Area
(5 minutes)

**INSTANT ACTIVITY**
- As students enter activity area, each gets a hockey stick and puck and moves around the court, dribbling the puck under control – puck stays within one stride length of stick.
- Avoid making contact with other students.
- Have several students put their pucks away and then attempt to steal the puck from others.
- If a student’s puck is stolen, he/she becomes a defender trying to steal a puck from someone else.

**ROLE OF ASSISTANT**
- Have students jog to pick up stick and puck and begin activity in safe space.
- Encourage students to be active.
- Cue: feet must move continuously.

### FLOW
(15 minutes)

**HEALTH RELATED PHYSICAL ACTIVITY**
- FLOW

**ROLE OF ASSISTANT**
- Supervise specific stations as needed.
- Assist with equipment clean-up.
- Jump in & out to model/promote participation.

### Transition

**LESSON CONTENT**
- Transition to FLOW: After IA, students return sticks and pucks. Have students get into groups of 8 for FLOW move to stations and begin activity.

**ROLE OF ASSISTANT**
- Set-up equipment for FLOW.

### Transition

**LESSON CONTENT**
- Teacher quickly demonstrates forehand pass and trap then moves students into partners to begin passing/trapping activity.

**ROLE OF ASSISTANT**
- Teacher quickly demonstrates forehand pass and trap then moves students into partners to begin passing/trapping activity.

---

 Italics indicate the teacher speaking directly to the student.
**Passing and Trapping/Fielding**  
*(8-10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>Students form partnerships from their FLOW group.</td>
<td>Make sure all students are actively involved and moving.</td>
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<tr>
<td>Demonstrate the forehand pass and trap.</td>
<td>During activity, assistant can find a group that is demonstrating good form.</td>
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<tr>
<td>➤ Forehand Pass:</td>
<td>➤ Ask this group if they would demonstrate for class.</td>
</tr>
<tr>
<td>■ Push puck with blade</td>
<td>➤ Backhand Receiving:</td>
</tr>
<tr>
<td>■ Control push with lower hand</td>
<td>■ Good hockey stance</td>
</tr>
<tr>
<td>■ Puck should stay on the ground as it travels to receiver</td>
<td>■ Same as forehand receiving, reverse motion, watching puck and “giving” as the puck touches the blade.</td>
</tr>
<tr>
<td>■ Follow through keeping blade low to the ground</td>
<td>■ Students pass back and forth with their partner 10 feet apart.</td>
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<tr>
<td>➤ Forehand trap:</td>
<td>■ Focus feedback on technique</td>
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<tr>
<td>■ Good hockey stance</td>
<td>★ Challenge: How many traps can you do in 20 seconds? Can you improve?</td>
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<tr>
<td>■ Keep blade on floor, slightly in front of front foot</td>
<td>Extension: moving dribble &amp; pass – forehand and backhand</td>
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<tr>
<td>■ Watch the puck come into the blade</td>
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<tr>
<td>■ As blade touches blade of stick, “give” with stick, cupping the puck with the blade while moving it toward the back foot</td>
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<tr>
<td>Have one partner get two hockey sticks and the other partner get one puck to practice the activity.</td>
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</tr>
<tr>
<td>Students pass back and forth with their partner – 10 feet apart.</td>
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<tr>
<td>Partners watch for correct technique &amp; provide feedback to each other.</td>
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</tr>
<tr>
<td>Challenge: How many traps can you do in 20 seconds? Can you improve?</td>
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<tr>
<td>Demonstrate the backhand pass and trap.</td>
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<tr>
<td>➤ Backhand Pass:</td>
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<tr>
<td>■ Puck starts at back foot, weight at back foot</td>
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<tr>
<td>■ Transfer weight to front foot</td>
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<tr>
<td>■ Push puck, keeping blade low to the ground.</td>
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</tbody>
</table>

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

**ACTIVITY #2**

**Triangle Pass**

8-10 minutes

#### LESSON CONTENT

- Have a group demonstrate game.
- Use 3 cones, about 5 yards apart, to form a triangle.
- Students in groups of 4, 2 students behind the cone with the puck and 1 student behind each of the other cones.
- At cone “A,” the first student passes to cone “B” then runs behind cone “B.”
- First student at cone “B” receives the pass 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 receive, pass and run behind cone they passed to.

#### Challenge:

- How many successful passes can each group make in 30 seconds? Can the score be improved?
- How long will it take each group to complete 25 passes?
- Alternative – teacher signals and see how many passes each group has.
- **PASSES** only count if correct technique is used.

#### ROLE OF ASSISTANT

- Distribute equipment
- Encourage participation.
- Give positive specific feedback

---

### Cool Down/Closure

5 minutes

#### LESSON CONTENT

- Collect equipment. Have each student jog while carrying equipment to place back where they got it then move to stretching area.
- Students stretch.
- Think-Pair-Share:
  - What are the important cues to remember in the forehand pass? Backhand pass?
  - What does it mean to “give” when trapping a puck?
  - **Practice these skills at home.**

#### ROLE OF ASSISTANT

- Assist with collecting equipment.
Hockey 7th Grade Lesson 2

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

*Italics indicate the teacher speaking directly to the student.*
### LESSON OUTCOMES
- Demonstrate basic wrist shot. When shooting close to the goal.
  - Blade “cradles” puck before shot.
  - No backswing.
  - “Snap” wrist toward target and follow through, pointing blade at the target.
  - Keep blade close to the ground on follow-through.
- Demonstrate basic slap shot. Used when shooting from a long distance.
  - Don’t flex wrist.
  - Backswing, no higher than waist.
  - Swing stick quickly forward.
  - “Slap” the puck and follow through, stick raised no higher than waist, blade pointing at target.
- Consider reviewing the strategy of “leading” for successful passing.

### EQUIPMENT
- One hockey stick and puck per student.
- Cones
- Hockey nets, exercise mats or folding mats as targets

### BEFORE CLASS SET UP
- Hockey sticks and pucks spread around perimeter with one puck next to each stick.
- Cones or other equipment to use as targets for Hockey drills. Set up ‘GOALS’ around boundaries for shooting drill in Activity 1.
- Set up grids for groups of four.

---

### Partner Dribble and Pass
(5 min)

#### LESSON CONTENT
- Students get a partner as they enter the activity area.
- Each partner has a stick and each pair has a puck.
- The object is to dribble the puck a few steps and pass to partner while moving around the area, avoiding contact with other pairs. Safety: Move under control and use SHORT passes.
- Cue: “Lead” your partner with the pass.

#### ROLE OF ASSISTANT
- Spread Hockey sticks and pucks around the perimeter of the area.
- Help get students started with the activity.
- Offer feedback and help students understand the activity.

---

### Hockey Dribble Keep-Away
(5-7 min)

#### LESSON CONTENT
- Play space can be a basketball-sized or similar court. Depending upon the size of the class, two courts can be used.
- Each student should have a puck, except for 4 students who are designated “stealers.”
- Object of the game: Students dribble their pucks around the area, maintaining control and avoiding having their pucks stolen.
- “Stealers” move around the area attempting to take the puck away from another player who is dribbling. The puck must be stolen under control and not simply hit away from the player who is dribbling.
- A player who has his or her puck stolen becomes a “stealer.”

#### ROLE OF ASSISTANT
- Help supervise HRPA as needed.
- Participate in activity for short bouts.
- Provide positive feedback to students on task.

---

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

---

发育或准备职责  ❄️  提示或核心概念  ➤  变化  ★  挑战  

Hockey  7th Grade  Lesson 3
### Hockey Dribble Keep-Away (continued)

**Lesson Content**

- Variations: On signal, students stop, place their sticks on the floor and perform a strength exercise (push-ups, arm circles, crunches, etc), or flexibility exercise (sitting hamstring stretches, butterfly stretches, etc).

**Role of Assistant**

Activity #1

**Lesson Content**

- The teacher and assistant circulate around area to each group giving ideas for improvement and success with shooting.
- Be sure students keep stick below the waist on follow-through.

### Shooting

**Wrist Shot, Slap Shot (continued)**

**Lesson Content**

- Students pass back and forth with their partner using a wrist shot.
- Challenge: How many traps can you do in 20 seconds? Can you improve?
- Demonstrate next skill. Students follow your instructions.
- Students get into a proper hockey stance and grip.
- Turn side to the target (i.e., if right handed, turn left side/shoulder to target).
- Wrist Shot: When shooting close to the goal.
  - Blade “cradles” puck before shot.
  - No backswing.
  - “Snap” wrist toward target and follow through, pointing blade at the target.
  - Keep blade close to the ground on follow-through.
- Students pass back and forth with their partner using a wrist shot.
- Challenge: How many traps can you do in 20 seconds? Can you improve?
- Demonstrate next skill. Students follow your instructions.
- Slap Shot: Used when shooting from a long distance.
  - Don’t flex wrist.
  - Backswing, no higher than waist.
  - Swing stick quickly forward.
  - “Slap” the puck and follow through, stick raised no higher than waist, blade pointing at target.

**Role of Assistant**

Activity #1

- Students quickly find partners. Each pair should have one puck.
- Demonstrate each skill. Students follow your instructions.
- Students get into a proper hockey stance and grip.
- Turn side to the target (i.e., if right handed, turn left side/shoulder to target).
- Wrist Shot: When shooting close to the goal.
  - Blade “cradles” puck before shot.
  - No backswing.
  - “Snap” wrist toward target and follow through, pointing blade at the target.
  - Keep blade close to the ground on follow-through.
- Students pass back and forth with their partner using a wrist shot.
- Challenge: How many traps can you do in 20 seconds? Can you improve?
- Demonstrate next skill. Students follow your instructions.
- Slap Shot: Used when shooting from a long distance.
  - Don’t flex wrist.
  - Backswing, no higher than waist.
  - Swing stick quickly forward.
  - “Slap” the puck and follow through, stick raised no higher than waist, blade pointing at target.

**Activity Continues**

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

**Shooting Wrist Shot, Slap Shot (continued)**

**Lesson Content**
- Students pass back and forth with their partner.
- Challenge: How many accurate shots, close to the floor and to your partner’s stick can you do in 20 seconds? Can you improve?
- Progression might include individuals controlled dribbling and shooting on goals only when they are within 3-5 feet of goal with multiple goals around area.
- Progress to 1 v 1 with dribbling within designated area with one defender – shoot on goal – could add points then move to the 2 v 2 of Activity 3 below.

### ACTIVITY #2

**2 v. 2 Target Shooting**

**Lesson Content**
- Form groups of 4. 2 v 2 - one puck
- Purpose of game is to maintain possession and score goals/points.
- Review technique of “leading” partner for a pass.
- Each pair uses one cone as a goal, set up within the grid/square.
- No goalie.
- Pairs compete by passing the puck to each other looking for an open shot at the cone.
- One point is scored for each time the cone is hit with a shot.
- Partners keep their own score.

### Cool Down/Closure

**Lesson Content**
- Collect equipment. Players jog to sideline to replace sticks & pucks where they found them.
- Students stretch.
- Partners Think-Pair-Share.
  - What is the difference between a Slap Shot and a Wrist Shot?
  - Why is the follow-through important when shooting or passing the puck?
  - What strategies helped you score goals in the 2 v 2 Target game?
- Practice skills at home.

**Role of Assistant**
- Assist with collecting equipment.
Hockey 7th Grade Lesson 3

☐ Set Up or Prep Duties  ☀ Cues or Key Concepts  ➡ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
**Hockey 7th 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 goaltending skills.</td>
<td>□ Hockey Sticks/Pucks</td>
<td>✔ Hockey sticks and pucks spread around perimeter.</td>
</tr>
<tr>
<td>□ Demonstrate passing and team play.</td>
<td>□ Cones/Hockey Goals</td>
<td>✔ Cones or Hockey Goals ready.</td>
</tr>
<tr>
<td></td>
<td>□ Pinnies</td>
<td>✔ Pinnies for game play.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔ Set up grids.</td>
</tr>
</tbody>
</table>

**Partner Pass and Shoot**

(5 minutes)

**LESSON CONTENT**
- Send one partner to get 2 hockey sticks and the other partner gets one puck.
- One partner passes to the other partner-who receives the puck and immediately shoots at goal. Goal can be tape marks on wall, one or two cones, folded mats, hockey nets.
- After 5 shots, partners switch positions.

★ Challenge: How many scores in a row can you make?

**ROLE OF ASSISTANT**
- Spread Hockey sticks and pucks around the perimeter of the gym.
- Help get students started with the activity.
- Offer feedback and help students understand the activity.

**Triangle Tag**

(6-8 minutes)

**LESSON CONTENT**
- Students form groups of 4.
- Teacher select quickest formed group to demo activity.
- Three students hold hands or wrists, facing each other in a triangle.
- One student of the three forming the triangle volunteers to be the target.
- Remaining student is the tagger and stands outside the triangle.
- Three students in the triangle cooperate to protect the target by moving and shifting laterally.
- The target person cannot be tagged on hands or arms, or from across the triangle. Tagger must reach around outside of triangle to tag.
- Take turns rotating the tagger and the target person.
- If tagger is successful, they trade places with target and become part of triangle.
- Teacher: switch outside tagger often (every 45 seconds).

**ROLE OF ASSISTANT**
- Help students transition into the activity.
- Help explain the activity as needed.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Help students transition into the activity.
- Help explain the activity as needed.

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

---

✓ Set Up or Prep Duties  ☛ Cues or Key Concepts  ➔ Variation  ★ Challenge
### Goal tending

**Activity #1**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal tending</strong> (5-10 minutes)</td>
<td><strong>Goalie Stance:</strong></td>
</tr>
<tr>
<td>Students return to original partner.</td>
<td>Use balanced crouch position, feet a little wider than shoulder width.</td>
</tr>
<tr>
<td>Demonstrate goal tending skills as students follow your instructions.</td>
<td>Grip stick by placing one hand in center of the shaft.</td>
</tr>
<tr>
<td>Goalie Stance:</td>
<td>Other hand near the blade or next to the stick.</td>
</tr>
<tr>
<td>Use balanced crouch position, feet a little wider than shoulder width.</td>
<td>Goalie moves from side to side to block puck with stick, hand or feet.</td>
</tr>
<tr>
<td>Grip stick by placing one hand in center of the shaft.</td>
<td>One student shoots the puck towards their partner, who tries to block it. Reverse roles.</td>
</tr>
<tr>
<td>Other hand near the blade or next to the stick.</td>
<td>Challenge: How many successful blocks in a row can you make?</td>
</tr>
<tr>
<td>SAFETY: Does goalie have a mask? Or do shooters keep pucks below waist?</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td><strong>Students form groups of 8.</strong></td>
</tr>
</tbody>
</table>

---

### Goalies Galore

**Activity #2**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goalies Galore</strong> (10 minutes)</td>
<td><strong>Two teams of 8 in each grid, one team wearing pinnies. 8 v 8</strong></td>
</tr>
<tr>
<td>Two end lines are used as the “goal lines,” and the court is divided in half with one team on either half.</td>
<td><strong>Have cones/or goals ready for the game.</strong></td>
</tr>
<tr>
<td>4 players on each team play the court as active players (forwards and guards) who can move anywhere on the court.</td>
<td><strong>Help students to find correct positions on the court.</strong></td>
</tr>
<tr>
<td>The other 4 players on each team are goalies who must stay at the end line to prevent a goal from scoring.</td>
<td></td>
</tr>
<tr>
<td>Active players pass the puck and try to score by shooting the puck past one of the goalies on the opposing team. Goalies stop the puck and pass it out to their more active teammates. Players change positions after each goal or after one or two minutes.</td>
<td></td>
</tr>
<tr>
<td>Rule of 3’s can apply here:</td>
<td></td>
</tr>
<tr>
<td>3 passes before taking a shot,</td>
<td></td>
</tr>
<tr>
<td>Must pass or shoot within 3 seconds of receiving the puck</td>
<td></td>
</tr>
<tr>
<td>Must be 3 feet away from the student with the puck.</td>
<td></td>
</tr>
<tr>
<td>Remind students to move to an open area for a pass from their teammates.</td>
<td></td>
</tr>
<tr>
<td>Remind students to use both forehand and backhand passing, while keeping the blade of the stick below the waist.</td>
<td></td>
</tr>
<tr>
<td>Penalty for high-sticking is a free shot for the opposing team at the spot of the foul.</td>
<td></td>
</tr>
</tbody>
</table>

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*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>Collect equipment. Students hustle to place equipment where they found it.</td>
<td>Assist students with stretching.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td>Assist with collecting equipment.</td>
</tr>
<tr>
<td>Partners Think-Pair-Share:</td>
<td></td>
</tr>
<tr>
<td><em>What are the keys to passing in hockey? (keep the puck close to the ground, pass the puck ahead of the receiver, to lead him/her)</em></td>
<td></td>
</tr>
<tr>
<td><em>Describe the way to hold your stick when you are a goalie? (blade flat on the floor in front of feet, moving from side to side)</em></td>
<td></td>
</tr>
<tr>
<td><em>Find friends to play hockey at home.</em></td>
<td></td>
</tr>
</tbody>
</table>
# Hockey 7th Grade: Lesson 5

## INSTANT ACTIVITY

### Push-Up Position Hockey

**Lesson Content**
- As students enter activity area, each finds a partner, facing each other about 5 feet apart in push-up position with one puck.
- Using hockey puck, partners try to hit the puck with one hand, through the other partner's hands.
- Puck can only be stopped with one hand.

**Role of Assistant**
- Assistant greets students as they enter the area entrance, helping students with understanding of Instant Activity.
- Participate with students where appropriate.

### Partner “Rock, Paper, Scissors” Tag

**Lesson Content**
- Students remain with partners.
- Object of the game: students 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.” The partner who wins is the tagger.
- The partner being chased must cross the outside line or pass boundary cones before being tagged.
- **Safety**: Boundary line 3-5 feet away from wall (using cones) and students can earn a point by stopping on that line! Lose point if they touch the wall.
- 1 point is awarded for escaping, 2 points for tagging.
- When music pauses, partners switch roles. Partner 1 stops jogging, finds the nearest cone and performs the next activity. Partner 2 begins jogging.
- Repeat, switching roles each time the music pauses.
- Students do not need to return to their original partners for the next activity.

**Role of Assistant**
- Assist partnerships in getting started.
- Set up the activity area with a center line and outside lines, using cones.
- Encourage student participation.

## BEFORE CLASS SET UP

- Hockey sticks and pucks spread around perimeter.
- Cones to use as goals.
- Prepare music for HRPA.
- Partner Race Track Fitness Stations/Task Cards ready and accessible for students.

## LESSON OUTCOMES

- Demonstrate a face-off.
- Apply passing, dribbling, shooting and team play.
- Demonstrate defensive skills.

## EQUIPMENT

- Music/Task Cards for Partner Race Track Fitness
- 1 hockey puck per 2 students
- 1 hockey stick per student
- 4 large cones for race track fitness

## HEALTH RELATED PHYSICAL ACTIVITY

- Partner Race Track Fitness Stations/Task Cards ready and accessible for students.
### Transition

**LESSON CONTENT**
- With your partner, get one puck and two hockey sticks then move to safe space and begin dribbling and passing under control.

**ROLE OF ASSISTANT**

### Hockey Face-off

**LESSON CONTENT**
- Same partners.
- Each partner with a stick, each pair with a puck.
- Demonstrate the face-off technique.
- Each pair practices the Face-off:
  - Partners face each other with puck between their blades.
  - Count off:
    - “One” – Tap sticks down then touch blades above puck
    - “Two” – Repeat.
    - “Three” – Repeat, then attempt to gain control of the puck.
- Objective is to move the puck forward, towards scoring a goal.

**ROLE OF ASSISTANT**
- Make sure all students are actively involved and moving.
- During activity, assistant can find a group that is demonstrating good form.
- Ask this group if they would demonstrate for class.

### 2 on 2 Hockey

**LESSON CONTENT**
- Partners form a group of 4 with one puck and 4 cones.
- Play 2 on 2 hockey with no goalies.
- Goals are set about 10-15 yards apart.
- Object of the game to score more goals than your opponents.
- Goals have to go between the cones and be lower than the top of the cones.
- Best to score by rolling or bouncing the puck into the goal.
- Follow through or back swings are to be below the knees.
- Face off to begin the game and after each score.
- Challenge: Switch teams every 3-4 minutes.

**ROLE OF ASSISTANT**
- Assist groups in setting up the game.
- Monitor games so that students remember to avoid high-sticking.
- Move to different games, helping to supervise and offering feedback.

### Transition

**LESSON CONTENT**
- Students hustle to return equipment and come back to stretch with a partner.

**ROLE OF ASSISTANT**

### Cool Down/Closure

**LESSON CONTENT**
- Sit and stretch.
- Partners Think-Pair-Share.
  - Describe the face-off in Hockey and when it is used.
  - What are the keys to good defense?
  - Play 2 on 2 hockey at home.

**ROLE OF ASSISTANT**
- Assist with collecting equipment.

---

Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge

*Italics indicate the teacher speaking directly to the student.*
**Hockey 7th 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 a face-off.</td>
<td>- Hockey Sticks</td>
<td>✓ Spread cones and task cards for 4-Corners activity</td>
</tr>
<tr>
<td>- Demonstrate moving without the puck.</td>
<td>- Cones/Hockey Goals</td>
<td>✓ Hockey sticks and pucks spread around perimeter.</td>
</tr>
<tr>
<td>- Demonstrate passing and team play</td>
<td>- Music for IA</td>
<td>✓ Cones for IA, for HRPA. needed.</td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Four Corners**

(5 minutes)

- Students enter activity area and jog in CCW direction around the perimeter of 4 cones.
- Freeze students and explain directions that when music begins, they are to read the task card at each cone, performing that task until they reach the next cone.
- Long side activities can include jogging, skipping, grapevine or slide step.
- Short side activities can include squat lunges, crab walks, bear walks, broad jumps, or high knees (See Four Corners Task Cards)

**ROLE OF ASSISTANT**

- Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.
- Help get students started with the activity as they enter the activity area.
- Offer feedback and help students understand the activity.

**Partner Tag**

(7 minutes)

- Students quickly find partners.
- Object of game: to tag partner.
- Quickly demonstrate game.
- 4 cone boundaries should be fairly small to create a crowded situation.
- All “its” stand on outside of square. When game begins, students enter square and chase partner.
- Only speed walking allowed within boundaries Safety: remind students to watch out for others and keep eyes forward.
- 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.

**HEALTH RELATED PHYSICAL ACTIVITY**

- Help set up equipment.
- Encourage participation.
- Help with demonstrations.

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

*Italics indicate the teacher speaking directly to the student.*
Review Hockey Face-off
(4-6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners each get a hockey stick and one puck.</td>
<td></td>
</tr>
<tr>
<td>Each pair practices the Face-off:</td>
<td></td>
</tr>
<tr>
<td>Partners face each other with puck between their blades.</td>
<td></td>
</tr>
<tr>
<td>Count off:</td>
<td></td>
</tr>
<tr>
<td>“One” – Tap sticks down then touch blades above puck</td>
<td></td>
</tr>
<tr>
<td>“Two” – Repeat.</td>
<td></td>
</tr>
<tr>
<td>“Three” – Repeat, then attempt to gain control of the puck.</td>
<td></td>
</tr>
<tr>
<td>Objective is to move the puck forward, towards scoring a goal.</td>
<td></td>
</tr>
</tbody>
</table>

4 v 4 Mini Floor Hockey
(18-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners find 3 other partnerships to form a group of 8. Then divide into 2 teams of 4.</td>
<td></td>
</tr>
<tr>
<td>Two cones or other type of goal for each team and one team on each court wearing pinnies.</td>
<td></td>
</tr>
<tr>
<td>Play starts with a face-off on each court.</td>
<td></td>
</tr>
<tr>
<td>Object of the game is to maintain possession of the puck and drive toward the opponent’s goal to shoot for a score.</td>
<td></td>
</tr>
<tr>
<td>Players, except for the goalie, may move anywhere on the court.</td>
<td></td>
</tr>
<tr>
<td>After a score, a new goalie takes over for each team, players rotate to different positions and the puck is brought to the center of the court for a face-off.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s can be used during the game:</td>
<td></td>
</tr>
<tr>
<td>Must make 3 passes before shooting.</td>
<td></td>
</tr>
<tr>
<td>Can only hold the puck for three seconds, then player must pass or shoot.</td>
<td></td>
</tr>
<tr>
<td>Must guard the player with the puck 3 feet away.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Play games for 3-4 minutes. Teams leading move up one court and those behind move down.</td>
<td></td>
</tr>
<tr>
<td>Add focus on offensive and defensive play.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 minutes)</td>
</tr>
</tbody>
</table>

<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>■ Stretch.</td>
<td>■ Assist with stretching</td>
</tr>
<tr>
<td>■ Partners Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>▪ <em>Without a stick show your partner the correct way to face-off in Hockey.</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>Play hockey at home with friends.</em></td>
<td></td>
</tr>
</tbody>
</table>

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### Hockey 7th 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 moving without the puck.</td>
<td>▫ Hockey Sticks</td>
<td>✔ Hockey sticks and pucks spread around perimeter.</td>
</tr>
<tr>
<td>■ Demonstrate dribbling, passing, shooting and team play.</td>
<td>▫ FLOW</td>
<td>✔ 1 hockey court for every 8 students.</td>
</tr>
<tr>
<td></td>
<td>▫ Cones, hockey nets, folding mats for use as goals</td>
<td>✔ Set up FLOW stations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students form groups of four</td>
<td>Transition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Triangle Keep Away</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 minutes)</td>
<td>■ Students form groups of four.</td>
<td>Transition</td>
</tr>
<tr>
<td></td>
<td>■ One partner moves into the center of a triangle formed by three other partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Players in the triangle pass the puck around the triangle, keeping the puck away from the defender in the middle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ If the player in the middle steals the puck, s/he joins the triangle and trades places with the person s/he stole it from.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition to FLOW: Have students get into groups of 8-12 for FLOW.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLOW</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(15 minutes)</td>
<td>■ Spread Hockey sticks and pucks around the perimeter of the gym.</td>
<td>Health Related Physical Activity</td>
</tr>
<tr>
<td></td>
<td>■ Help get students started with the activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Offer feedback and help students understand the activity.</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>■ Students form groups of four</td>
<td>Transition</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>Start/Stop music if needed.</td>
<td>■ FLOW</td>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
</tr>
<tr>
<td>Supervise specific stations as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assist with equipment clean-up.</td>
<td></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**

---

**Hockey**

7th Grade

Lesson 7
**ACTIVITY #1**

**4 v 4 Mini Floor Hockey**

**(18-20 minutes)**

**LESSON CONTENT**

- Students form groups of 8, then divide into two teams of 4.
- Two cones or other type of goal for each team and one team on each court wearing pinnies.
- Play starts with a face-off on each court.
- Object of the game is to control the puck and drive toward the opponent’s goal to shoot for a score.
- Players, except for the goalie, may move anywhere on the court.
- After a score, a new goalie takes over for each team, players rotate to different positions and the puck is brought to the center of the court for a face-off.

**ROLE OF ASSISTANT**

- Assist with setting up the courts
- Help with equipment
- Monitor games with emphasis on feedback for player movement away from puck

- Principle of 3’s can be used during the game:
  - Must make 3 passes before shooting.
  - Can only hold the puck for three seconds, then player must pass or shoot.
  - Must guard the player with the puck 3 feet away.

- Challenge: Play games for 3-4 minutes. Teams leading move up one court and those behind move down.
- Encourage and reinforce students moving without the puck to get open for a pass.

**COOL DOWN/CLOSURE**

**(5 minutes)**

**LESSON CONTENT**

- Collect equipment.
- Students stretch.
- Partners Think-Pair-Share
  - Why is it important to move when you don’t have the puck?
  - What does it mean to “lead” a player with a pass?
  - Play hockey at home.

**ROLE OF ASSISTANT**

- Assist with stretching.
- Collect equipment.

**Transition**

**LESSON CONTENT**

- Students hustle to place sticks/pucks back where they found them then sit with a partner to stretch.

**ROLE OF ASSISTANT**

- Assist with stretching.
- Collect equipment.

---

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

*Italics indicate the teacher speaking directly to the student.*
**Hockey 7th Grade : Lesson 8**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate how to “pass and go”  
- Demonstrate moving without the puck.  
- Apply dribbling, passing, shooting, goaltending and team play. | - Hockey Sticks  
- Cones, hockey nets, folding mats for use as goals  
- Hockey Pucks  
- Pinnies | ✓ Hockey sticks and pucks spread around perimeter.  
✓ 1 hockey court for every 8 students. |

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Groups of 4 – one player picks up four sticks and one puck remaining 3 find safe space and form a triangle | Assist groups in setting up the drill  
Give feedback to students as they practice, making sure they are moving to the line they pass to. |

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| Students form groups of four.  
One partner moves into the center of a triangle formed by three other partners  
Players in the triangle pass the puck around the triangle, keeping the puck away from the defender in the middle  
If the player in the middle steals the puck, s/he joins the triangle and trades places with the person s/he stole it from. | Assist groups in setting up the drill  
Give feedback to students as they practice, making sure they are moving to the line they pass to. |

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students within groups of 4 split to pairs for take away activity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
</table>
| Play space can be a basketball-sized or similar court. Depending upon the size of the class, two courts can be used.  
Each student should have a puck, except for 4 students who are designated “stealers.”  
Object of the game: Students dribble their pucks around the area, maintaining control and avoiding having their pucks stolen.  
“Stealers” move around the area attempting to take the puck away from another player who is dribbling. The puck must be stolen under control and not simply hit away from the player who is dribbling.  
A player who has his or her puck stolen becomes a “stealer.”  
Variation: On signal, students stop, place their sticks on the floor and perform a strength exercise (push-ups, arm circles, crunches, etc), or flexibility exercise (sitting hamstring stretches, butterfly stretches, etc.). | Help students transition into the activity.  
Help explain the activity as needed. |

**Hockey Dribble Keep-Away (5-7 min)**

**Transition**

**Instant Activity**

**Health Related Physical Activity**

*Italics indicate the teacher speaking directly to the student.*
### Mini Floor Hockey (4 on 4)

**Activity #1**

**Lesson Content**

- Students quickly form groups of 8, for a game of 4 on 4 Mini Floor Hockey.
- Two cones or other type of goal for each team and one team on each court wearing pinnies.
- Play starts with a face-off on each court.
- Object of the game is to control the puck and drive toward the opponent’s goal to shoot for a score.
- Players, except for the goalie, may move anywhere on the court.
- Encourage students to practice passing and then moving and immediately looking for a return pass (“pass and go”).
- After a score, a new goalie takes over for each team, players rotate to different positions and the puck is brought to the center of the court for a face-off.
- Principle of 3’s can be used during the game:
  - Must make 3 passes before shooting.
  - Can only hold the puck for three seconds, then player must pass or shoot.
  - Must guard the player with the puck 3 feet away.

**Challenge:** Play games for 3-4 minutes. Teams leading move up one court and those behind move down.

**Role of Assistant**

- Help students to quickly form groups and divide into teams of 4.
- Assist with setting up the courts.
- Help with equipment.
- Monitor games.

### Cool Down/Closure

**Lesson Content**

- Collect equipment.
- Students stretch.
- Partners Think-Pair-Share
  - Describe what it means to “pass and go.”
  - What does “high sticking” mean?
  - Why is there a penalty for “high sticking” in Hockey?
  - Play hockey at home.

**Role of Assistant**

- Assist with stretching.
- Collect equipment.

### Transition

**Lesson Content**

- Students hustle to replace sticks/pucks where they got them then move to sit with partner and begin stretching.

**Role of Assistant**

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners with one person retrieving a hockey puck and returning to partner to begin.</td>
<td></td>
</tr>
</tbody>
</table>

### Push-Up Position Hockey (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>As students enter activity area, each finds a partner, facing each other about 5 feet apart in push-up position with one puck.</td>
<td>Assistant greets students as they enter the area entrance, helping students with understanding of Instant Activity.</td>
</tr>
<tr>
<td>Using hockey puck, partners try to hit the puck with one hand, through the other partner’s hands.</td>
<td></td>
</tr>
<tr>
<td>Puck can only be stopped with one hand.</td>
<td></td>
</tr>
<tr>
<td>Transition to FLOW: Have students get into groups of 8-12 for FLOW.</td>
<td></td>
</tr>
</tbody>
</table>

### FLOW (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW</td>
<td></td>
</tr>
</tbody>
</table>

### Before Class Set Up

- Hockey sticks/pucks spread around perimeter of play space.
- Cones, nets, folding mats or other equipment ready for use as goals.
- Hockey court for every 12 students.
- Set up FLOW stations around perimeter of area.

---

**Hockey** 7th Grade : Lesson 9

**LESSON OUTCOMES**

- Apply hockey skills in a game situation.

**EQUIPMENT**

- FLOW equipment and music.
- Pinnies.
- Hockey sticks and pucks.
- Cones/nets for goals

**HEALTH RELATED PHYSICAL ACTIVITY**

**FLOW**

- Start/Stop music if needed.
- Supervise specific stations as needed.
- Assist with equipment clean-up.

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Transition</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>▪ After FLOW, have students remain in or form groups of 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>▪ Return equipment.</td>
<td>▪ Assist with stretching.</td>
</tr>
<tr>
<td>▪ Partners Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>▪ What do you enjoy about hockey?</td>
<td></td>
</tr>
<tr>
<td>▪ What is the hardest part about hockey?</td>
<td></td>
</tr>
<tr>
<td>▪ Play hockey at home.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>▪ Teams of 6 players each. Three forwards, 2 defenders and 1 goalie per team.</td>
<td>▪ Set up each court with cones/nets at each end for goals.</td>
</tr>
<tr>
<td>▪ Review roles of forward/defenders.</td>
<td>▪ Have pinnies ready for teams on each court.</td>
</tr>
<tr>
<td>▪ Two cones, folding mat or hockey net for each goal and one team on each court wearing pinnies.</td>
<td>▪ Help teacher supervise games.</td>
</tr>
<tr>
<td>▪ Play starts with a face-off on center court.</td>
<td>▪ Watch for high-sticking.</td>
</tr>
<tr>
<td>▪ Object of the game is to control the puck and drive toward the opponent’s goal to shoot for a score.</td>
<td></td>
</tr>
<tr>
<td>▪ After a score, players rotate to different positions and the puck is brought to the center of the court for a face-off.</td>
<td></td>
</tr>
<tr>
<td>▪ If there is no score after 2 minutes, play stops and players rotate position.</td>
<td></td>
</tr>
<tr>
<td>▪ Penalty for high-sticking is a free shot for the opposing team from the spot of the foul.</td>
<td></td>
</tr>
<tr>
<td>✷ Challenge: Play games for 3-4 minutes. Teams leading move up one court and those behind move down.</td>
<td></td>
</tr>
</tbody>
</table>

ใจ Set Up or Prep Duties  ➤ Cues or Key Concepts  ➔ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
**Hockey 7th Grade: Lesson 10**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate all Hockey skills in a game.</td>
<td>■ Hockey Sticks</td>
<td>✓ Hockey sticks and pucks spread around perimeter of the gym.</td>
</tr>
<tr>
<td></td>
<td>■ Music</td>
<td>✓ Cones, hockey nets, or other equipment to be used as hockey goals.</td>
</tr>
<tr>
<td></td>
<td>■ Cones</td>
<td>✓ Pinnies for game play.</td>
</tr>
<tr>
<td></td>
<td>■ Hockey Pucks</td>
<td>✓ Spread cones and task cards for 4-Corners activity.</td>
</tr>
<tr>
<td></td>
<td>■ IA task cards</td>
<td>✓ Repare music for IA.</td>
</tr>
<tr>
<td></td>
<td>■ Pinnies</td>
<td>✓ Set up grids.</td>
</tr>
</tbody>
</table>

### Instant Activity

**Four Corners**  
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students enter activity area and jog in CCW direction around the perimeter of 4 cones.</td>
<td>■ Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.</td>
</tr>
<tr>
<td>■ Freeze students and explain directions that when music begins, they are to read the task card at each cone, performing that task until they reach the next cone.</td>
<td></td>
</tr>
<tr>
<td>■ Long side activities can include jogging, skipping, grapevine or slide step.</td>
<td></td>
</tr>
<tr>
<td>■ Short side activities can include squat lunges, crab walks, bear walks, broad jumps, or high knees (See Four Corners Task Cards).</td>
<td></td>
</tr>
</tbody>
</table>

### Health Related Physical Activity

**Partner “Rock, Paper, Scissors” Tag**  
*(6-8 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Students find partners.</td>
<td>■ Assist partnerships in getting started.</td>
</tr>
<tr>
<td>■ Object of the game: students either tag their partners if they win “Rock, Paper, Scissors” or escape if they lose.</td>
<td>■ Set up the activity area with a center line and outside lines, using cones.</td>
</tr>
<tr>
<td>■ Partners meet at center line to play “Rock, Paper, Scissors.” The partner who wins is the tagger.</td>
<td>■ Encourage student participation.</td>
</tr>
<tr>
<td>■ The partner being chased must cross the outside line or pass boundary cones before being tagged.</td>
<td>■ Participate where appropriate.</td>
</tr>
<tr>
<td>■ 1 point is awarded for escaping, 2 points for tagging.</td>
<td></td>
</tr>
<tr>
<td>■ Add points for ability stop on boundary line – lose points if player hit or touches wall.</td>
<td></td>
</tr>
<tr>
<td>■ Must encourage quick transitions for this activity to have high MVPA.</td>
<td></td>
</tr>
</tbody>
</table>
### Regulation Floor Hockey (6 on 6)
(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Teams of 6 players each. Three forwards, 2 defenders and 1 goalie per team.</td>
<td>Set up each court with cones/nets at each end for goals.</td>
</tr>
<tr>
<td>Two cones, folding mat or hockey net for each goal and one team on each court wearing pinnies.</td>
<td>Have pinnies ready for teams on each court.</td>
</tr>
<tr>
<td>Play starts with a face-off on center court.</td>
<td>Help teacher supervise games.</td>
</tr>
<tr>
<td>Object of the game is to control the puck and drive toward the opponent's goal to shoot for a score.</td>
<td>Watch for high-sticking.</td>
</tr>
<tr>
<td>After a score, players rotate to different positions and the puck is brought to the center of the court for a face-off.</td>
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<tr>
<td>If there is no score after 2 minutes, play stops and players rotate position.</td>
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<tr>
<td>Penalty for high-sticking is a free shot for the opposing team from the spot of the foul.</td>
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<tr>
<td>Challenge: Play games for 3-4 minutes. Teams leading move up one court and those behind move down.</td>
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### Transition

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Players hustle to return equipment to where they found it then move to sit with partner and begin stretching.</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>Collect equipment.</td>
<td>Assist with stretching.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Partners Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>When is it best to use the wrist shot?</td>
<td></td>
</tr>
<tr>
<td>When is it best to use the slap shot?</td>
<td></td>
</tr>
<tr>
<td>Play hockey at home.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Tennis 7th Grade : Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate a shake hands grip.  
- Control a ball on the racket.  
- Bounce a ball on the ground with the racket with control. | - 1 tennis ball per student  
- 1 tennis racket per student  
- 3 noodles | - Place tennis ball box on sideline near teacher.  
- Place 3 racket boxes next to ball box.  
- Place noodles on sideline near teacher. |

## Tug of War (5 minutes)

### LESSON CONTENT
- Partners grab wrists and try to pull each other across a line.
- Have Success and Try Again sides so students can challenge different partners.

### ROLE OF ASSISTANT
- Clarify rules.
- Encourage participation.

## Tennis Tag (5 minutes)

### LESSON CONTENT
- All students keep their tennis balls in hand except 5 taggers. Taggers run to tag students with tennis balls.
- When a student is tagged, he or she must run to a wall and perform 3 wall throws/catches before returning to game. If class is not in a gym, students can run to a line and make 5 upward tosses and catches before returning to game.
- Add or subtract taggers based on pace of game.
- Change taggers every few (1-2) minutes. New taggers give their tennis balls to previous taggers.
- After game, students return tennis balls.

### ROLE OF ASSISTANT
- Keep students on task.
- Monitor wall throwers.
- Give specific positive feedback.

## Class Management (3 minutes)

### LESSON CONTENT
- Students are seated.
- Assign a roll call number to each student and tell them to remember it.
- Show how number on bottom of racket corresponds with their assigned number.
- Each day they will use same racket. At start of class each student must report any and all damage done to their rackets. Student from previous period will be held responsible.
- Students need to note where rackets are located. Each racket is returned to same spot.
- Assign responsible students to ensure all rackets are returned to proper boxes.

### ROLE OF ASSISTANT
- Assist with rackets and containers.
- Encourage good listening skills.
## Tennis 7th Grade Lesson 1

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out student numbers (1-6) and have them get their rackets.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Continue calling out numbers, six at a time, until all students have rackets.</td>
<td></td>
</tr>
</tbody>
</table>

### Shake Hands Grip (1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stand in a horseshoe formation so they can see you.</td>
<td>✓ Assist with demonstration if asked.</td>
</tr>
<tr>
<td>Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with finger across handle of racket and thumb on opposite side. Remaining fingers wrap around bottom of racket handle.</td>
<td>✓ Give positive specific and corrective feedback.</td>
</tr>
<tr>
<td>Students follow instructions and grip their rackets. Students show neighbors their grips and give feedback.</td>
<td></td>
</tr>
</tbody>
</table>

### Ball Control (7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student needs a tennis ball.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Demonstrate each drill.</td>
<td>✓ Clarify instructions.</td>
</tr>
<tr>
<td>Using a Shake Hands Grip, students try to balance the ball on their rackets for 10 seconds.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Students now walk around activity area trying not to drop ball or bump into another student.</td>
<td></td>
</tr>
<tr>
<td>Students jog around activity area trying not to drop ball or bump into another student.</td>
<td></td>
</tr>
<tr>
<td>While stationary, students try to bounce ball chin high without letting it fall.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many accurate bounces can each student make in 30 seconds? (If ball bounces off racket, continue again at the last number counted.)</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can students walk around area bouncing ball without bumping into anyone or losing ball?</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can students jog around area bouncing ball without bumping into anyone or losing ball?</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Downward Bounces with Racket

**ACTIVITY #3**

**ACTIVITY #3**

**Downward Bounces with Racket** *(7 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>▶ Students bounce balls downward from stationary position (to work on control).</td>
<td>▶ Monitor students.</td>
</tr>
<tr>
<td>▶ Students bounce balls while walking (to work on control).</td>
<td>▶ Assist students with balls.</td>
</tr>
<tr>
<td>▶ Students bounce balls while walking and changing directions (to work on control).</td>
<td>▶ Encourage students.</td>
</tr>
<tr>
<td>▶ Students bounce balls while jogging (to work on control).</td>
<td></td>
</tr>
</tbody>
</table>

**Challenge:** How many accurate stationary bounces can each student make in 30 seconds? (If student loses control, start again at last number counted.)

**Challenge:** How many bounces can each student do in 30 seconds while walking? Can scores be improved?

---

### Mosquito Tag

**ACTIVITY #4**

**Mosquito Tag** *(8 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Object of game: for mosquitoes to freeze entire class.</td>
<td>✓ Assist with the equipment.</td>
</tr>
<tr>
<td>▶ If tagged, a student must kneel down.</td>
<td>▶ Encourage participation.</td>
</tr>
<tr>
<td>▶ To be freed, 2 students have to Hi-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.</td>
<td></td>
</tr>
<tr>
<td>▶ Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.</td>
<td></td>
</tr>
<tr>
<td>▶ If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.</td>
<td></td>
</tr>
<tr>
<td>▶ If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Transition

**ACTIVITY #3**

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Students return to their designated area or space.</td>
<td>✓ Monitor equipment return</td>
</tr>
<tr>
<td>▶ Students return their rackets and balls row by row</td>
<td></td>
</tr>
</tbody>
</table>

---

### Cool Down/Closure

**ACTIVITY #3**

**Cool Down/Closure** *(2 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Without a racket show your neighbor a Shake Hands Grip.</td>
<td>▶ Move among students.</td>
</tr>
<tr>
<td>▶ Together with your neighbor, discuss the benefit of bouncing the balls in various ways with rackets.</td>
<td>▶ Keep students on task.</td>
</tr>
<tr>
<td>▶ Ask students:</td>
<td></td>
</tr>
<tr>
<td>▶ Give several reasons why various bounces were used in today’s lesson?</td>
<td></td>
</tr>
<tr>
<td>▶ Practice the Shake Hands Grip and controlling the ball at home.</td>
<td></td>
</tr>
</tbody>
</table>
Tennis 7th Grade Lesson X

Set Up or Prep Duties ☛
Cues or Key Concepts ➜
Variation
Challenge

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

## 7th Grade : Lesson 2

### Lessons Outcomes
- Execute a forehand stroke.
- Track the ball while moving.

### Equipment
- 3 tennis balls per 2 students
- 1 tennis racket per student
- 1 box for balls
- 3 racket boxes

### Before Class Set Up
- Place tennis ball box on sideline near teacher.
- Place 3 racket boxes next to ball box.

### Instant Activity
#### Addition Tag
(5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up activity area with a center and outside lines and Success and Try Again sides.</td>
<td>Assist with partnerships.</td>
</tr>
<tr>
<td>Students find partners.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>Partners meet at center line. Partners both make a fist and count &quot;1,2,3.&quot; On 3, both partners stick out some fingers. Partners have to add all fingers showing. The first partner to yell out the correct sum wins. Partner who wins chases partner who loses.</td>
<td></td>
</tr>
<tr>
<td>If chased, a student must cross outside line before getting tagged.</td>
<td></td>
</tr>
<tr>
<td>1 point is awarded for escaping and 2 points for tagging.</td>
<td></td>
</tr>
<tr>
<td>First partner to 3 points moves to Success area.</td>
<td></td>
</tr>
</tbody>
</table>

### Health Related Physical Activity
#### Side-Slides, Regular Tosses, Bounce Tosses
(5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs stand on 1 sideline with partners facing each other 5-10 feet apart.</td>
<td>Help students line up.</td>
</tr>
<tr>
<td>Pairs begin to side-slide across gym, tossing a ball to each other. They should maintain 5-10 feet distance between themselves while tossing.</td>
<td>Initiate challenges.</td>
</tr>
<tr>
<td>When pairs reach other side they repeat drill back to their starting place.</td>
<td></td>
</tr>
<tr>
<td>Pairs continue back and forth across gym settling into their own pace.</td>
<td></td>
</tr>
<tr>
<td>After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive passes can each pair make while sliding?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive bounce passes can be made while sliding?</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.*
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out student numbers (1-6) and have them get their rackets. Continue calling out numbers, 6 at a time, until all students have rackets.</td>
<td>✔ Assist with equipment.</td>
</tr>
</tbody>
</table>

---

### Forehand Stroke Shadowing

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use Shake Hands Grip. Students face front in personal spaces towards teacher. Students follow you as you demonstrate ready position. Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet. Students make a quarter turn to right. (left handed students quarter turn to left) This places non-dominant shoulder toward front wall. Students step with non-dominant foot towards front wall and swing. Swing is from low to finishing high. Body returns to ready position. Students continue shadowing Forehand stroke. Students will use “bounce step” while waiting, and before &amp; after swing. (In ready position, bounce from right foot to left foot, continuously.)</td>
<td>Monitor proper technique. Move students to more open space if necessary.</td>
</tr>
</tbody>
</table>

---

### Partner Forehand Hits

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeder tosses a ball underhand to forehand of hitter. (One bounce before strike) Hitter strikes ball with a forehand so partner can catch it. After 5 tosses partners switch roles. Student can pick up balls on floor/rolling by. Challenge: How many consecutive catches can each pair make?</td>
<td>Monitor skills. Give positive specific feedback.</td>
</tr>
</tbody>
</table>

---

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return rackets and balls to proper boxes and line up on end line.</td>
<td>✔ Assist with equipment.</td>
</tr>
</tbody>
</table>

*Set Up or Prep Duties ➔ Cues or Key Concepts ➜ Variation ★ Challenge

*Italicics indicate the teacher speaking directly to the student.*
### Lesson Content

**3-Step Mickey**

**ACTIVITY #3**

**3-Step Mickey**

**Role of Assistant**

**Activity #3**

- Player A (“It”) stands in middle of gym or play area. All other students stand on end line facing player A.
- Player A yells “3-step Mickey, 1,2,3!!!”
- All other students take 3 steps toward player A when they hear command.
- After 3 steps, all players try to run past player A to other end line.
- Player A runs after students as they try to arrive safely at opposite end line.
- Any students who were tagged join player A in middle. Player A repeats call to students.
- After several runs from each end line, last 5 students left are winners.
- Repeat game with new Player A.

**Variation:** Runners wear flags. Once a flag is pulled that student joins “Mickies” in middle.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are seated in semi-circle in front of you.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>- What are the skills / critical elements of a forehand stroke?</td>
<td></td>
</tr>
<tr>
<td>- Why do you swing from low to high?</td>
<td></td>
</tr>
<tr>
<td>- Why do you return to ready position quickly after stroke?</td>
<td></td>
</tr>
<tr>
<td>- Where do you transfer your weight during stroke?</td>
<td></td>
</tr>
<tr>
<td>Practice the forehand stroke with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Tennis 7th Grade : Lesson 3

#### Instant Activity

- **Side-Slides, Regular Tosses, Bounce Tosses**  
  **(5 minutes)**

  **LESSON CONTENT**
  - Pairs stand on 1 sideline with partners facing each other 5-10 feet apart.
  - Pairs begin to side-slide across gym, tossing a ball to each other. They should maintain 5-10 feet distance between themselves while tossing.
  - When pairs reach other side they repeat drill back to their starting place.
  - Pairs continue back and forth across gym settling into their own pace.
  - After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.
  - Challenge: How many consecutive passes can each pair make while sliding?
  - Challenge: How many consecutive bounce passes can be made while sliding?

  **ROLE OF ASSISTANT**
  - Help students line up.
  - Initiate challenges.

- **Heart Alert**  
  **(6 minutes)**

  **LESSON CONTENT**
  - Give 4 students short noodles with heart attack risk factors:
    - Smoking
    - Overweight
    - Lack of exercise
    - Fatty foods
  - Risk factor students tag others. If tagged, students freeze and yell “Heart Alert!”
  - Other students find frozen students and both perform 5 jumping jacks together.
  - Add – while doing jumping jacks, yell out benefits of MVPA (reduces BP, reduces LDLs, reduces symptoms of anxiety and depression).
  - Rescued students may now return to game.
  - Students saving others may not be tagged.
  - Variation: Students saving others may be tagged.

  **ROLE OF ASSISTANT**
  - Write heart attack risks on masking tape and tape to noodles.
  - Monitor game.
  - Keep students walking if they are tired.
  - Change noodles periodically.

- **Transition**

  **LESSON CONTENT**
  - Students form groups of 4
  - 1 student from each group get 1 racket for group and a box of 5 balls
  - Students are seated.

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

**LESSON OUTCOMES**
- Demonstrate a shake hands grip.
- Track ball while moving.
- Execute a forehand stroke

**EQUIPMENT**
- 1 racket per 4 students
- 8 boxes of balls with 5 marked balls in each (1s/2s/3s etc.)
- 20 balls in box (IA)
- 3 boxes of rackets
- 4 marked noodles

**BEFORE CLASS SET UP**
- Place 8 tennis ball boxes on sideline near teacher (5 balls in each box).
- Place 3 racket boxes next to ball boxes.
- Place noodles on sidelines
- Place box of 20 tennis balls on sideline.

*Italics indicate the teacher speaking directly to the student.*
### Set-up/Demo

**LESSON CONTENT**
- Give each group a number. Each box has 5 tennis balls that match group’s number, e.g., Group 1 has 5 #1 tennis balls, Group 2 has 5 #2 tennis balls, etc. Each group has 1 hitter, 1 feeder, and 2 tennis ball retrievers.
- Students position their groups on a sideline with about 15 feet between each group.
- Groups face opposite sideline, looking at their “tennis courts” in front of them.
- Each group uses 1 half of a tennis court lengthwise. (If no courts, use similar amount of space.)
- Feeder tosses a ball with 1 bounce to hitter who hits it into “court” using a forehand.
- Repeat, until all 5 tennis balls have been hit and retrieved. Rotate clockwise.
- Students keep eyes on ball, turn body, transfer weight, etc.
- Feeder can provide some peer feedback.

**ROLE OF ASSISTANT**
- Have all groups sit for demo except 1 (demo group) then help remaining groups to their positions.
- Assist all groups with any problems.
- Provide specific positive and corrective feedback.

### Transition

**LESSON CONTENT**
- Students return rackets and balls to proper boxes and sit down.

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

### Hi-10 Everyone’s It

**LESSON CONTENT**
- Everyone in class is It.
- Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.
- If a student gets tagged he or she must sit or kneel down where they were tagged.
- If 2 students tag each other at same time and argue, they both sit.
- Seated students hold both hands up and can be freed when a free student gives a Hi-10.
- No immediate tag backs.

**ROLE OF ASSISTANT**
- Encourage participation.
- Clarify the rules.

### Cool Down/Closure

**LESSON CONTENT**
- Students are seated in semi-circle in front of you.
- Have a student demonstrate a forehand stroke without a racket.
- Practice the forehand stroke with a friend at home.

**ROLE OF ASSISTANT**
- Keep students on task.

---

*Italics indicate the teacher speaking directly to the student.*
# Tennis 7th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate proper backhand grip.  
- Execute backhand groundstroke | - 3 tennis balls per pair  
- 1 tennis racket per student.  
- 3 noodles | - Place all full racket boxes near wall.  
- Place all full ball boxes near wall.  
- Place noodles near wall.  
- Place spots near wall. |

## INSTANT ACTIVITY

### Hot Potato Tag

**LESSON CONTENT**

- Students find a partner and 1 ball.  
- Partners stand approximately 10 feet apart facing each other.  
- Partners throw foam ball back and forth to each other.  
- When music stops, partner holding foam ball is tagger and his or her partner should run away.  
- Tagger must perform a task of their choice (jumping jacks, push-ups, etc.) and then chase their partners.  
- If caught and tagged, partners must perform a task of their choice.  
- If not caught, chasing continues until music begins again.  
- When music begins, partners toss foam ball.  

**ROLE OF ASSISTANT**

- Set up a 25 x 25 yard square if outside.  
- Set ball receptacles near entrance to space.  
- Fill receptacles with foam balls.  
- Play music.  

**Variation:** If class is outdoors, use a whistle instead of music.

### Tennis Tag

**LESSON CONTENT**

- All students keep their tennis balls in hand except 5 taggers. Taggers run to tag students with tennis balls.  
- When a student is tagged, he or she must run to a wall and perform 3 wall throws/catches before returning to game. If class is not in a gym, students can run to a line and make 5 upward tosses and catches before returning to game.  
- Add or subtract taggers based on pace of game.  
- Change taggers every few minutes. New taggers give their tennis balls to previous taggers.  
- After game, students return tennis balls.

**ROLE OF ASSISTANT**

- Keep students on task.  
- Monitor wall throwers.  
- Give specific positive feedback.

### Transition

**LESSON CONTENT**

- Call out student numbers (1-6) and have them get their rackets.  
- Continue calling out numbers, 6 at a time, until all students have rackets.

**ROLE OF ASSISTANT**

- Assist with equipment.

---

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

**Backhand**  
*(3 minutes)*

**LESSON CONTENT**
- Students hold rackets in dominant hand (as in forehand grip).
- Students face front in personal spaces towards teacher.
- Students then put non-dominant hand on racket right above dominant hand (like a left-handed baseball batter’s grip).
- All students make a quarter turn to left (left handed students quarter turn to right.) this puts dominant shoulder toward you.
- Students step with dominant foot towards front wall and swing.
- Swing is from low to high finishing with racket over dominant shoulder. Action is like pulling a “sword from its sheath”.
- Body returns to ready position.
- Students continue shadowing backhand stroke.
- Students will use “bounce step” while waiting, and before & after swing.
- (In ready position, bounce from right foot to left foot, continuously.)

**ROLE OF ASSISTANT**
- Monitor proper technique.
- Give specific positive and corrective feedback.

### ACTIVITY #2

**Partner Backhand Hits**  
*(8 minutes)*

**LESSON CONTENT**
- Feeder tosses ball underhand to hitter’s backhand. (One bounce before strike.)
- Hitter backhands ball so partner can catch it.
- After 5 tosses partners switch roles. Student can pick up balls on floor/rolling by.
  - How many consecutive catches can each pair make?
  - Pair continues as above, however, this time, feeder tosses to forehand also.
  - How many consecutive catches can each pair make using both strokes?

**ROLE OF ASSISTANT**
- Monitor skills.
- Give positive specific feedback.
### Mosquito Tag
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Object of game: for mosquitoes to freeze entire class.</td>
<td>✓ Assist with the equipment.</td>
</tr>
<tr>
<td>- If tagged, a student must kneel down.</td>
<td></td>
</tr>
<tr>
<td>- To be freed, 2 students have to Hi-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.</td>
<td></td>
</tr>
<tr>
<td>- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.</td>
<td></td>
</tr>
<tr>
<td>- If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.</td>
<td></td>
</tr>
<tr>
<td>- If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again.</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 sit in semi-circle in front of you.</td>
<td>✓ Keep students on task.</td>
</tr>
<tr>
<td>- Ask students to model and verbally describe the backhand stroke.</td>
<td></td>
</tr>
<tr>
<td>- How is it similar to the forehand stroke? How is it different? When is it appropriate to use backhand or forehand strokes?</td>
<td></td>
</tr>
<tr>
<td>- Practice your forehand and backhand strokes at home.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**
Mosquito Tag
(8 minutes)

**LESSON CONTENT**
Object of game: for mosquitoes to freeze entire class.

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

**COOL DOWN/CLOSURE**
Students sit in semi-circle in front of you.

**LESSON CONTENT**
Ask students to model and verbally describe the backhand stroke.

**ROLE OF ASSISTANT**
- Keep students on task.

- How is it similar to the forehand stroke? How is it different? When is it appropriate to use backhand or forehand strokes?
- Practice your forehand and backhand strokes at home.
Tennis 7th Grade Lesson 4

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>Increase your heart rate and body strength by using FLOW stations and cardio-tag activities.</td>
<td>FLOW equipment 6 cones</td>
<td>✓ Set up FLOW equipment. ✓ Prepare a rectangular area with a line in the middle marked off length-wise.</td>
</tr>
</tbody>
</table>

**Squat Challenge**

**INSTANT ACTIVITY**

**LESSON CONTENT**
- Use a single line to divide the area into Try Again and Success sides.
- Partners squat down and try to push each other over by using their hands only.
- If a student falls or puts a hand down, he or she must go to Try Again side and challenge someone new.
- If a student knocks his or her partner off balance, he or she moves to Success side and challenges someone new.

**ROLE OF ASSISTANT**
- Assist with partnering.
- Clarify rules.

**FLOW**

**LESSON CONTENT**
- FLOW

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.
- Oversee stations that need the most supervision.

---

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

3-Step Mickey  
(8 minutes)

**LESSON CONTENT**
- Player A (“It”) stands in middle of gym or play area. All other students stand on end line facing player A.
- Player A yells “3-step Mickey, 1,2,3!!!”
- All other students take 3 steps toward player A when they hear command.
- After 3 steps, all players try to run past player A to other end line.
- Player A runs after students as they try to arrive safely at opposite end line.
- Any students who were tagged join player A in middle. Player A repeats call to students.
- After several runs from each end line, last 5 students left are winners.
- Repeat game with new Player A.

→ Variation: Runners wear flags. Once a flag is pulled that student joins “Mickies” in middle.

---

**ROLE OF ASSISTANT**
- Monitor students.
- All tagged students must join “It”.
- Player A initiates each new run to opposite end line with the call.
- Instruct Player A to wait 15-30 seconds between calls if students become too tired.
- Instruct Player A and tagged students to employ strategies (Stretch across width of gym, choose fastest student to chase, move back towards end line, etc.).

---

**ACTIVITY #2**

Everybody’s It  
(7 minutes)

**LESSON CONTENT**
- Everyone in class is It.
- Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.
- If a student gets tagged he or she must sit or kneel down where they were tagged.
- If 2 students tag each other at same time and argue, they both sit.
- Seated students hold both hands up and can be freed when a free student gives a Hi-10.
- No immediate tag backs.

**ROLE OF ASSISTANT**
- Encourage participation.
- Clarify the rules.

---

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

**LESSON OUTCOMES**
- Execute forehand strokes.
- Execute backhand strokes.
- Execute both strokes with partner.

**EQUIPMENT**
- Boxes for balls
- 3 racket boxes
- 6 cones for cave area
- 1 tennis racket per student
- 4 cones for tag game

**BEFORE CLASS SET UP**
- Place full racket boxes near wall.
- Place full ball boxes near wall.
- Set up a 25 x 25 yard square with a corner marked as a cave.

---

**Partner Rock, Paper, Scissors Tag**
**(8 minutes)**

**LESSON CONTENT**
- Set up activity area with a center and outside lines and Success and Try Again sides.
- 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 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.
- Encourage participation.

**Transition**

**LESSON CONTENT**
- Call out student numbers (1-6) and have them get their rackets.
- Continue calling out numbers, 6 at a time, until all students have rackets.

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

---

**Downward Bounces with Rackets**
**(5 minutes)**

**LESSON CONTENT**
- Students bounce balls downward from stationary position (to work on control).
- Students bounce balls while walking (to work on control).
- Students bounce balls while walking and changing directions (to work on control).
- Students bounce balls while jogging (to work on control).
- Challenge: How many walking bounces can each student make in 30 seconds? Can scores be improved?
- Challenge: How many bounces can each student do in 30 seconds while jogging? Can scores be improved?

**ROLE OF ASSISTANT**
- Monitor students.
- Assist students with balls.
- Encourage students.

---

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

*Italics indicate the teacher speaking directly to the student.*
ACTIVITY #1
Forehand Backhand strokes to partners (8 minutes)

LESSON CONTENT
- Students find partners. Partners face each other about 25-30’ apart forming their own “skinny courts” (can modify distance based on student’s readiness. All pairs line up in same direction for safety.)
- One partner gets 2 cones and places them in middle of the pair to form “net area.”
- One partner tosses an easy “rainbow toss” to other partner who uses forehand/backhand stroke to return ball. Continue hitting back & forth until ball is out of “skinny court.” The pair uses their 2nd ball and repeats activity until ball is out of area. Partners grab 2 tennis balls from floor and start play again as above.
- Students may allow the ball to bounce twice before returning it. (If needed).
- Students do not keep score.

ROLE OF ASSISTANT
- Assist students with format.
- Provide specific positive and corrective feedback.

ACTIVITY #2
Strokes with rotations (8 minutes)

LESSON CONTENT
- Partners continue forehand /backhand strokes but this time the partners on the right side can rotate to the next spot over to be across new left side partners who do not move or rotate. Teacher can signal rotations every 2-3 minutes.

ROLE OF ASSISTANT
- Assist with rotations.
- Provide specific positive and corrective feedback.

TRANSITION

LESSON CONTENT
- Students return rackets and tennis balls.

ROLE OF ASSISTANT
- Help collect equipment.

ACTIVITY #3
Release Tag (8 minutes)

LESSON CONTENT
- 1 corner of gym is a “Cave.” If outside, use cones to designate cave area.
- 3 “Its” try to tag other classmates.
- When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.
- Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.
- If “freer” is tagged while trying to free captives, he or she becomes a captive.
- After 2 minutes, change taggers and start game over.
- Variation: Use different strategies: Try sending 2 “freers” from opposite sides of cave to rescue students at the same time. Try sending 5 or 6 “freers” all at the same time to rescue students. Some will be caught but some will free students.

ROLE OF ASSISTANT
- Assist students with questions.
- Make certain “captives” are tagged when they are freed.
- As captives are released they may be tagged immediately again.

 Italics indicate the teacher speaking directly to the student.
### Cool Down/Closure
(3 minutes)

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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in semi-circle in front of you.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>- Which stroke was more difficult?</td>
<td></td>
</tr>
<tr>
<td>- Was it because of arm strength or technique?</td>
<td></td>
</tr>
<tr>
<td>- Practice your forehand/backhand strokes at home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Tennis</th>
<th>7th Grade</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Set Up or Prep Duties</td>
<td>✈ Cues or Key Concepts</td>
<td>➜ Variation</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Heart Alert (6 minutes)

### LESSON CONTENT
- Give 4 students short noodles with heart attack risk factors:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
- Risk factor students tag others. If tagged, students freeze and yell “Heart Alert!”
- Other students find frozen students and both perform 5 jumping jacks together.
- Rescued students may now return to game.
- Students saving others may not be tagged.

### ROLE OF ASSISTANT
- Monitor game.
- Keep students walking if tired.
- Change noodles periodically.

### Variation
- Students saving others may be tagged.

## Racket Rush (6 minutes)

### LESSON CONTENT
- Students place their rackets spread out on floor or ground.
- Students place their 3 tennis balls on faces of their own rackets.
- On your signal, all students grab 1 of their tennis balls and place it on any empty racket except immediately next to theirs. Remember-1 ball at a time!
- Students run back to their racket, grab another ball and place it on a racket that has only 1 ball on it. Students return to their own racket for the last time and grab the last ball and place it on any racket that has 2 tennis balls only. The teacher will be timing the whole class until finished.
- Students rest for 1 minute while retrieving balls & returning them to their rackets.
- Repeat for another round the same way. Try to better your class record.

### ROLE OF ASSISTANT
- Monitor students’ positions.
- Ball must be placed under enough control to stay on racket faces.
- Watch for fatigue.

## Transition

### LESSON CONTENT
- Call out student numbers (1-6) and have them get their rackets and 3 tennis balls each.
- Continue calling out numbers, 6 at a time, until all students have rackets & 3 tennis balls.

### ROLE OF ASSISTANT
- Assist with equipment.

### RULE
- If any student places any balls on rackets immediately next to their own, there will be a 5 second penalty added to the class record.

---

**Set Up or Prep Duties**  
**Cues or Key Concepts**  
**Variation**  
**Challenge**  
*Italics indicate the teacher speaking directly to the student.*
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners. Partners return 4 balls to boxes.</td>
<td>Monitor equipment return</td>
</tr>
</tbody>
</table>

### Forehand and backhand play (continued)

(10 minutes)

<table>
<thead>
<tr>
<th>DEMO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have all students sit down where they are except one partner group for demo.</td>
</tr>
<tr>
<td>Teacher instructs student to hit ball toward open space on either side of partner and immediately gets into “ready position” for the return hit.</td>
</tr>
<tr>
<td>The receiving student runs toward the ball, hits it back toward open space on either side of original partner, and gets into “ready position” for return hit.</td>
</tr>
<tr>
<td>All partner groups begin playing as in the demo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modified singles play</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8 minutes)</td>
</tr>
<tr>
<td>Partners face each other about 25-30’ apart forming their own “skinny courts” (can modify distance based on student’s readiness. All pairs line up in same direction for safety.</td>
</tr>
<tr>
<td>One partner gets 2 cones and places them in middle of the pair to form “net area.”</td>
</tr>
<tr>
<td>One partner tosses an easy “rainbow toss” to other partner who uses forehand/backhand stroke to return ball. Continue hitting back &amp; forth until ball is out of “skinny court.” The pair uses their 2nd ball and repeats activity until ball is out of area. Partners grab 2 tennis balls from floor and start play again as above.</td>
</tr>
<tr>
<td>Students may allow the ball to bounce twice before returning it. (If needed).</td>
</tr>
<tr>
<td>Students do not keep score.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMO:</td>
</tr>
<tr>
<td>Have all students sit down where they are except one partner group for demo.</td>
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<td>Teacher instructs student to hit ball toward open space on either side of partner and immediately gets into “ready position” for the return hit.</td>
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<tr>
<td>The receiving student runs toward the ball, hits it back toward open space on either side of original partner, and gets into “ready position” for return hit.</td>
</tr>
<tr>
<td>All partner groups begin playing as in the demo.</td>
</tr>
</tbody>
</table>

| X 1 | < | > |
| X 2 | < | > |
| X 3 | < | > |
| X 4 | < | > |

**Tennis 7th Grade Lesson 7**

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>COOL DOWN/CLOSURE</th>
</tr>
</thead>
</table>
| **Cool Down/Closure**  
(3 minutes) |

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ Students return equipment.  
■ Students sit in semi-circle facing you.  
■ Ask students;  
  ■ *Are there advantages/disadvantages to hitting toward your partners forehand/backhand sides? If any, why?*  
■ *Practice modified singles with a friend at home.* | ■ Keep students on task. |

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

**Tennis 7th Grade Lesson 7**

☑ Set Up or Prep Duties  
☞ Cues or Key Concepts  
➔ Variation  
★ Challenge

---

*Italics indicate the teacher speaking directly to the student.*
Set Up or Prep Duties  ☛ Cues or Key Concepts  ➜ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Tennis 7th Grade : Lesson 8

## Instant Activity

### Tug of War (5 minutes)

**Lesson Content**
- Partners grab wrists and try to pull each other across a line. Have Success and Try Again sides so students can challenge different partners.

**Role of Assistant**
- Clarify rules.
- Encourage participation.

---

### Hi-10 Everybody’s It (6 minutes)

**Lesson Content**
- Everyone in class is It.
- Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.
- If a student gets tagged he or she must sit or kneel down where they were tagged.
- If 2 students tag each other at same time and argue, they both sit.
- Seated students hold both hands up and can be freed when a free student gives a Hi-10.
- No immediate tag backs.

**Role of Assistant**
- Encourage participation.
- Clarify the rules.

---

## Health Related Physical Activity

### Transition

**Lesson Content**
- Call out student numbers (1-6) and have them get their rackets.
- Continue calling out numbers, 6 at a time, until all students have rackets.
- Students find partners. This is now a “doubles” team.
- Each doubles team finds 1 other doubles team.
- Teacher gives each doubles team a number. Start with 1 and count to 20.
- After demo, doubles teams go to a court. Team 1 with Team 2, etc.

**Role of Assistant**
- Assist with equipment.
- Assist with groups.

---

### Set Up or Prep Duties

- 1 box for balls
- 3 racket boxes
- 1 tennis racket per student

**Before Class Set Up**
- Place full racket boxes near wall.
- Place full ball box near wall.

---

**Lesson Outcomes**
- Participate in modified doubles.

---

**Cues or Key Concepts**
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
**Demo**
*(5 minutes)*

**Modified Doubles**
*(20 minutes)*

**LESSON CONTENT**
- 4 players play doubles; 2 players on each side of net. (One player gets 1 ball.)
- Spin racket or play Rock, Paper, Scissors to see which team starts.
- Let’s say Team 1 starts.
- Team 1 Starter stands on mid-line to start. He or she uses a self-bounce forehand to hit ball over the net.
- Ball should go in an upward arc so it will travel over net and be easy to return.
- Either of Team 2 members may return ball after it bounces once on their side.
- Any player on either team can continue hitting (rallying) ball over net to keep play going.
- When ball hits net or goes “out” of doubles court players start another rally.
- Team 2 starts. Continue to rotate starts between teams and players.
- Object of game: keep ball in play as long as possible.
- Both teams receive 1 point for each time ball travels over net.
- With each new start, continue to count total points. Do not start count over!
- After 3-5 minutes teacher signals game over.
- Only outside partnerships rotates to another court clockwise and begins a new game.

**ROLE OF ASSISTANT**
- Assist groups with play.

**Transition**

**LESSON CONTENT**
- Students return equipment.

**ROLE OF ASSISTANT**
- Assist with equipment return.

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

**LESSON CONTENT**
- Students sit in semi-circle.
- Ask students:
  - What makes a good doubles team?
  - Have students practice with friends at home.

**ROLE OF ASSISTANT**
- Keep students on task.
Partner Rock, Paper, Scissors Tag  
(8 minutes)

**LESSON CONTENT**
- Set up activity area with a center and outside lines and Success and Try Again sides.
- 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 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.
- Encourage participation.

Release Tag  
(8 minutes)

**LESSON CONTENT**
- 1 corner of gym is a “Cave.” If outside, use cones to designate cave area.
- 3 “Its” try to tag other classmates.
- When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.
- Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.
- If “freer” is tagged while trying to free captives, he or she becomes a captive.
- After 2 minutes, change taggers and start game over.
- Variation: Use different strategies: Try sending 2 “freers” from opposite sides of cave to rescue students at the same time. Try sending 5 or 6 “freers” all at the same time to rescue students. Some will be caught but some will free students.

**ROLE OF ASSISTANT**
- Assist students with questions.
- Make certain “captives” are tagged when they are freed.
- As captives are released they may be tagged immediately again.
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out student numbers (1-6) and have them get their rackets.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Continue calling out numbers, 6 at a time, until all students have rackets.</td>
<td></td>
</tr>
<tr>
<td>Find partners and sit down to watch demo.</td>
<td></td>
</tr>
<tr>
<td>After demo partners go to other “courts” to begin.</td>
<td></td>
</tr>
</tbody>
</table>

### Demo

**(5 minutes)**

**Modified Singles**

**(15 minutes)**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>DEMO:</td>
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<td>Have all students sit down where they are except one partner group for demo.</td>
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<td>The receiving student runs toward the ball, hits it back toward open space on either side of original partner, and gets into “ready position” for return hit.</td>
<td></td>
</tr>
<tr>
<td>All players can hit ball deep or shallow into partners courts.</td>
<td></td>
</tr>
<tr>
<td>If a player causes partner to miss or hit ball into the net, then he/she wins that rally. Continue playing in this manner. Teacher rotate outside students every 3-4 minutes and circulate and speak with players to focus on strategies.</td>
<td></td>
</tr>
</tbody>
</table>

| X 1 | < | > | X 1 |
| X 2 | < | > | X 2 |
| X 3 | < | > | X 3 |
| X 4 | < | > | X 4 |

*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 and sit in semi-circle.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>• What kind of skills and fitness helps someone be a better singles player?</td>
<td></td>
</tr>
<tr>
<td>• Play tennis with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>

Students return equipment and sit in semi-circle.

- Ask students:
  - What kind of skills and fitness helps someone be a better singles player?
  - Play tennis with a friend at home.
Italics indicate the teacher speaking directly to the student.
# Tennis 7th Grade: Lesson 10

## LESSION OUTCOMES
- Participate in Doubles.
- FLOW

## EQUIPMENT
- 1 racket per student
- FLOW equipment
- 1 ball per 4 students

## BEFORE CLASS SET UP
- Place full racket boxes near wall.
- Place full ball boxes near wall.
- Set up FLOW equipment.

### INSTANT ACTIVITY
**Squat Challenge**  
(5 minutes)

**LESSON CONTENT**
- Use a single line to divide the area into Try Again and Success sides
- Partners squat down and try to push each other over by using their hands only.
- If a student falls or puts a hand down, he or she must go to Try Again side and challenge someone new.
- If a student knocks his or her partner off balance, he or she moves to Success side and challenges someone new.

**ROLE OF ASSISTANT**
- Assist with partnering.
- Clarify rules.

### HEALTH RELATED PHYSICAL ACTIVITY
**FLOW**  
(15 minutes)

**LESSON CONTENT**
- FLOW

**ROLE OF ASSISTANT**
- Help with the equipment.
- Encourage participation.
- Oversee stations that need the most supervision.

### TRANSITION
**LESSON CONTENT**
- Call out student numbers (1-6) and have them get their rackets
- Continue calling out numbers, 6 at a time, until all students have rackets.
- Students find partners. This is now a “doubles” team.
- Each doubles team finds 1 other doubles team.
- Students sit for demo.
- Teacher gives each doubles team a number. Start with 1 and count to 20.
- After demo, doubles teams go to a court. Team 1 with Team 2, etc.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Assist with groups.
**ACTIVITY #1**

**Modified Doubles**

**LESSON CONTENT**

- 4 players play doubles; 2 players on each side of net. (One player gets 1 ball.)
- Spin racket or play Rock, Paper, Scissors to see which team starts.
- Let's say Team 1 starts.
- Team 1 Starter stands on mid-line to start. He or she uses a self-bounce forehand to hit ball over the net.
- Ball should go in an upward arc so it will travel over net and be easy to return.
- Either of Team 2 members may return ball after it bounces once on their side.
- Any player on either team can continue hitting (rallying) ball over net.
- When ball hits net or goes “out” of doubles court players start another rally.
- Team 2 starts. Continue to rotate starts between teams and players.

**ROLE OF ASSISTANT**

- Assist groups with play.
- Provide specific positive and corrective feedback.

**New Strategy:**

- Players can now hit the ball to the other teams forehands/backhands.
- Players can also hit the ball deep or shallow into the other team’s court.
- Players hit the ball to “open spaces” and return to “ready position” quickly.
- If a team 1 causes team 2 to miss the ball or hit into net, then team 1 wins that rally. Continue playing in this manner.
- On teacher’s signal, outside teams rotate to new court every 3-4 minutes.
- Teacher circulates around courts stopping games to focus players on the new strategies. (Any players that need to rotate in should be using sideline steppers/jump ropes/bench step-pers, etc.)
### Transition

<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>
</tbody>
</table>

### Cool Down/Closure

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students sit in semi-circle in front of you.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
<td></td>
</tr>
<tr>
<td>What was hardest part of tennis?</td>
<td></td>
</tr>
<tr>
<td>What part of the tennis game (skills and tactics) do you need to work on (share with partner)</td>
<td></td>
</tr>
<tr>
<td>What was the most fun?</td>
<td></td>
</tr>
<tr>
<td>Continue to stay active with friends after school each day.</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.
**Badminton 7th Grade : Lesson 1**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate the correct use of forehand and backhand grips when holding the racket.  
■ Promote teamwork and cooperative skill building. | ■ 1 racket and shuttlecock per student  
■ Task cards | ✓ Remove all shuttlecocks from the containers and have them available for distribution with the rackets. |
| **Shuttlecock Balancing**  
(5-10 minutes) | **Squad Leader Challenges**  
(10-12 minutes) |
| LESSON CONTENT | ROLE OF ASSISTANT | LESSON CONTENT | ROLE OF ASSISTANT |
| ■ Students get rackets as they enter activity area.  
■ Students spread out so they have enough room to hold their rackets at arm’s length.  
■ Students walk at a brisk pace around perimeter of gym balancing shuttlecocks on their rackets. | ✓ Distribute equipment.  
■ Provide instructions.  
■ Ensure that students are spaced properly.  
■ Place rackets around perimeter with one shuttlecock on each racket. Train students to move safely inside boundaries and not to touch equipment placed outside boundary lines. | ■ Students form squads of 4.  
Each squad is given a “Squad Leader Challenge” task card (see Appendix).  
Students in each squad take turns acting as squad leader. All squad members perform tasks in unison – counting if appropriate (i.e. 10 sec on stretches,)  
Squad leader reads instructions from card. Once task is completed, a new squad leader reads next task. Alternative: perform task until music pauses then next person leads next activity. To increase MVPA further, group continues to jog in place during leader change.  
If a squad completes all tasks before other groups finish, instruct squad to start over. If they are using timed music to switch activities rather than a set number of exercises, all will finish together when teacher stops the activity. | ✓ Distribute the task cards. Alternative: task cards are placed on cones around half gym – squad moves to one of cones to begin activity. This reduces transition time to hand out task cards.  
■ Explain the rules.  
■ Monitor the students. |
| **Transition** | | |
| LESSON CONTENT | ROLE OF ASSISTANT |
| ■ Students quickly form groups of 3. | ■ Assist with grouping. |

**Italics indicate the teacher speaking directly to the student.**
### Triangle Game

**LESSON CONTENT**
- 2 groups of 3 students compete against each other in a 20 x 40 grid.
- Using a ball (any size), teams play against each other by throwing ball to an open space on the other side of grid.
- There must be an arc on the ball when it's thrown to other side of grid.
- 1 point is awarded if ball is dropped when opponent is trying to catch it or if ball lands on floor on opponent's side of grid.
- Play continues until 1 team accumulates 7 points or until you signal to end game.
- Teams must rotate sides after every point.
- Challenge: How many games can each team win?

**ROLE OF ASSISTANT**
- Explain the activity
- Set up 20 x 40 grids using cones.
- Assign each groups to grids.
- Distribute the balls.
- Monitor the game for accurate score keeping.

### Transition

**LESSON CONTENT**
- On Go: Squad Leader place cone with card next to closest wall or outside boundary line. Everyone jogs in general space and picks up one racket and one shuttlecock. Continue jogging in safe space with equipment.

**ROLE OF ASSISTANT**
- Collect balls
- Monitor quick transition to equipment, movement to safe space while jogging.

### Skill Demonstration

**LESSON CONTENT**
- "STOP- place rackets & shuttles gently on ground" – reinforce safe space
- Forehand Grip: Start with racket head in vertical position, Grip racket as if you were shaking hands with it, Wrap index finger around racket at a 45-degree angle.
  - Invite students to pick up racket and show grip to closest peer (peer feedback on correct forehand grip).
- To become familiar with grip, racket and shuttle have students standing in safe space tap shuttle in air (eye high) using forehand grip. (1 minute)
- Show backhand grip (30 seconds) with students still holding rackets (peer feedback on correct backhand grip). Using backhand grip – tap shuttle in air (eye high). (1 minute)

**ROLE OF ASSISTANT**
- Monitor discipline and cooperation.
- Assist with grip techniques.

*Italics indicate the teacher speaking directly to the student.*
Skill Demonstration (continued)  
(1 minutes)  
Quick demo  
(30 seconds)  

**Backhand Grip:** Start with racket head in vertical position, Place thumb on fat part of grip in an upward position, Wrap other fingers around grip.  
After demonstration, students practice grips using rackets.  
INTRODUCE SAFETY ISSUES related to spacing and care for equipment.

**Lesson Content**

**Role of Assistant**

- Monitor discipline and cooperation.  
- Assist with grip techniques.

---

**Transition**  
(1 minutes)

**Lesson Content**

- On go, walk in safe space tapping shuttle in air (eye high) forehand or backhand grip. Increase to speed walk as you gain control. Watch out for others. Move with a partner to safe space -10 ft apart and try to continually rally or revise all of Activity 2 to the following.

**Role of Assistant**

- Move and monitor safe space – reinforce eye on shuttle and grip.

---

**Alternate Activity #2**

**Lesson Content**

- On go, find a partner – move to opposite sides of imaginary half-court, hit back and forth using underhand shots. Start rally with any kind of serve or toss  
- Keep a rally going as long as possible  
- With large classes – some students could hit on the wall while others are rallying on small/narrow courts – half of regular  
- Provide feedback on grip and shots as they rally. Stop whole class or small areas for quick instructions (30 seconds) to clarify correct technique.

**Role of Assistant**

- Courts can be designated with cones on baseline.  
- Watch for correct grip & safe space

---

**Wall Hitting Drill**  
(5 minutes)

**Lesson Content**

- Each student locates space along gym wall to practice wall hitting.  
- Starting with a forehand grip, students hit shuttlecocks against wall continuously.  
- Students switch to backhand grip after 2½ minutes and continue hitting shuttlecock against wall.

**Role of Assistant**

- Explain the drill.  
- Space the students properly.  
- Assist with quality control.  
- Provide positive feedback.

---

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

*Italics indicate the teacher speaking directly to the student.*
Wall Hitting Game
(5 minutes)

ACTIVITY #4

LESSON CONTENT
- Students in pairs.
- Using wall space, students hit shuttlecock against wall, alternating hits between partners and using their forehand and backhand grips.
- Students count how many consecutive hits against the wall they can hit using their grips. See above.

ROLE OF ASSISTANT
- Explain the game.
- Provide positive feedback.
- Keep proper spacing.
- Walk the classroom.

Cool Down/Closure
(5 minutes)

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 use the thumb on the backhand grip?
  - Why did you learn how to grip the racket correctly first in this lesson?

ROLE OF ASSISTANT
- ✓ Assist with equipment return.
- Move among students to help with exercises.
- Provide feedback for answers to discussion questions.

 Italics indicate the teacher speaking directly to the student.
# Badminton 7th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate forehand and backhand grips.</td>
<td>- 2 shuttlecocks per student</td>
<td>✓ Set up cones for the HRPA and game.</td>
</tr>
<tr>
<td>- Demonstrate backhand serving skills.</td>
<td>- 1-3 noodles per grid</td>
<td>✓ Set-up multiple 10 X 10 yrd. grids</td>
</tr>
<tr>
<td>- Promote teamwork and cooperative skill building.</td>
<td>- 1 badminton racket per student</td>
<td>✓ Have shuttlecocks removed from the tubes for easy distribution.</td>
</tr>
<tr>
<td></td>
<td>- 4 cones per grid</td>
<td>✓ See set up on lesson 1 for equipment</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Grip Practice

*(5-10 minutes)*

**LESSON CONTENT**

- Students get a racket and shuttlecock as they enter gym.
- Students hit shuttlecock up and down, alternating forehand and backhand grips while walking with a fast pace around perimeter of gym.

**ROLE OF ASSISTANT**

✓ Distribute equipment.
✓ Provide instructions.
✓ Ensure that students are spaced properly.

### Olympic Countries Tag

*(10-12 minutes)*

**LESSON CONTENT**

- Students spread out between cones.
- Select 2-3 students to be a tagger. Tagger begins game by standing in middle of gym holding a noodle.
- Tagger runs toward other students trying to tag them with a noodle.
- If a student is tagged, he or she must name a country within 3 alligators, counted by tagger. If he or she cannot name another country, then that student becomes new tagger.

To make game more challenging, add additional taggers.

**ROLE OF ASSISTANT**

✓ Set up 20 x 20 grids using cones.
✓ Explain the directions.
✓ Distribute 1 noodle to each tagger.
✓ Monitor the time it takes tagged students to name a country.

## TRANSITION

**LESSON CONTENT**

- Quickly place rackets with shuttlecock on top of the racket around the perimeter of the gym and return to the center of the gym for instructions.

**ROLE OF ASSISTANT**

- Assist with grouping.

**LESSON CONTENT**

- Students quickly form groups of 3

**ROLE OF ASSISTANT**

- Assist with grouping.

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

**2-on-1 Game**

**LESSON CONTENT**
- Each group of 3 finds a 10 x 10 yrd. grid.
- 2 students at ends of grid toss shuttlecock to each other trying to keep it away from third student in middle of grid.
- If student drops shuttlecock or makes a bad throw, that student moves to middle.
- Student without the shuttlecock moves to an open space to receive throw.

**ROLE OF ASSISTANT**
- Set up 10 x 10 yrd. grids using cones.
- Assist with grouping.
- Explain the activity.
- Distribute the shuttlecocks.
- Monitor game play.

**CHALLENGE:** How many catches can be made in a row? How many catches can be made in 60 seconds?

### ACTIVITY #2

**Skill Demonstration**

**LESSON CONTENT**
- Backhand Serve: Stand with feet spread apart and lead foot slightly forward, Pinch skirt of shuttlecock with thumb and index finger of non-dominant hand at waist height and extend dominant hand's arm in front of body, Hold racket in dominant hand with thumb pointing upward on grip, Turn thumb downward while holding racket, Place shuttlecock slightly in front of racket head, Let go of shuttlecock and push racket head forward using thumb, Make sure racket head is below waist when hitting.

**ROLE OF ASSISTANT**
- Distribute badminton rackets.
- Provide instructions.
- Demonstrate serving skills.
- Assist with discipline and cooperation.
- Assist students with verbal cues.

### TRANSITION

**LESSON CONTENT**
- Retrieve rackets and shuttlecocks.

**ROLE OF ASSISTANT**
- Distribute equipment.

**Students form a seated or standing semi-circle around you to watch demonstration.**

**After demonstration, students practice serving motion, first without rackets then with them.**

*Italics indicate the teacher speaking directly to the student.*
### Short and Long Serve Drill

**ACTIVITY #3**

**LESSON CONTENT**
- Students find partners and stand about 12 feet apart.
- Students practice serving to each other using 2 shuttlecocks.
- One partner hits long serve and the other hits short serves. Switch when teacher signals.
- Short server hits shuttlecock short (approximately 6 feet) and the long server hits the shuttlecock (approximately 12 feet). Pick up the shuttlecock and repeat.

**ROLE OF ASSISTANT**
- Explain the drill.
- Assist with partnering.
- Space students properly.
- Provide positive feedback.

### Serving Game

**ACTIVITY #4**

**LESSON CONTENT**
- Keep same set up and partners as previous drill.
- Server serves either short or long.
- Receiver must hit shuttlecock back. Partners can rally until the shuttlecock falls.
- Server serves 4 times and then partners switch roles.
- Challenge: How many serves can each receiver hit back?

**ROLE OF ASSISTANT**
- Explain the game.
- Provide positive feedback.
- Keep proper spacing.

### Cool Down/Closure

**COOL DOWN/CLOSURE**

**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.)
  - What are the techniques used in serving?
  - Practice serving in front of a mirror at home.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Provide feedback for answers to question.

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

---

**Badminton**

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

7th Grade  Lesson 2
### Badminton 7th Grade : Lesson 3

#### Lesson Outcomes
- Demonstrate grips and serving techniques that were taught in previous lessons.
- Demonstrate forehand serving skills.
- Promote teamwork and cooperative skill building.

#### Equipment
- 1 racket and 1 shuttlecock per student
- Cones
- Noodles

#### Before Class Set Up
- Set up cones for HRPA and game.
- Have shuttlecocks removed from the tubes for easy distribution.
- See equipment distribution alternative in first lesson – preset around perimeter

#### Instant Activity
<table>
<thead>
<tr>
<th>Serving</th>
<th>(5-10 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students find partners and practice serving to each other, 1 racket and 1 shuttlecock per student.</td>
<td>✓</td>
<td>Distribute materials for the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

#### Transition
<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td>Students quickly place racket and shuttle quickly against the wall and return to the center for directions from the teacher.</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### Lesson Content
<table>
<thead>
<tr>
<th>French Fry Tag</th>
<th>(5-7 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>✓</td>
<td>Set up play area using cones.</td>
</tr>
<tr>
<td>2-4 students are given a noodle; these students are French Fries.</td>
<td></td>
<td>Explain the activity.</td>
</tr>
<tr>
<td>Once tagged, a student must sit or kneel down.</td>
<td></td>
<td>Choose the taggers.</td>
</tr>
<tr>
<td>To be freed, another student must come up to tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While exercising together, neither person can be tagged. Students can keep exercising if a tagger is too close.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switch taggers after 1-2 minutes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Health Related Physical Activity
- French Fry Tag

#### Transition
<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td></td>
</tr>
<tr>
<td>Students quickly form groups of 3 and pick up their equipment.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Triangle Drill (6 minutes)

**LESSON CONTENT**
- Groups of 3 play game in a triangle on a 20 x 20 grid, 1 racket per student, 1 shuttlecock per group.
- Stand about 10 feet apart in a triangle shape.
- First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using either forehand or backhand. (Game is similar to “bumping” in volleyball.)
- Goal is to keep shuttlecock in air as long as possible.
- Challenge: How many times can shuttlecock be hit without touching the ground?

**ROLE OF ASSISTANT**
- Set up 20 x 20 grids using cones.
- Distribute materials.
- Provide instructions.
- Assist with grouping.

### Skill Demonstration (3 minutes)

**LESSON CONTENT**
- Forehand Drive – Horizontal Hits: Spread feet apart and place lead foot slightly forward, Use forehand grip, Hold racket in front of body at face level, Hold grip loosely until striking shuttlecock then grab it tightly (this will cause wrist to snap into stroke), Always have racket up.

**ROLE OF ASSISTANT**
- Provide instructions.
- Assist with discipline and cooperation.
- Walk area to provide feedback.

### Transition

**LESSON CONTENT**
- Students gather in the center for the demo/instruction.

**ROLE OF ASSISTANT**
- Students sit in a semi-circle around you to watch demonstration.
- Select a student to demonstrate forehand drive technique.
- After demonstration, students perform skill.

---

✓ Set Up or Prep Duties
◆ Cues or Key Concepts
→ Variation
★ Challenge

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find a partner. Move to half court 12 feet apart and begin hitting immediately</td>
<td></td>
</tr>
</tbody>
</table>

### Forehand Drive Drill

**Activity 3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and face each other, about 12 feet apart, 2 rackets and 1 shuttlecock per pair.</td>
<td>Explain drill.</td>
</tr>
<tr>
<td>1 student in each pair begins drill with a forehand drive serve.</td>
<td>Assist with pairing.</td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between partners using forehand drive and grip.</td>
<td>Distribute equipment as needed.</td>
</tr>
<tr>
<td></td>
<td>Provide positive feedback.</td>
</tr>
</tbody>
</table>

### Forehand Drive Game

**Activity 4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain in pairs and stand facing each other about 12 feet apart.</td>
<td>Explain the game.</td>
</tr>
<tr>
<td>1 student serves shuttlecock to begin game.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between students using forehand drive and grip.</td>
<td>Keep proper spacing.</td>
</tr>
<tr>
<td>A point is awarded to server if opponent does not hit shuttlecock back.</td>
<td></td>
</tr>
<tr>
<td>Students continue to play until 1 student accumulates 15 points, or until you signal to end game.</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>Lead class in cool down exercises.</td>
<td>Assist with equipment return.</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 to help with exercises.</td>
</tr>
<tr>
<td>What are some important points of the forehand drive shot?</td>
<td>Provide feedback for answers to questions.</td>
</tr>
<tr>
<td>Why is it important to focus on the shuttlecock?</td>
<td></td>
</tr>
<tr>
<td>Find a friend and practice the forehand drive skill after school.</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.*

---

**Badminton**

7th Grade | Lesson 3
<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.*
Badminton 7th 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 grip, serving, and the forehand drive.</td>
<td>1 racket per student</td>
<td>Set up cones for HRPA and game.</td>
</tr>
<tr>
<td>Demonstrate backhand drive skills.</td>
<td>1 shuttlecock per pair</td>
<td>Have shuttlecocks removed from the tubes for easy distribution.</td>
</tr>
<tr>
<td>Promote teamwork and cooperative skill building.</td>
<td>Cones</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>Forehand Drives</strong> (5-10 minutes)</td>
<td>Students find partners, 2 rackets and 1 shuttlecock per pair.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td></td>
<td>Pairs find space along gym wall to practice hitting forehand drives to each other.</td>
<td>Provide instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure that students are spaced properly.</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>Partner Tag</strong> (5 minutes)</td>
<td>Play area is a confined space so movement is difficult. (e.g., half of a basketball court for 60 students)</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td></td>
<td>Object of game: for each student to tag their partner.</td>
<td>Monitor the game.</td>
</tr>
<tr>
<td></td>
<td>Once students find a partner they must decide who will be “it” first.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student who is “it” temporarily stands outside boundaries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On your signal, “its” move inside the boundaries and begin chasing their partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only speed walking allowed, no running</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If tagged, a student must spin around 3 times and then chases partner.</td>
<td></td>
</tr>
<tr>
<td></td>
<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>
</tbody>
</table>

**Set Up or Prep Duties** ☚ **Cues or Key Concepts** ➜ **Variation** ★ **Challenge**

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students quickly divide themselves into groups of 3 and retrieve their equipment.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>✓ Assist with distribution of equipment.</td>
<td></td>
</tr>
</tbody>
</table>

## Triangle Drill (6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 3 play game in a triangle on a 20 x 20 grid, 1 racket per student, 1 shuttlecock per group.</td>
<td>✓ Set up 20 x 20 grids using cones.</td>
</tr>
<tr>
<td>First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using forehand drives only. (Game is similar to “bumping” in volleyball.)</td>
<td>✓ Distribute materials.</td>
</tr>
</tbody>
</table>
| Goal is to keep shuttlecock in air as long as possible.  
★ Challenge: How many times can shuttlecock be hit without touching the ground? | ✓ Provide instructions. |
| ★ Assist with grouping. |

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal move to semi circle… (Bring equipment)</td>
<td></td>
</tr>
</tbody>
</table>
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal, find a partner, move to ½ court space/12 feet apart and begin hitting</td>
<td></td>
</tr>
</tbody>
</table>

### Backhand Drive Drill

**ACTIVITY #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and face each other about 12 feet apart, 2 rackets and 1 shuttlecock per pair.</td>
<td></td>
</tr>
<tr>
<td>1 student serves to begin game.</td>
<td></td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth using backhand drive and grip.</td>
<td></td>
</tr>
</tbody>
</table>

**Explain the drill.**

**Assist with pairing.**

**Distribute equipment as needed.**

**Space students properly.**

**Provide positive feedback.**

### Backhand Drive Game

**ACTIVITY #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use same set-up and pairs as Backhand Drive Drill.</td>
<td></td>
</tr>
<tr>
<td>1 student serves to begin game.</td>
<td></td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between students using backhand side and grip only.</td>
<td></td>
</tr>
<tr>
<td>A point is awarded if opponent does not hit shuttlecock back.</td>
<td></td>
</tr>
<tr>
<td>Students continue to play until 1 student accumulates 15 points, or until you signal to end game.</td>
<td></td>
</tr>
</tbody>
</table>

**Challenge:** How many drives can each student hit back?

**Challenge:** How many games can each student win?

| KEEP proper spacing. |

### Cool Down/Closure

**ACTIVITY #5**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</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 some important points of the backhand drive shot?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to focus on the shuttlecock?</td>
<td></td>
</tr>
<tr>
<td>Find a friend and practice the backhand drive skill after school.</td>
<td></td>
</tr>
</tbody>
</table>

**Assist with equipment return.**

**Move among students to help with exercises.**

**Provide feedback for answers to questions.**

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

Italics indicate the teacher speaking directly to the student.
## Badminton 7th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Engage in FLOW activities.</td>
<td>■ FLOW equipment</td>
<td>✓ Set up for FLOW activities.</td>
</tr>
<tr>
<td>■ Promote teamwork and cooperative skill building among the students.</td>
<td>■ Cones</td>
<td>✓ Have shuttlecocks removed from the tubes for easy distribution.</td>
</tr>
<tr>
<td></td>
<td>■ Shuttlecocks</td>
<td>✓ Set rackets/shuttlecocks outside boundaries for easy distribution/collection.</td>
</tr>
<tr>
<td></td>
<td>■ Racket per student</td>
<td></td>
</tr>
</tbody>
</table>

### Wall Practice (5-10 minutes)

**LESSON CONTENT**
- Each student gets a racket and shuttlecock as they enter gym.
- Each student hits shuttlecock against wall.

**ROLE OF ASSISTANT**
- Distribute equipment.
- Provide instructions.
- Ensure that students are spaced properly.

### FLOW (15-20 minutes)

**LESSON CONTENT**
- Instructions are provided in the FLOW Section.
- If necessary, review FLOW activities by having students quickly model at their station – Have all students around other stations join with the demo when appropriate – keep it really short – only review new or more challenging activities

**ROLE OF ASSISTANT**
- Demonstrate station activities to students.
- Assist with organization of groups.
- Set up and adjust equipment as needed.

### Transition

**LESSON CONTENT**
- Place rackets and shuttlecocks against the wall.
- Students group and move into FLOW station.

**ROLE OF ASSISTANT**
- Assist with grouping.

### Transition

**LESSON CONTENT**
- Students quickly divide themselves into groups of 3. Get rackets & shuttlecock.

**ROLE OF ASSISTANT**
- Assist with grouping.

---

_Verification: ✓ Set Up or Prep Duties  ✧ Cues or Key Concepts  → Variation  ★ Challenge_

*Italics indicate the teacher speaking directly to the student.*
### Drive Game  
**LESSON CONTENT**  
- Students find partners and face each other, about 20 feet apart, 2 rackets and 1 shuttlecock per pair.  
- 1 student in each pair begins drill with a backhand serve.  
- Shuttlecock is driven back and forth between partners using either forehand or backhand drives.  
- A point is awarded if partner does not return the shuttlecock over back.  

**ROLE OF ASSISTANT**  
- Set up a 30 x 30 area using cones.  
- Explain activity as needed.  
- Distribute shuttlecocks.  

How many drives can you hit consecutively?

### Cool Down/Closure  
**LESSON CONTENT**  
- Students return equipment.  
- Lead class in cool down exercises.  
- Ask students:  
  - *What is the purpose for doing the FLOW activities?*  
  - *Tell and show your parents and friends about FLOW and demonstrate some of the activities to them.*  

**ROLE OF ASSISTANT**  
- Assist with equipment return.  
- Move among students to help with exercises.  
- Give feedback for correct answers to questions.
**Badminton 7th Grade: Lesson 6**

<table>
<thead>
<tr>
<th>LEsson OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Review and demonstrate grip, serve, forehand, and backhand drives.</td>
<td>▶ Cones</td>
<td>▶ Remove shuttlecocks from the tubes.</td>
</tr>
<tr>
<td>▶ Demonstrate hitting forehand clear skills.</td>
<td>▶ Shuttlecocks</td>
<td>▶ Have rackets ready to distribute or spread them outside boundaries with one shuttlecock for every two rackets</td>
</tr>
<tr>
<td>▶ Promote teamwork and cooperative skill building.</td>
<td>▶ Flags belts</td>
<td>▶ Have flag belts ready to distribute for HRPA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>WALL PRACTICE (5-10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Each student gets a racket, shuttlecock, and a flag belt as they enter gym.</td>
<td>▶ Distribute equipment.</td>
</tr>
<tr>
<td></td>
<td>Each student hits shuttlecock against wall.</td>
<td>▶ Provide instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>PARTNER FLAG SNATCH (3-5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Students take a flag belt and form pairs or groups of 3.</td>
<td>▶ Set up area with cones.</td>
</tr>
<tr>
<td></td>
<td>Students try to remove their partner’s flag by reaching for it while twisting and dodging to protect their own flag.</td>
<td>▶ Issue equipment to students.</td>
</tr>
<tr>
<td></td>
<td>When the flag belt is pulled off, the flag is returned and they start again.</td>
<td>▶ Assist with organization of groups.</td>
</tr>
<tr>
<td></td>
<td>Once they get the idea, have students rotate partner</td>
<td>▶ Explain activity as needed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION</th>
<th>WALL PRACTICE</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Return rackets &amp; shuttles. Return to center for instructions.</td>
<td>▶ Assist with equipment.</td>
</tr>
<tr>
<td>ROLE OF ASSISTANT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION</th>
<th>PARTNER FLAG SNATCH</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Return belts/flag and gather in the center for instructions</td>
<td>▶ Assist with equipment.</td>
</tr>
<tr>
<td>ROLE OF ASSISTANT</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.
### Activity #1

**Triangle Drill**  
*(6 minutes)*

**Lesson Content**
- Groups of 3 play game in a triangle on a 10 x 10 yrd. grid, 1 racket per student, 1 shuttlecock per group.
- First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using backhand drives only. (Game is similar to “bumping” in volleyball.)
- Goal is to keep shuttlecock in air as long as possible.
- Challenge: Challenge: How many times can shuttlecock be hit without touching the ground?

**Role of Assistant**
- Assist with grouping.
- Explain the activity.
- Set up 10 x 10 yrd. grids using cones.
- Assist with grouping.
- Distribute shuttlecocks.

### Transition

**Lesson Content**
- Gather in the center for demonstration.

**Role of Assistant**
- Assist Teacher with skill.

### Activity #2

**Skill Demonstration**  
*(3 minutes)*

**Lesson Content**
- Hitting Forehand Clears: Step forward with lead foot, Move racket above head, Racket face should be angled 45 degrees or more so the shuttlecock travels upward. Snap wrist before hitting shuttlecock.
- Students are seated in a semi-circle around you during demonstration.
- Select a student to demonstrate forehand clear skills.
- After demonstration, students stand and perform forehand clear on your signal.

**Role of Assistant**
- Distribute rackets and shuttlecocks.
- Assist students with the directions.
- Demonstrate skills if needed.
- Explain the significance of the snap.
- Walk and monitor skill.
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal find a partner</td>
<td>Assisting with partnering.</td>
</tr>
</tbody>
</table>

### Forehand Clears Drill

**Activity #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and space on gym floor.</td>
<td>Provide feedback.</td>
</tr>
<tr>
<td>Each pair practices hitting forehand clears to each other.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many forehand clears can be made in a row?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many times can shuttlecock be hit in 1 minute?</td>
<td></td>
</tr>
</tbody>
</table>

### Around the World Game Using Rackets

**Activity #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of 5 students play against each other in a grid.</td>
<td>Set up grid of cones 30 feet apart.</td>
</tr>
<tr>
<td>Students stand behind cones with a leader in front of group.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Each student has a racket.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.</td>
<td>Monitor spacing.</td>
</tr>
<tr>
<td>First student on opposing team clears shuttlecock back to new first student on opposite side.</td>
<td>Congratulate on improvement.</td>
</tr>
<tr>
<td>If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.</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>Lead class in cool down exercises.</td>
<td>Assist with equipment return.</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 monitor responses.</td>
</tr>
<tr>
<td>Why is the racket angled at 45 degrees or higher?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to step into your hit?</td>
<td></td>
</tr>
<tr>
<td>Find someone to hit with you at home.</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.*
## Badminton 7th Grade: Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate grip, serve, forehand and backhand drives, and forearm clear.  
  - Demonstrate backhand clear hitting skills.  
  - Promote teamwork and cooperative skill building. | Cones  
Shuttlecocks  
Flag belts | ✓ Have shuttlecocks out of tubes.  
✓ Have rackets ready to distribute.  
✓ Set up cones in grid(s) for HRPA  
✓ Have flag belts ready to distribute for HRPA. |

### INSTANT ACTIVITY

#### Forehand Clears

**LESSON CONTENT**

- Students find partners, 1 racket per student and 1 shuttlecock per pair, and hit forehand clears back and forth to each other.

**ROLE OF ASSISTANT**

- Distribute equipment.
- Provide instructions.
- Ensure that students are spaced properly.

#### Sharks

**LESSON CONTENT**

- All students wear flags except 2 students who are sharks.
- Students with flags go to play area marked by cones. Sharks go to middle.
- On your signal, students try to cross to other side without losing their flags.
- If students’ flags are pulled, they join sharks and pull flags.
- Game ends when all flags are pulled.
- Last 2 students caught become new sharks

**ROLE OF ASSISTANT**

- Assist with organization of groups.
- Explain activity as needed.

### TRANSITION

#### Transition

**LESSON CONTENT**

- Quickly place equipment against the wall and gather in the center for instructions.

**ROLE OF ASSISTANT**

- Assist with grouping.

#### Transition

**LESSON CONTENT**

- Students quickly divide themselves into groups of 3. Equipment change

**ROLE OF ASSISTANT**

- Assist with grouping.

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Activity #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3’s Game</strong> (6 minutes)</td>
<td><strong>Skill Demonstration</strong> (3 minutes)</td>
</tr>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td>2 groups of 3 on each grid play against each other.</td>
<td>Hitting Backhand Clears: Plant feet firmly before hitting shuttlecock, Place thumb in “up” position on grip when hitting shuttlecock.</td>
</tr>
<tr>
<td>1 student will begin game by serving shuttlecock diagonally.</td>
<td>Overhead Backhand Clears: Start with racket head pointing toward ceiling with elbow above shoulder, Bend arm at elbow with racket face angled 45 degrees or more so the shuttlecock travels upward. Strike shuttlecock. Follow through by pushing with thumb (this will cause wrist to snap for more power).</td>
</tr>
<tr>
<td>After each hit, each team member will rotate clockwise (A&gt;B&gt;C…..)</td>
<td>Below Waist Backhand Clears: Move arm toward shuttlecock with an upward motion and push with thumb on contact, Contact shuttlecock front of body.</td>
</tr>
<tr>
<td>The opponent will rotate counter clockwise also after each time they return the shuttlecock.</td>
<td>Students are seated in a semi-circle around you during demonstration.</td>
</tr>
<tr>
<td>If the point is won, the same team serves. There must be a different server each time.</td>
<td>Select a student to demonstrate backhand and overhead clear skills.</td>
</tr>
<tr>
<td>Teams can either drive or clear shuttlecock during game.</td>
<td>After demonstration, students stand and perform t motions.</td>
</tr>
<tr>
<td>A point is awarded if shuttlecock is not hit back by opposing team.</td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td>Teams play against each other until your signal to stop or when 1 team reaches 15 points.</td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td></td>
<td>Monitor discipline problems.</td>
</tr>
<tr>
<td></td>
<td>Assist students with the directions.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate skills if needed.</td>
</tr>
<tr>
<td></td>
<td>Explain the significance of the snap.</td>
</tr>
<tr>
<td></td>
<td>Monitor discipline problems.</td>
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<td></td>
<td>Explain the significance of the snap.</td>
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</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td>Gather in the center for demonstration.</td>
<td>Change in grouping</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assist with instruction.</td>
</tr>
<tr>
<td></td>
<td>Assist with instruction.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate skills if needed.</td>
</tr>
<tr>
<td></td>
<td>Explain the significance of the snap.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Backhand Clears Drill
(5 minutes)

**LESSON CONTENT**
- Students find partners and space on gym floor.
- Partners serve and practice hitting backhand clears to each other.
- **Challenge:** How many overhead backhand clears in a row can each student hit?
- **Challenge:** How many below waist backhand clears in a row can each student hit?

**ROLE OF ASSISTANT**
- Provide feedback.

### Around the World Using Rackets Game
(10-12 minutes)

**LESSON CONTENT**
- Teams of 5 students play against each other in a grid made up of cones set up 30 feet apart.
- Students stand behind cones with a leader in front of group.
- Each student has a racket.
- First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.
- First student on opposing team clears shuttlecock using backhand method to new first student on opposite side.
- If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.
- Game is played continuously.

**ROLE OF ASSISTANT**
- Explain activity as needed.
- Provide positive feedback.
- Monitor spacing.
- Congratulate improvement.

### Transition

**LESSON CONTENT**
- Group into larger groups and listen for instructions.

**ROLE OF ASSISTANT**
- Assist with grouping.

---

**Badminton**

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

*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>■ Lead class in cool down exercises.</td>
<td>✓ Assist with equipment return.</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 monitor responses.</td>
</tr>
<tr>
<td>■ Why is the racket angled at 45 degrees or higher</td>
<td></td>
</tr>
<tr>
<td>■ Why is it important to use your thumb?</td>
<td></td>
</tr>
<tr>
<td>■ Practice the backhand strokes with a shuttlecock on a wall after school with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
# Badminton 7th 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 grip, serve, forehand and backhand drives, forehand clears, and backhand clears.</td>
<td>▪ Cones</td>
<td>✔ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>▪ Demonstrate drop shot skills.</td>
<td>▪ Shuttlecocks</td>
<td>✔ Have rackets ready to distribute.</td>
</tr>
<tr>
<td>▪ Promote teamwork and cooperative skill building.</td>
<td>▪ 1 racket per student</td>
<td>✔ Set up cones in grids for HRPA</td>
</tr>
<tr>
<td></td>
<td>▪ Hula Hoops</td>
<td>✔ Set out rackets.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Backhand Clears**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students find partners and space on the gym floor, 1 racket per student and 1 shuttlecock per pair.</td>
<td>✔ Distribute equipment.</td>
</tr>
<tr>
<td>▪ Partners hit backhand clears to each other.</td>
<td>▪ Provide instructions.</td>
</tr>
<tr>
<td></td>
<td>▪ Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

**Triangle Tag**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students form groups of 4.</td>
<td>▪ Assist with organization of groups.</td>
</tr>
<tr>
<td>▪ 3 students form a triangle by facing each other and lock position by holding each other’s wrists or hands.</td>
<td>▪ Explain activity as needed.</td>
</tr>
<tr>
<td>▪ Group elects 1 student outside triangle to be chased by remaining student who is outside triangle.</td>
<td></td>
</tr>
<tr>
<td>▪ Tagger cannot go over or under triangle, only around it.</td>
<td></td>
</tr>
<tr>
<td>▪ Once student is tagged, group will elect a new tagger and student to be chased.</td>
<td></td>
</tr>
<tr>
<td>▪ If tagger cannot tag designated student, then they will switch roles after about 1 minute of chasing.</td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Place equipment against the wall and return to the center for instructions.</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 divide themselves into groups of 3.</td>
<td>▪ Assist with grouping.</td>
</tr>
</tbody>
</table>
**ACTIVITY #1**

**3’s Game**

**LESSON CONTENT**

- 2 groups of 3 on each grid play against each other.
- 1 student will begin game by serving shuttlecock diagonally.
- After each hit, each team member will rotate counter clockwise (A>B>C...)
- The opponent will rotate counter clockwise also after each time they return the shuttlecock.
- If the point is won, the same team serves. There must be a different server each time.
- Teams can either drive or clear shuttlecock during game.
- A point is awarded if shuttlecock is not hit back by opposing team.
- Teams play against each other until your signal to stop or when 1 team reaches 15 points.

**ROLE OF ASSISTANT**

- Explain the activity.
- Set up 20 x 40 grids using cones.
- Assist with grouping in 3s.
- Distribute shuttlecocks.
- Distribute rackets.

**Transition**

**LESSON CONTENT**

- Students gather in the center for instruction.

**ROLE OF ASSISTANT**

- Assist with instruction.

**ACTIVITY #2**

**Skill Demonstration**

**LESSON CONTENT**

- Goal is to make shuttlecock land as close as possible to net on the opponent’s side:
  - Net Drop Shots (Shots from net position that land just over net on opponent’s side): Hold grip on racket loosely, extend serving arm and step into shot when making gentle contact with shuttlecock.
  - Select a student to demonstrate baseline and net drop shot skills.
  - Students are either seated or standing in a semicircle during demonstration.
  - After demonstration, students perform motions.

**ROLE OF ASSISTANT**

- Help demonstrate skills if needed.
- Explain the significance of the snap.

**Transition**

**LESSON CONTENT**

- Partner and go to play area.

**ROLE OF ASSISTANT**

- Assist with partnering.

*Italics indicate the teacher speaking directly to the student.*
### Drop Drill
**LESSON CONTENT**
- Baseline drop
  - Students find partners and line up at cones, 1 partner at either end.
  - 1 partner serves a baseline drop long to back cone. Second partner then hits a baseline drop from back cone trying make shuttlecock land as close as possible to middle cone.
  - After students hit, they run to middle cone and touch cone with racket and then back peddle to baseline.
  - Students repeat this pattern until you signal stop.
  - Partners switch roles when you signal.
- Net drop
  - Students find partners and line up at cones, 1 partner at either end.
  - 1 partner does a short hand toss that will land slightly beyond middle cone, then hits a net drop trying to cross middle cone and make shuttlecock land as close as possible to middle cone.
  - After students hit, they back peddle to baseline cone and touch it with racket, then run forward to front cone for next net drop.

**ROLE OF ASSISTANT**
- Set up cones in a straight line 13 feet apart.
- Monitor spacing and quality of skill.
- Provide feedback.

**Challenge:**
- How many baseline drops can be hit consecutively?
- How many net drop shots can be hit consecutively?

### Cool Down/Closure
**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 set up the same way as a clear?
  - Why is it important to hold the grip loosely?
  - Find a friend to practice with at home.

**ROLE OF ASSISTANT**
- Assist with equipment collection.
- Move among students and monitor responses.

### Net Drops Game
**LESSON CONTENT**
- Partners practice Baseline Drop Drill.
- Game begins with a serve when you signal. Server will serve 5 shuttlecocks.
- Server continues serving until he or she lands 3 shuttlecocks in hula-hoop.
- Partners switch roles every time 1 of them lands 3 shuttlecocks in hula-hoop.
- Partners play Net Drops Game against other pairs in class, who will be playing the game simultaneously.
- Practice Net Drop Drill after finishing Net Drop Game.

**ROLE OF ASSISTANT**
- Explain activity as needed.
- Place 1 hula-hoop on both sides of the middle cone. The hula-hoops should be spaced approximately 1 foot away from the middle cone.
- Provide positive feedback.
- Monitor spacing.
<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.*
**Badminton 7th Grade : Lesson 9**

**LESSON OUTCOMES**
- Demonstrate grip, serve, forehand and backhand drives, forehand and backhand clears, and the drop shot.
- Demonstrate footwork skills.
- Promote teamwork and cooperative skill building.

**EQUIPMENT**
- Cones
- Shuttlecocks
- Noodles
- 1 racket per student

**BEFORE CLASS SET UP**
- Have shuttlecocks out of tubes.
- Have rackets ready to distribute.
- Set up cones in grid(s) for HRPA.

---

**INSTANT ACTIVITY**

**Serving**
*(5-10 minutes)*

**LESSON CONTENT**
- Students find partners, 1 racket per student and 1 shuttlecock per pair, and practice serving to each other.

**ROLE OF ASSISTANT**
- Distribute equipment.
- Provide instructions.
- Ensure that students are spaced properly.

---

**Bunny Hop Tag**
*(3-5 minutes)*

**LESSON CONTENT**
- Students spread out between cones.
- 3 students are taggers and start in middle of grid holding noodles.
- All students must hop with both feet at all times or gallop when moving around grid.
- If a student is tagged, he or she is a new tagger and takes a noodle.

**ROLE OF ASSISTANT**
- Set up grids using cones.
- Distribute noodles.
- Explain activity.

---

**TRANSITION**

**Transition**

**LESSON CONTENT**
- Place equipment against the wall and go to the center for instructions.

**ROLE OF ASSISTANT**
- Assist with instruction.

---

**Transition**

**LESSON CONTENT**
- Students quickly divide themselves into groups of 5 and retrieve their equipment

**ROLE OF ASSISTANT**
- Assist with grouping.

---

**Italics indicate the teacher speaking directly to the student.**
## Activity #1: Around The World Game
**Lesson Content:**
- Teams of 5 students play against each other in a grid.
- Students stand behind cones with a leader in front of group.
- Each student has a racket.
- First student in line will toss a shuttlecock to first student in line on opposing team, run to opposite side, and get in line.
- First student on opposing team clears shuttlecock back to new first student on opposite side.
- If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.

**Role of Assistant:**
- Set up cones 12 feet apart.
- Explain the activity.
- Monitor the game.

### Transition
- Gather in the center for instruction.
- Assist with instructions.

## Activity #2: Skill Demonstration
**Lesson Content:**
- Determine which foot will be lead foot for students.
- Students practice shuffling sideways, backward, and forward.
- Select a student to demonstrate shuffling.
- After demonstration, students model their skills for each other.

**Role of Assistant:**
- Help gather students.
- Monitor discipline problems.
- Provide directions.
- Help demonstrate skills if needed.

### Transition
- Partner and go to play area.
- Assist with partnering.

## Activity #3: Shadow Drill
**Lesson Content:**
- Students find partners and practice Shadow Drill.
- Partners must decide which student will be leader.
- Leader shuffles backwards and sideways trying to get away from his or her partner.
- Partners switch roles.
- Students continue to move holding their rackets in front of them.

**Role of Assistant:**
- Set up cones.
- Monitor spacing.
- Provide positive feedback.

### Transition
- Partners join with one other set of partners, move to court and begin play.
- Assist with grouping.

---

 Italics indicate the teacher speaking directly to the student.
### Altered Game
(10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of 2 students play against each other.</td>
<td>✓ Set up 20 x 40 area of play.</td>
</tr>
<tr>
<td>Students decide who serves first and then serve diagonally to opposite team.</td>
<td></td>
</tr>
<tr>
<td>Play continues until serving team earns 1 point.</td>
<td></td>
</tr>
<tr>
<td>A point is awarded only if team is serving.</td>
<td></td>
</tr>
<tr>
<td>If a point is won on serve, next serve must be served diagonally to student that didn't receive first serve.</td>
<td></td>
</tr>
<tr>
<td>Play until you lose the point and then your partner does the same thing.</td>
<td></td>
</tr>
<tr>
<td>After both partners serve, opponents follow same format.</td>
<td></td>
</tr>
<tr>
<td>Play continues until you signal or until 1 team earns 7 points.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Equipment return and group structure change</td>
<td>✓ Assist with equipment return.</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 cool down exercises.</td>
<td>✓ Help 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>✓ Move among students and monitor responses.</td>
</tr>
<tr>
<td>Why was it important to learn the proper footwork?</td>
<td></td>
</tr>
<tr>
<td>Practice the Shadow Drill at home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
# Badminton 7th Grade: Lesson 10

## Lesson Outcomes
- Demonstrate grip, serve, forehand and backhand drives, forehand and backhand clears, drop shot, and footwork.
- Engage in FLOW activities.
- Promote teamwork and cooperative skill building.

## Equipment
- FLOW equipment
- Cones
- Shuttlecocks
- 1 racket per student

## Before Class Set Up
- Set up FLOW.
- Have shuttlecocks out of tubes.

## Instant Activity
### Wall Practice
**Lesson Content**
- Partner. Each student gets a racket and shares a shuttlecock between them.
- Find an open space and hit to each other.

**Role of Assistant**
- Distribute equipment.
- Provide instructions.
- Ensure that students are spaced properly.

### Transition
**Lesson Content**
- Place equipment against the wall and listen for instructions.

**Role of Assistant**
- Assist with equipment.
- Assist with grouping.

## Health Related Physical Activity
### FLOW
**Lesson Content**
- Instructions are provided the FLOW Section.

**Role of Assistant**
- Demonstrate station activities to students.
- Assist with organization of groups.
- Set up and adjust equipment as needed.

### Transition
**Lesson Content**
- Students find partners.

**Role of Assistant**
- Assist with grouping.

---

*Italics indicate the teacher speaking directly to the student.*
### Altered Game
(10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teams of 2 students play against each other.</td>
</tr>
<tr>
<td>- Students decide who serves first and then serve diagonally to opposite team.</td>
</tr>
<tr>
<td>- Play continues until serving team earns 1 point.</td>
</tr>
<tr>
<td>- A point is awarded only if team is serving.</td>
</tr>
<tr>
<td>- If a point is won on serve, next serve must be served diagonally to student that didn't receive first serve.</td>
</tr>
<tr>
<td>- Play until you lose the point and then your partner does the same thing.</td>
</tr>
<tr>
<td>- After both partners serve, opponents follow same format.</td>
</tr>
<tr>
<td>- Play continues until teacher signal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set up 20 x 40 area of play.</td>
</tr>
<tr>
<td>✓ Explain activity as needed.</td>
</tr>
<tr>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>✓ Monitor spacing.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return equipment.</td>
</tr>
<tr>
<td>- Lead class in cool down 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>
</tr>
<tr>
<td>- What was your favorite FLOW activity and why?</td>
</tr>
<tr>
<td>- Tell other friends about FLOW and how it could help them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>✓ Move among students to help with exercises.</td>
</tr>
<tr>
<td>✓ Give feedback for correct answers to questions.</td>
</tr>
</tbody>
</table>
## Squat Challenge
**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 crosses to Try Again area and challenges someone new.
- If a student knocks his or her partner off balance, he or she crosses to Success area and challenges someone new.

**Role of Assistant:**
- Set up Success and Try Again areas.
- Assist with partnering.
- Clarify rules.

## Mosquito Tag
**Lesson Content:**
- Object of game: for mosquitoes to freeze entire 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.”
- Students can either run or speed walk.
- If tagged, student must sit or kneel down.
- A tagged student returns to game when given a high-10 by 2 other students and they yell “OFF” or any sort of mosquito repellant.
- To kill all mosquitoes, 6-8 students must line up shoulder to shoulder and on a count of 3, simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- Teachers rotate mosquitoes after a few minutes.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.
- Variation: Tagged students can kneel and hold their hands up; another student can free him or her by giving a high-10.

**Role of Assistant:**
- Assist with organization of groups.
- Explain activity as needed.
- Distribute noodles.

---

**LESSON OUTCOMES**
- Demonstrate a shake hands grip.
- Control a ball on the racket.
- Care for the equipment.

**EQUIPMENT**
- 1 pickleball racket per student
- Racket container
- 2-3 noodles
- 1 pickleball per student
- 2-4 large paint buckets for balls
- 4 cones

**BEFORE CLASS SET UP**
- Put out a container of some sort to store rackets
- Put out paint buckets or boxes of some sort to store balls. Spread out for ease of distribution.
- HRPA: Set up a 30 x 30 yard square.
### ACTIVITY #1
**Class Management** (2 minutes)

**LESSON CONTENT**
- With students seated around you, explain how rackets and balls should be picked up and put away each day.
- Assign good students to ensure all rackets are returned and in proper spot for next period.
- You can use a racket management system that helps keep kids accountable for care of equipment.

**ROLE OF ASSISTANT**
- Assist with class management instructions.
- Encourage good listening skills.

### ACTIVITY #2
**Care of Equipment** (2 minutes)

**LESSON CONTENT**
- Demonstrate how to handle rackets.
- Rackets are to be held by handles, not swung around by straps.

**ROLE OF ASSISTANT**
- Assist with explanation of care of equipment.
- Give positive specific feedback.
- Clarify instructions.

### ACTIVITY #3
**Skill Demo** (3 minutes)

**LESSON CONTENT**
- Students stand in a horseshoe formation so they all can see you.
- Racket Shake Hands Grip: Hand goes through strap, Grip handle as if shaking hands with racket, Fingers wrap around racket handle.
- Students follow instructions and grip their rackets. Students show grips to partners and give feedback.

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

### Transition

**LESSON CONTENT**
- Students stand, get their rackets and ball, then gather around the teacher for instruction.

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

---

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

*Italicics indicate the teacher speaking directly to the student.*
### Skill Practice
**(7 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Each student needs a pickleball and a racket.</td>
<td>✓ Assist with equipment.</td>
</tr>
<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>
</tr>
<tr>
<td>- Using a shake hands grip, students try to balance a pickleball on racket face for 20 seconds.</td>
<td></td>
</tr>
<tr>
<td>- Have students walk around activity area trying not to drop pickleball or bump into other students.</td>
<td></td>
</tr>
<tr>
<td>- Have each student, while stationary, bounce pickleball chin high (on racket, not floor) and try not to let it fall off racket.</td>
<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>
</tr>
<tr>
<td>- Have students try new drills:</td>
<td></td>
</tr>
<tr>
<td>- Alternate bouncing pickleball on each side of racket face.</td>
<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>
</tr>
<tr>
<td>- Walk around area bouncing pickleball on each side of racket face.</td>
<td></td>
</tr>
</tbody>
</table>

### 2 Person Tap
**(5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find partners and open floor space standing about 8 feet apart. 1 student returns a pickleball to receptacle.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- On your signal, partners gently taps the ball with 1 bounce on floor to each other. Remind students to use proper grip.</td>
<td>✓ Encourage participation.</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.</td>
</tr>
<tr>
<td>- Students sit and 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>- Show, without a racket, a shake hands grip</td>
<td></td>
</tr>
<tr>
<td>- Why is this grip so important? What does it mean to how the ball is hit? Connect students with the ‘whys’ as much as possible.</td>
<td></td>
</tr>
<tr>
<td>- What is the procedure for getting a racket?</td>
<td></td>
</tr>
<tr>
<td>- If you have a racket at home, find a friend to hit with and practice the grip.</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

*Italics indicate the teacher speaking directly to the student.*
# Pickleball 7th Grade : Lesson 2

## LESSON OUTCOMES
- Demonstrate a shake hands grip.
- Demonstrate appropriate ready position
- Execute a forehand stroke using proper technique and footwork.
- Demonstrate get ready stance.

## EQUIPMENT
- 1 pickleball racket per student
- Racket container
- Jump rope for each partnership
- 1 pickleball per 2 students
- 2-4 large paint buckets for balls

## BEFORE CLASS SET UP
- Put out a box of some sort to store rackets.
- Put out paint buckets or boxes of some sort to store balls. Spread out for ease of distribution.
- HRPA: Set up a 30 x 30 yard square.

### Instant Activity

<table>
<thead>
<tr>
<th>Tug of War (3-5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>✓ Set up Success and Try Again areas.</td>
</tr>
<tr>
<td>Partners play tug-of-war by grabbing wrists and trying to pull partners across a line.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>If a student pulls partner across line, he or she crosses to Success side and challenges a new opponent. If a student is pulled across line, he or she crosses to Try Again side and challenges a new opponent.</td>
<td>✓ Encourage participation.</td>
</tr>
</tbody>
</table>

### Health Related Physical Activity

<table>
<thead>
<tr>
<th>Shuffle Tag (5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 taggers start in middle while remaining students spread out across gym floor.</td>
<td>✓ Set up activity area.</td>
</tr>
<tr>
<td>Taggers must shuffle or gallop while trying to tag runners (play using right foot lead).</td>
<td>✓ Assist with partnerships.</td>
</tr>
<tr>
<td>If students are tagged, they become taggers and must shuffle to tag other students.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>Play until all students are tagged. Variation: Play using left foot lead.</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 gather around teacher for instructions.</td>
<td>✓ Assist with instructions.</td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get their rackets and find a partner.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### Hit and Follow Through
#### (5 minutes)
**LESSON CONTENT**
- Students stand in a horseshoe formation so they can see you.
- Review Shake Hands Grip: Hand goes through strap, Grip handle as if shaking hands with racket, Fingers wrap around racket handle.
- Demonstrate a good ready position and have students shadow practice.
- Ready Position: Feet shoulder width apart, Knees slightly bent, Weight forward on front of feet.
- Demonstrate forehand stroke and footwork for forehand stroke.
- Forehand Stroke: Shake hands grip, Racket arm in front of body with elbow against side, Racket held away from body about waist high and slightly closed (tilted towards floor) Plant lead foot before striking ball. Ball is contacted with racket in front of body, Weight is shifted from racket side to non-racket side during swing, with feet turning sideways.
- Students shadow practice forehand stroke.

**ROLE OF ASSISTANT**
- Assist with demonstration.
- Give positive specific and corrective feedback.
- Clarify instructions.

### Skill Practice
#### (5 minutes)
**LESSON CONTENT**
- One person from each partnership gets a pickleball.
- Find an open area.
- 1 student is a feeder and partner is a hitter, 1 racket and 1 ball per pair.
- Feeder can either toss ball in air or on a single bounce on forehand side of hitter.
- Hitter hits forehand slowly at first to control ball back to feeder.
- Partners switch roles after 5 tosses.
- Challenge: How many catches in a row can each pair make?

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

### Game
#### (5 minutes)
**LESSON CONTENT**
- Partners rally back and forth using forehand stroke.
- Point is scored if a student cannot return ball or hit is too far away from partner to return.
- On your signal, students switch partners and continue playing.

**ROLE OF ASSISTANT**
- Give positive specific and corrective feedback.
- Clarify instructions.
- Encourage participation.
- Set up nets using jump ropes on the floor.

---

✓ 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>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **2 Person Volley**  
(4-7 minutes) | ✓ Assist with game set-up.  
■ On your signal, partners gently hit pickleball back and forth without a bounce using forehand only.  
★ Challenge: How many hits in a row can each pair make? |
| **COOL DOWN/CLOSURE**  
(2 minutes) | ✓ Assist with equipment.  
■ Students collect equipment.  
■ Without rackets, have students show their partners:  
   ▪ Get ready stance  
   ▪ Proper footwork and forehand stroke  
   ▪ Practice the forehand stroke and footwork with friends at home or practice hitting against a wall. |

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

*Italics indicate the teacher speaking directly to the student.*
Pickleball 7th Grade : Lesson 3

LESSON OUTCOMES
- Execute forehand and backhand strokes.
- Partners execute volleys.
- Use proper footwork. Not sure where this is reinforced in the lesson.

EQUIPMENT
- 1 pickleball racket per student
- Racket container
- 4 cones

BEFORE CLASS SET UP
- French Fry Tag: Set up a 30 x 30 yard square with cones.
- Put out a box of some sort to store rackets.
- Spread out ball containers for ease of distribution.
- Spread out rackets w/ 1-2 balls along wall. I see some of the best teachers use poor transitions by having all students come to one area / box to get equipment. Part of increasing MVPA time is decreasing transitions.

INSTANT ACTIVITY
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.
- Encourage participation.

French Fry Tag
(6 minutes)

LESSON CONTENT
- Object of game: French Fries try to tag and freeze entire class inside boundaries of full basketball court, or half-court for a small class.
- 2-4 students are given a noodle; these students are French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to 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 and set-up.
- Encourage participation.
- Clarify rules.

Transition

LESSON CONTENT
- Students get their rackets.
- Students find a partner.

ROLE OF ASSISTANT
- Assist with equipment.

 Italics indicate the teacher speaking directly to the student.

Set Up or Prep Duties  ☛ Cues or Key Concepts  ➜ Variation  ★ Challenge
## Skill Demo
### (2 minutes)
**LESSON CONTENT**
- Demonstrate backhand stroke.
  - Backhand Stroke: Shake hands grip, Adjust grip by sliding finger down and thumb up, Racket arm to front of body with elbow against side, Racket held away about waist high and slightly closed (tilted towards floor) Plant lead foot before striking ball. Racket pushed forward using thumb as leverage, Weight is shifted from non-racket side to racket side during swing, with feet turning sideways.
  - Students shadow motion.

**ROLE OF ASSISTANT**
- Give positive specific feedback.

## Game
### (5 minutes)
**LESSON CONTENT**
- Partners rally back and forth using forehand and backhand strokes.
- Point is scored if a student cannot return ball or hit is too far away from partner to return.
- On your signal, students switch partners and continue playing.

**ROLE OF ASSISTANT**
- Give positive specific feedback.
- Clarify instructions.
- Encourage participation.

## 2 Person Volley
### (4-7 minutes)
**LESSON CONTENT**
- Same partners stand a few feet apart.
- On your signal, partners gently hit pickleball back and forth with no bounce using both forehand and backhand.
- Challenge: How many hits in a row can each pair make?

**ROLE OF ASSISTANT**
- Monitor footwork skill.

## Cool Down/Closure
### (2 minutes)
**LESSON CONTENT**
- Students collect equipment.
- Students stretch to cool down.
- Show a partner your forehand and backhand stroke.
- Why do you think it is so important to use your thumb on the backhand grip?
- Practice the forehand and backhand strokes with friends at home or practice hitting against a wall.

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

---

✔ Set Up or Prep Duties

☞ Cues or Key Concepts

➤ Variation

★ Challenge

*Italics indicate the teacher speaking directly to the student.*
## Groundstroke Practice (5 minutes)

**LESSON CONTENT**
- Students find partners and hit ball back and forth using forehand and backhand.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify task.
- Assist with partnering.

## Mosquito Tag (5 minutes)

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze entire 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 given a high-10 by 2 other students 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 a count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.

**ROLE OF ASSISTANT**
- Assist with equipment and music if needed.
- Encourage participation.

**Variation:** Tagged students can kneel and hold their hands up; another student can free him or her by giving a high-10.
### Transition
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get their rackets.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

### Skill Demo (4 minutes)
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review forehand stroke &amp; forehand footwork.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Review backhand stroke and backhand footwork.</td>
<td></td>
</tr>
<tr>
<td>Forehand Stroke: Shake hands grip, Racket arm in front of body with elbow against side, Racket held away from body about waist high and slightly closed (tilted towards floor) Plant lead foot before striking. Ball is contacted with racket in front of body. Weight is shifted from racket side to non-racket side during swing, with feet turning sideways.</td>
<td></td>
</tr>
<tr>
<td>Backhand Stroke: Shake hands grip, Adjust grip by sliding finger down and thumb up, Racket arm to front of body with elbow against side, Racket held away about waist high and slightly closed (tilted towards floor) Plant lead foot before striking. Racket pushed forward using thumb as leverage, Weight is shifted from non-racket side to racket side during swing, with feet turning sideways.</td>
<td></td>
</tr>
<tr>
<td>During explanation and demonstration have students shadow motion.</td>
<td></td>
</tr>
</tbody>
</table>

### Footwork (10 minutes)
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find an open area.</td>
<td>✓ Assist with partnering.</td>
</tr>
<tr>
<td>Students partners and stand about 15 feet apart.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Partners hit to each other, alternating forehand and backhand. Students should practice footwork.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many strokes can each student hit before missing?</td>
<td></td>
</tr>
</tbody>
</table>

### Footwork Volley Game (10 minutes)
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners stand a few feet apart.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>On your signal, partners gently hit pickleball back and forth with no bounce using both forehand and backhand.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>Challenge: How many hits in a row can each pair make?</td>
<td></td>
</tr>
<tr>
<td>On your signal, students switch partners and continue playing.</td>
<td></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 collect equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students do cool down stretches.</td>
<td></td>
</tr>
<tr>
<td>Without a racket, have students show their partners:</td>
<td></td>
</tr>
<tr>
<td>Forehand footwork</td>
<td></td>
</tr>
<tr>
<td>Backhand footwork</td>
<td></td>
</tr>
<tr>
<td>Why do you think it is so important to learn the correct grip?</td>
<td></td>
</tr>
<tr>
<td>How might footwork make a difference in a game?</td>
<td></td>
</tr>
<tr>
<td>Practice with friends at home or practice hitting against a wall.</td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.
Pickleball 7th Grade : Lesson 5

**LESSON OUTCOMES**

- Execute a forehand serve.
- Understand serving skills.
- Demonstrate critical elements of a serve.

**EQUIPMENT**

- 1 pickleball racket per student
- Racket container
- 4 cones
- 1 ball per student
- 2-4 large paint buckets for pickleballs

**BEFORE CLASS SET UP**

- Set up FLOW equipment.
- Put out a box of some sort to store rackets.
- Put out paint buckets or boxes of some sort to store balls. Spread out for ease of distribution.

---

### INSTANT ACTIVITY

**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.
- Encourage participation.

---

**FLOW**

*(15 minutes)*

**LESSON CONTENT**

- FLOW stations.

**ROLE OF ASSISTANT**

- Assist with equipment.
- Encourage participation.
- Oversee stations that require the most supervision.

---

**HEALTH RELATED PHYSICAL ACTIVITY**

- Italic indicates the teacher speaking directly to the student.

---

✓ Set Up or Prep Duties  ➔ Cues or Key Concepts  ➔ Variation  ★ Challenge
### Serving toss (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student gets a ball and lines up in horseshoe formation.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Demonstrate tossing ball for a serve. Students can shadow motion.</td>
<td></td>
</tr>
<tr>
<td>Forehand Serve: Hold ball in empty (non racket) hand, Turns sideways and point ball-side shoulder at opponent, Toss ball in front of body letting it bounce once then strike it with other / racket hand.</td>
<td></td>
</tr>
<tr>
<td>Students serve against a wall or fence.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive serves can a student make?</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 get their rackets.</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 collect equipment.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Students sit and stretch</td>
<td></td>
</tr>
<tr>
<td>Students find a partner and without a racket demonstrate to each other a forehand serve.</td>
<td></td>
</tr>
<tr>
<td>Hold ball in empty hand,</td>
<td></td>
</tr>
<tr>
<td>Turns sideways and point ball-side shoulder at opponent,</td>
<td></td>
</tr>
<tr>
<td>Toss ball in front of body letting it bounce once then strike it.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive serves can each partnership catch?</td>
<td></td>
</tr>
<tr>
<td>Set up a court in an open area and continue practicing your skills.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

## Lesson Outcomes
- Demonstrate receiving serve position.
- Play modified game using forehand, backhand and serves.

## Equipment
- 1 pickleball racket per student
- Racket container
- 4 cones
- 1 ball per student
- 2-4 large paint buckets for pickleballs

## Before Class Set Up
- HRPA: Set up a 30 x 30 yard square
- Put out a box of some sort to store rackets.
- Put out paint buckets or boxes of some sort to store balls. Spread out for ease of distribution.

## Instant Activity
### Ground Strokes (5 minutes)
**Lesson Content**
- Students find partners and hit ball back and forth.

**Role of Assistant**
- Assist with equipment.
- Clarify task.

## Health Related Physical Activity
### High 10 Everybody’s It (6 minutes)
**Lesson Content**
- Object of game: to tag and free as many people as possible, and to 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 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.

**Role of Assistant**
- Set up 4 cones to form a 25 x 25 yard square.
- Encourage participation.
- Clarify the rules.

## Transition
### Transition
**Lesson Content**
- Students get their rackets.

**Role of Assistant**
- Assist with equipment.

## Activity #1
### Receiving Serve (2 minutes)
**Lesson Content**
- Students in semi circle.
- Demonstrate receiving serve position.
- Receiving Serve: Stand with feet shoulder width apart, Lead foot is slightly forward, Hold racket in front of body at waist, Knees should be slightly bent.

**Role of Assistant**
- Give positive specific feedback.

## Transition
### Transition
**Lesson Content**
- Students partner.

**Role of Assistant**
- Assist with partnering
- Use jump ropes or cones as net. Set up 1 net per pair.

---

*Italics indicate the teacher speaking directly to the student.*
### Serve & Serve Return
- **LESSON CONTENT**
  - Students find partners.
  - 1 student serves and partner returns and server catches return hit.
  - 1 partner serves 5 times and then partners switch roles.
  - Challenge: How many consecutive serves, returns, and catches can be made by your group?

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

### Transition
- **LESSON CONTENT**
  - Students stop and listen for instructions.

- **ROLE OF ASSISTANT**
  - Assist with instructions.

### Serve and Serve Return Game
- **LESSON CONTENT**
  - Partners find open floor space and serve and return.
  - Partners play out rallies.
  - A point is awarded if opponent misses or return is poor.
  - Partners should alternate serving.

- **ROLE OF ASSISTANT**
  - Assist with partnering and organization.
  - Give positive specific feedback.

### Cool Down/Closure
- **LESSON CONTENT**
  - Students return equipment.
  - Students stretch to cool down.
  - Ask students “What is the correct stance for serve returns?”
    - Stand with feet shoulder width apart,
    - Lead foot is slightly forward,
    - Hold racket in front of body at waist,
    - Knees should be slightly bent.
  - Continue to play at home.

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

---

**Italics indicate the teacher speaking directly to the student.**
# Pickleball 7th Grade : Lesson 7

## LESSON OUTCOMES
- Demonstrate an understanding rules of Pickleball

## EQUIPMENT
- 1 pickleball racket per student
- Racket container
- 4 cones / court (2 teams per court)
- 2-4 noodles
- 1 ball per 2 students
- 2-4 large paint buckets for pickleballs
- Jump Ropes or Cones used as nets

## BEFORE CLASS SET UP
- If nets are not available or extra courts are needed set up a net zone. A net zone is comprised of 4 cones set-up on either side of a center line, equal distance from the line. 6-8 feet gap is an estimated distance. Students hit the pickleball over the gap, which acts as a net.
- French Fry tag: Set up a 25 x 25 yard square.

## INSTANT ACTIVITY
### Ground Strokes
**LESSON CONTENT**
- Students find partners and hit ball back and forth.

### ROLE OF ASSISTANT
- Assist with equipment.
- Clarify task.

## HEALTH RELATED PHYSICAL ACTIVITY
### French Fry Tag
**LESSON CONTENT**
- Object of game: French Fries try to tag and freeze entire class inside boundaries of full basketball court, or half-court for a small class.
- 2-4 students are given a noodle; these students are French Fries.
- Once tagged, student must sit or kneel down.
- To be freed, another student must come up to a 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 and set-up.
- Encourage participation.
- Clarify rules.

## Transition
**LESSON CONTENT**
- Students get their rackets.
- Students get into a group of 4.

### ROLE OF ASSISTANT
- Assist with equipment.

## Rules of the game & Practice Game Doubles
**LESSON CONTENT**
- Students are close to teacher for demonstration.
- Game begins with one student serving underhand cross-court to opponent.
- Receiving team must let serve bounce once before hitting a return.
- Serving team must let return bounce once before hitting.
- Now either team can hit a volley (ball that doesn’t bounce) anytime behind a 7-foot line (use cones to set this line 7 feet from net).
- Team serving first only serves once. After first serve both players on each team must serve before opposing team serves again.
- A loss of serve results from: Hitting out of bounds, hitting into net or net zone, or volleying ball in no volley zone (if you set this up)
- Can only score point when serving. Alternate servers.
- 2 teams of 2 to each court.

### ROLE OF ASSISTANT
- Give positive specific feedback.
### Doubles Game
**Lesson Content**
- Students play a game (encouraging the use of the serve receive bounce rule).
- Team must be serving to win a point.
- Rotate partners every few minutes on teachers signal.

**Role of Assistant**
- Assist with group organization.
- Give positive specific feedback.

### Cool Down/Closure
**Lesson Content**
- Students return equipment.
- Students stretch to cool down.
- Ask students “What are the rules of Pickleball?”
- Continue to play at home.

**Role of Assistant**
- Assist with equipment.

*Italics indicate the teacher speaking directly to the student.*
# Pickleball 7th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✑ Successfully use rotation.</td>
<td>□ 1 pickleball racket per student</td>
<td>✑ Set up courts using cones as nets. Assign a number to each court. Each court needs 2 pickleballs and a small container to hold them.</td>
</tr>
<tr>
<td>✑ Incorporate new rules.</td>
<td>□ Racket container</td>
<td>✑ Mosquito tag: Set up 25 x 25 yard square.</td>
</tr>
<tr>
<td>✑ Demonstrate critical elements in serve, forehand and backhand.</td>
<td>□ 2 pickleballs per court inside small bucket</td>
<td></td>
</tr>
<tr>
<td>✑</td>
<td>□ 4 cones</td>
<td></td>
</tr>
</tbody>
</table>

## Instant Activity

### Rotation (5 minutes)

**LESSON CONTENT**
- In groups of 4 (2 teams), students hit to each other rotating hitters.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Clarify task.

### Mosquito Tag (6 minutes)

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze entire 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 given a high-10 by 2 other students and they yell “OFF” or any sort of mosquito repellant.
- To kill all mosquitoes, 6-8 students must line up shoulder to shoulder and on a count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.

**ROLE OF ASSISTANT**
- Assist with equipment or music if needed.
- Encourage participation.

Variation: Tagged students can kneel and hold their hands up; another student can free him or her by giving a high-10.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Mosquito Tag: Set up 25 x 25 yard square.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students get their rackets and 1 ball for group of four.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- Students get into groups of 4.</td>
<td></td>
</tr>
</tbody>
</table>

### Doubles Game

**ACTIVITY #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are close to teacher for demonstration.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>- Game begins with one student serving underhand cross court to opponent.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Receiving team must let serve bounce once before hitting a return.</td>
<td></td>
</tr>
<tr>
<td>- Serving team must let return bounce once before hitting.</td>
<td></td>
</tr>
<tr>
<td>- Now either team can hit a volley (ball that doesn’t bounce) anytime behind a 7 foot line (use cones to set this line 7 feet from net).</td>
<td></td>
</tr>
<tr>
<td>- Team serving first only serves once. After first serve both players on each team must serve before opposing team serves again.</td>
<td></td>
</tr>
<tr>
<td>- A loss of serve results from: Hitting out of bounds, hitting into net or net zone, or volleying ball in no volley zone (if you set this up)</td>
<td></td>
</tr>
<tr>
<td>- Can only score point when serving. Alternate servers.</td>
<td></td>
</tr>
<tr>
<td>- 2 teams of 2 to each court</td>
<td></td>
</tr>
</tbody>
</table>

⇒ Variation: No volley rule (striking ball before it hits ground).

### Pickleball Doubles

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find partners in their group of 4.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate game as you explain rules.</td>
<td></td>
</tr>
<tr>
<td>- Royal Court Tournament</td>
<td></td>
</tr>
<tr>
<td>- High score moves up a court and low score moves down.</td>
<td></td>
</tr>
<tr>
<td>- Play games for 2 minutes and then rotate.</td>
<td></td>
</tr>
<tr>
<td>- Rock, Paper, Scissors to determine winner of ties.</td>
<td></td>
</tr>
<tr>
<td>- High score at top court stays and low score on bottom court stays; everyone else moves.</td>
<td></td>
</tr>
<tr>
<td>- Send students to their courts to begin play.</td>
<td></td>
</tr>
</tbody>
</table>
⇒ Variation: Alternate hitters (rotation).

### Cool Down/Closure

<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.</td>
</tr>
<tr>
<td>- Students stretch to cool down.</td>
<td></td>
</tr>
<tr>
<td>- Think, Pair, Share</td>
<td></td>
</tr>
<tr>
<td>- What are the rules for doubles?</td>
<td></td>
</tr>
<tr>
<td>- <em>Continue to play at home.</em></td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
LEsson Outcomes
- Successfully play singles.
- Understand the rules for singles.

equipment
- 1 pickleball racket per student
- Racket container
- 1 pickleball per court inside small bucket
- 4 cones

Before Class Set Up
- Set up courts using cones as nets. Assign a number to each court. Each court needs 1 pickleball inside a small bucket or container.
- Everybody’s It: Set up 25 x 25 yard square.

activity #1

RULES FOR PICKLEBALL SINGLES
- Demonstrate game as you explain rules.
- All serving rules are in effect. Violating a serving rule is a loss of a point.
- Serve anywhere on opponent's side of court.
- No volleying (striking ball before it hits ground).
- Student who misses ball or fails to hit it over the net loses point.
- A student serves until he or she loses a point.
- Students play until your signal.
- A point is scored on every serve.
- Play games to 4 and rotate players.
- Students play Rock, Paper, Scissors to see who serves first.

health related physical activity
- Object of game: to tag and free as many people as possible, and to 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 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.

LESSON CONTENT
- Set up 4 cones to form a 25 x 25 yard square.
- Encourage participation.
- Clarify the rules

role of assistant
- Clarify rules.
- Give positive specific feedback.

transition
- Students get their rackets.
- Students form groups of 4.

role of assistant
- Assist with equipment.

INSTANT ACTIVITY
Doubles
(5 minutes)
- Students play doubles.
- Clarify rules.
- Assist with equipment.

High 10 Everybody’s It
(6 minutes)
- Students play.
- Clarify rules.
- Assist with equipment.

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #2

**Pickleball Singles Game**  
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Have students return to their courts to play singles.</td>
<td>■ Clarify rules</td>
</tr>
<tr>
<td>■ Have students rotate to new courts in pairs to find new opponents.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ A suggested rotation is to have 1 partnership rotate clockwise and other partnership stays to play new players.</td>
<td></td>
</tr>
<tr>
<td>■ On teacher’s signal, rotate every 4 minutes.</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.</td>
</tr>
<tr>
<td>■ Students stretch to 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>■ What are the rules for singles?</td>
<td></td>
</tr>
<tr>
<td>■ Continue to play at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

- Successfully play doubles.
- Understand the rules for doubles.

EQUIPMENT

- 1 Pickleball racket per student
- Racket container
- 1 Pickleball per court inside small bucket
- FLOW equipment

BEFORE CLASS SET UP

- FLOW: Set up on the perimeter of the courts or in separate area.
- Set up courts using cones as nets.
- Assign a number to each court. Each court needs 1 pickleball inside a small bucket.

INSTANT ACTIVITY

Singles or Doubles

(5 minutes)

LESSON CONTENT

- Students play either singles or doubles. Play singles games to 5 and doubles games to 7.

ROLE OF ASSISTANT

- Assist with equipment.
- Help organize courts.

FLOW

(15 minutes)

LESSON CONTENT

- FLOW stations

ROLE OF ASSISTANT

- Assist with equipment.
- Encourage participation.
- Oversee station that requires the most supervision.

Transition

LESSON CONTENT

- Students get their rackets.

ROLE OF ASSISTANT

- Assist with equipment.

Activity #1

Pickleball Doubles

(15 minutes)

LESSON CONTENT

- Demonstrate game as you explain rules.
- Royal Court Tournament
  - High score moves up a court and low score moves down.
  - Play games for 2 minutes and then rotate.
  - Rock, Paper, Scissors to determine winner of ties.
  - High score at top court stays and low score on bottom court stays; everyone else moves.
  - Send students to their courts to begin play.
  - Extra doubles teams will have to have designated waiting spots. For example, every time a team wins on court 3, instead of moving to court 2 immediately the waiting team goes to court 2. Winners on court 3 wait a game.

ROLE OF ASSISTANT

- 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.</td>
</tr>
<tr>
<td>Students stretch to 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>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>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Table Tennis 7th Grade : Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▶ Demonstrate a shake hands grip.  
▶ Control a ball on the racket.  
▶ Understand how to care for the rackets. | ▶ 1 TT racket per student  
▶ Racket container | ✓ Racket container: A box of some sort that allows for all the rackets to stand up with the ends of handles visible. All handle ends are numbered and correspond to an assigned number. Students use the same racket number everyday.  
✓ TT Tables are not set up. |

## INSTANT ACTIVITY

### Squat Challenge (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Use a line to divide play area into Success and Try Again sides.  
Students find partners.  
Partners squat down try to push each other over by using their hands.  
If a student falls over or puts a hand down, he or she goes to Try Again side and challenges someone new.  
If a student knocks his or her partner off balance, he or she moves to success side and challenge someone new. | Assist with partnering.  
Clarify rules. |

## HEALTH RELATED PHYSICAL ACTIVITY

### Mosquito Tag (6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Object of game: for mosquitoes to freeze entire class.  
If tagged, a student must kneel down.  
To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.  
Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.  
If they clamp in unison, all mosquitoes die and are replaced by new mosquitoes.  
If they don’t clamp in unison, mosquitoes live and they can tag students in line before they can clamp again. | Assist with equipment.  
Set up 4 cones to mark off a 20 x 20 stride area and pass out 1 noodle per 15-20 students.  
Encourage participation. |

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

**Class Management (4 minutes)**

**LESSON CONTENT**
- Students are seated.
- Remind students to remember their roll call numbers or assign a number to each student.
- Show how the numbers on rackets correspond with their assigned numbers.
- Each day they will use the same racket. At the beginning of class each student must report any damage done to their racket. The student from the previous period will be held responsible.
- Students need to remember where they found their rackets. Rackets are returned to the same spot.
- Assign good students to ensure all the rackets are returned and in the proper spot for the next period at the end of class.
- You can use a racket management system as long as it keeps kids accountable for the care of the equipment.

**ROLE OF ASSISTANT**
- Assist with rackets and container.
- Encourage good listening skills.

### ACTIVITY #2

**Care of the Equipment (2 minutes)**

**LESSON CONTENT**
- Demonstrate how to handle rackets.
- Rackets are to be held by handles and not by rubber on face.
- Rubber is not to be picked at.

**ROLE OF ASSISTANT**
- Give positive specific feedback.
- Clarify instructions.

### ACTIVITY #3

**Shake Hands Grip (3 minutes)**

**LESSON CONTENT**
- Students stand in a horseshoe formation so they all can see you.
- Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with finger across bottom of racket and thumb on opposite side, Remaining fingers wrap around.
- Students follow instructions and grip their rackets. Students show partners their grips and give feedback.

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

---

**Set Up or Prep Duties**

- Cues or Key Concepts

- Variation

- Challenge

*Italics indicate the teacher speaking directly to the student.*
### Racket Skills
*(7 minutes)*

**LESSON CONTENT**
- Each student needs a ball.
- Demonstrate each drill.
- Have the students do the following drills:
  - Using a shake hands grip, students try to balance a ball on racket face for 20 seconds.
  - Students walk around activity area trying not to drop balls or bump into other students.
  - Have each student, while stationary, bounce ball chin high and try not to let it fall.
- Students try to spin ball by brushing racket underneath it quickly. As it goes upward it will have sidespin.

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

*Challenge: How many bounces can each student make in 20 seconds? Can they improve their scores? Can they walk around activity area bouncing ball without bumping into anyone or losing ball?*

*Challenge: How many times in a row can each student spin a ball? Can they spin it and let it bounce back to them? How many times in a row can they do this? How fast can they make balls spin?*

### Transition

**LESSON CONTENT**
- Have students return TT balls to buckets and sit down. Call out 5 numbers at a time to return rackets. Have equipment students count rackets.

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

### Mosquito Tag
*(if time permits) *(4 minutes)*

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

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

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

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

**ROLE OF ASSISTANT**
- Assist with equipment.
- Without a racket, show a shake hands grip.
- What are you to do every day when you come into class?
- What do you do if you find your racket damaged?
- If you have a table at home, find a friend to play table tennis.

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

---

**Table Tennis**

- 7th Grade
- Lesson 1
## Table Tennis 7th Grade : Lesson 2

### LESSON OUTCOMES
- Demonstrate a shake hands grip.
- Execute a forehand topspin stroke.
- Topspin the ball utilizing a forehand topspin stroke.

### EQUIPMENT
- 1 TT racket per student
- Racket container
- 3-6 noodles
- 1 ball per student
- 2-4 large paint buckets for TT balls
- 4 cones

### BEFORE CLASS SET UP
- Racket container: A box of some sort that allows for all the rackets to stand up with the ends of handles visible. All handle ends are numbered and correspond to an assigned number. Students use the same racket number everyday.
- TT Tables are not set up.
- HRPA: Set up cones on each side of the centerline equal distance from it.

### Transition
- According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.

### Tug of War
**LESSON CONTENT**
- Partners grab wrists and try to pull each other across a line. Have Success and Try Again sides so students can challenge different partners.

**ROLE OF ASSISTANT**
- Clarify rules.
- Encourage participation.

### Partner Rock, Paper, Scissors Tag
**LESSON CONTENT**
- Students find partners.
- Objective of game: to either tag a partner or avoid being tagged.
- Partners meet at a center line to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.
- If chased, a student must pass the far cone before getting tagged.
- Students earn 1 point for escaping and 2 points for tagging their partners.
- Have Success and Try Again sides so partners can challenge new students.
- First partner to 3 points moves to Success side.

**ROLE OF ASSISTANT**
- Assist with partnerships.
- Set up activity area with center and outside lines.
- Encourage participation.

## Instant Activity
- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
### Forehand Topspin (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain in partners and stand in a horse-shoe formation so they can see you.</td>
<td>Assist with demonstration if needed.</td>
</tr>
<tr>
<td>Review Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with finger across bottom of racket and thumb on opposite side, Remaining fingers wrap around.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Students follow instructions and grip their rackets. Students show their partners their grips and give feedback.</td>
<td>Clarify instructions.</td>
</tr>
<tr>
<td>Demonstrate a good Ready Position and have students shadow practice: Feet shoulder width apart, Knees slightly bent, Weight forward on front of feet.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Forehand Topspin Stroke: Shake Hands Grip, Racket arm to side of body with elbow against side, Racket held at waist height and slightly closed (tilted towards the floor), Racket is brushed upward to a salute position.</td>
<td></td>
</tr>
</tbody>
</table>

### Forehand Topspin (continued) (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>During explanation and demonstration, have students shadow practice.</td>
<td></td>
</tr>
<tr>
<td>Have students shadow practice forehand topspin stroke as you check to make sure they have it.</td>
<td></td>
</tr>
<tr>
<td>Have partners check each other on this stroke. Keys to look for are:</td>
<td></td>
</tr>
<tr>
<td>Racket slightly closed at start</td>
<td></td>
</tr>
<tr>
<td>Brush upward</td>
<td></td>
</tr>
<tr>
<td>Finish with salute</td>
<td></td>
</tr>
<tr>
<td>Students can either remain standing or be seated during next demonstration.</td>
<td></td>
</tr>
</tbody>
</table>

### Topspin Practice (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate this drill with a volunteer or teaching assistant and a TT ball.</td>
<td>Assist with demonstration if needed.</td>
</tr>
<tr>
<td>1 student will be a feeder and his or her partner a hitter, so only 1 racket is needed. 1 partner needs to get a ball while other finds an open space to practice.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Feeder can either make tosses in air or on a single bounce to forehand side of hitter.</td>
<td>Clarify instructions.</td>
</tr>
<tr>
<td>Hitter hits forehand topspin slowly at first to spin and control ball back to feeder.</td>
<td>Help with equipment.</td>
</tr>
<tr>
<td>Object of drill is to 1) spin ball, and 2) control it back to feeder.</td>
<td></td>
</tr>
<tr>
<td>Cue students that they will spin ball by brushing upward and saluting at end.</td>
<td></td>
</tr>
<tr>
<td>After 5 tosses partners switch roles.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many catches of a spinning ball can each 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?</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.*
## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

## Pass the Fat Tag (4-6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Object of game: to pass a noodle (fat) and not get stuck with it when a round ends.</td>
<td>✓ Assist with game set-up: 4 cones (30 x 30 square depending on class size), 3-6 noodles.</td>
</tr>
<tr>
<td>- Partners link elbows or hold partner’s wrist.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>- Chose 3-6 pairs to be it and give them “fat” (noodle). These pairs try to tag noodle-less partnerships.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>- Once tagged, partners must freeze to receive a noodle. They must tag pairs to get rid of “fat.” No immediate tag backs.</td>
<td></td>
</tr>
<tr>
<td>- At end of a round (1-2 minutes), students who have “fat” must perform 10 jumping jacks while rest of class does 5.</td>
<td></td>
</tr>
<tr>
<td>- Continue with 2-4 more rounds.</td>
<td></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>- Collect equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- Without a racket, show your partner:</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Shake hands grip</td>
<td></td>
</tr>
<tr>
<td>- Forehand topspin stroke</td>
<td></td>
</tr>
<tr>
<td>- If you have a table at home, practice the forehand topspin with friends.</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 Tennis

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

*Italics indicate the teacher speaking directly to the student.*
## Table Tennis 7th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Demonstrate the multi-ball drill.</td>
<td>□ 1 TT racket per student</td>
<td>✓ Instant activity: Set up cones on each side of the center line equal distance from it.</td>
</tr>
<tr>
<td>□ Execute a forehand topspin stroke on a moving ball.</td>
<td>□ Racket container</td>
<td>✓ Set up tables set up with nets.</td>
</tr>
<tr>
<td>□</td>
<td>□ 1 small paint bucket or container per table</td>
<td>✓ Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td>□</td>
<td>□ 2-3 noodles</td>
<td>✓ French Fry Tag: Set up a 25 x 25 yard square with cones.</td>
</tr>
<tr>
<td>□</td>
<td>□ 5 numbered TT balls per table inside small bucket</td>
<td>✓ Awesome Add-On: Set up 4 cones at the corners of the tables.</td>
</tr>
<tr>
<td>□</td>
<td>□ 1 large paint bucket per table</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□ 4 cones</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Rock, Paper, Scissors Tag
(5 minutes)

#### LESSON CONTENT
- Students find partners.
- Object of game: to either tag a partner or avoid being tagged.
- Partners meet at a centerline to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.
- If chased, a student must pass the far cone before getting tagged.
- Students earn 1 point for escaping and 2 points for tagging their partners.
- Have Success and Try Again sides so partners can challenge new students.
- First partner to 3 points moves to Success side.

#### ROLE OF ASSISTANT
- Assist with partnerships.
- Set up activity area.
- Encourage participation.

### French Fry Tag
(6 minutes)

**OR**

### Awesome Add-On
(6 minutes)

#### LESSON CONTENT
- Once tagged, a student must kneel down.
- To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both 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 nearby.
- Switch taggers after 1-2 minutes.

#### HEALTH RELATED PHYSICAL ACTIVITY
- Equipment needed: 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).
- Encourage participation.
- Clarify rules.

---

*Italics indicate the teacher speaking directly to the student.*
### Table Tennis

#### French Fry Tag (continued)
(6 minutes)
**OR**

#### Awesome Add-On
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).  
- Students begin when you give a signal (music, whistle, GO, etc.).  
- When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.  
- Each time you signal for students to stop, a new skill will be added on.  
- Students must do all previous skills first, from memory, before adding a new skill. | ✓ Equipment needed; 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).  
- Encourage participation.  
- Clarify rules. |

---

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.  
- Students form groups. Size of groups depends on number of tables. If you have 50 students and 10 tables, form groups of 5. | ✓ Assist with equipment.  
✓ Help with reported damages. |

---

#### Forehand Topspin
(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Review Forehand Topspin Stroke: Shake Hands Grip. Racket arm to side of body with elbow against side, Racket held at waist height and slightly closed (tilted towards the floor), Racket is brushed upward to a salute position, Weight is shifted from racket side to non-racket side.  
- During explanation and demonstration, have students shadow practice. | ✓ Give positive specific feedback. |

### Multi-Ball
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Demonstrate this drill with volunteers.  
- Have 5 volunteers move to a table.  
- Warn students about touching nets.  
- 1 student will be a hitter (standing with back to wall), 1 is a feeder, 1 is a coach, and 2 are ball chasers.  
- Feeder is on left side of table with a small bucket with 5 marked TT balls. A feed can be done by:  
- Dropping ball for 1 bounce then forehand strike it over net  
- Striking ball over net without a bounce  
- Tossing ballBall is aimed to bounce once on hitter’s side of table on forehand side.  
- Ball is hit with forehand topspin over net to catcher(s).  
- Coach can give key points on technique.  
- Keys for coach are (Could provide a clipboard with cues):  
- Closed racket (slightly titled towards floor)  
- Brush upward to salute  
- Ball must spin | ✓ Assist with equipment and set up.  
✓ Give positive specific feedback.  
✓ Clarify student roles. |

---

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

*Italics indicate the teacher speaking directly to the student.*
### Multi-Ball (continued)
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes t coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign groups a table to begin practicing forehand topspin. Let them know they will be in these groups for remainder of the week and to remember what table they practice on.</td>
<td>✓ Assist with table groups.</td>
</tr>
</tbody>
</table>

### Forehand Topspin
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each hitter gets 5 attempts at forehand topspin. Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td>✓ Help groups work together.</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>
**Table Tennis**

**French Fry Tag**

(6 minutes)

**OR**

**Awesome Add-On**

(6 minutes)

**LESSON CONTENT**

- Have a quick discussion on negatives of fatty foods. 2-3 students are given a noodle (they are Fries).
- French Fries try to tag and freeze entire class inside boundaries.
- Once tagged, a student must kneel down.
- To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both 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 nearby.
- Switch taggers after 1-2 minutes.

**OR**

- Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).
- Students begin when you give a signal (music, whistle, GO, etc.).
- When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.
- Each time you signal for students to stop, a new skill will be added on.
- Students must do all previous skills first, from memory, before adding a new skill.

**ROLE OF ASSISTANT**

- Assist with equipment and set-up.
- Set up a 25 x 25 yard space or use alternate activity below.
- Equipment needed: 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).
- Encourage participation.
- Clarify rules.

**Cool Down/Closure**

(2 minutes)

**LESSON CONTENT**

- Collect equipment.
- Cool down stretch.
- Show a partner your forehand topspin stroke.
- If you have a table at home, continue to practice your forehand topspin.

**ROLE OF ASSISTANT**

- Assist with equipment.

*Italics indicate the teacher speaking directly to the student.*
Table Tennis 7th Grade : Lesson 4

LESSON OUTCOMES
- Execute a backhand topspin stroke on a moving ball.
- Demonstrate receiving position.

EQUIPMENT
- 1 TT racket per student
- Racket container
- 1 small paint bucket or container per table
- 2-4 noodles
- “Rocky” theme song or any upbeat song

BEFORE CLASS SET UP
- Set up tables with nets.
- Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.
- Mosquito Tag: Set up a 25 x 25 square marked with 4 cones.
- Boxer Training: Set up 4 cones at the corners of the tables.

INSTANT ACTIVITY
Forehand Rally (5 minutes)
- Students find partners, 1 ball and 2 rackets per pair.
- Partners hit ball back and forth using forehand topspin. When a table has at least 3-4 students begin Multi-ball practicing forehand topspin.

LESSON CONTENT ROLE OF ASSISTANT
- Assist with equipment.
- Clarify task.

HEALTH RELATED PHYSICAL ACTIVITY
Mosquito Tag (5 minutes)
- If you have space play Mosquito Tag, otherwise play alternative game below.
- Object of game: for mosquitoes to freeze entire class.
- If tagged, a student must kneel down.
- To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.
- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.
- If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.
- If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again.

OR
Boxer Training (5 minutes)
- Assist with equipment.
- Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.
- Encourage participation.

Activity continues

Italics indicate the teacher speaking directly to the student.
Mosquito Tag *(continued)*  
(5 minutes)  
OR  
Boxer Training  
(5 minutes)

**LESSON CONTENT**  
OR  
- Students jog, hop, skip, etc., clockwise or counterclockwise around tables.  
- Call out commands: champions hold hands high, training-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 they move: run, walk, skip, hop, jump, gallop, etc.

**ROLE OF ASSISTANT**  
✓ Prepare music.

---

**Transition**

**LESSON CONTENT**  
- According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.  
- Students return to groups from previous few days.

**ROLE OF ASSISTANT**  
✓ Assist with equipment.  
✓ Help with reported damages.

---

**FOREHAND AND BACKHAND TOPSPIN STROKE**  
(4 minutes)

**LESSON CONTENT**  
- Review Forehand Topspin Stroke: Shake Hands Grip, Racket arm to side of body with elbow against side, Racket held at waist height and slightly closed (tilted towards the floor), Racket is brushed upward to a salute position, Weight is shifted from racket side to non-racket side.  
- During explanation and demonstration, have students shadow practice.  
- Demonstrate Backhand Topspin Stroke: Racket held in front of body with back of hand pointed outward, Racket slightly closed, Brush upward and out towards net, Finish like a Frisbee throw.

**ROLE OF ASSISTANT**  
- Give positive specific feedback.

---

*Italics indicate the teacher speaking directly to the student.*
**Activity #1**

**Forehand and Backhand Topspin Stroke**

(continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- During explanation and demonstration, have students shadow practice.</td>
<td></td>
</tr>
<tr>
<td>- Explain you get the racket in the way of the ball and then follow through brushing the ball.</td>
<td></td>
</tr>
<tr>
<td>- At a table, demonstrate where to stand and at what distance from the table.</td>
<td></td>
</tr>
<tr>
<td>- With racket on forehand side of your body align racket with middle line of the table</td>
<td></td>
</tr>
<tr>
<td>- Reach out with racket and with a slight elbow bend you should be able to touch the edge of the table.</td>
<td></td>
</tr>
<tr>
<td>- Forehand to centerline allows the hitter to protect the backhand, which doesn’t have the same reach.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Backhand Topspin**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>- Each hitter gets 5 attempts at backhand topspin.</td>
<td></td>
</tr>
<tr>
<td>- Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td></td>
</tr>
<tr>
<td>- Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>- Keys for coach are: (Could provide a clipboard with cues)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Closed racket (slightly titled towards the floor)</td>
</tr>
<tr>
<td></td>
<td>- Brush upward, like throwing a Frisbee</td>
</tr>
<tr>
<td></td>
<td>- Ball must spin</td>
</tr>
<tr>
<td>- Students should be in the proper position at table before hitting.</td>
<td></td>
</tr>
<tr>
<td>- After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>- Challenge: Can groups backhand topspin all 5 balls over net onto table? How many successful topspins can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign groups a table to begin practicing backhand topspin. Let them know they will be in these groups for the rest of the week and to remember what table they practice on.</td>
<td>✔ Assist with table groups</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Table Tennis</th>
<th>7th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forehand Topspin</strong>&lt;br&gt;(5 minutes)**</td>
<td><strong>Role of Assistant</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity #3</strong></td>
<td><strong>Lesson Content</strong></td>
<td></td>
</tr>
<tr>
<td>- Each hitter gets 5 attempts at forehand topspin.</td>
<td>- Help groups work together.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>- Challenge: Can groups forehand topspin all 5 balls over net onto table?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Transition**<br>**Activity #4** | **Lesson Content** |  |  |
|  - Students return TT balls to buckets and rackets according to numbers. |  - Assist with equipment. |  |

| **Mosquito Tag (continued)**<br>(3-4 minutes)<br>**OR**<br>**Boxer Training**<br>(3-4 minutes)** | **Role of Assistant** |  |  |
|  | **Lesson Content** |  |  |
|  - If you have space play Mosquito Tag, otherwise play alternative game below. |  - Students jog, hop, skip, etc., clockwise or counterclockwise around tables. |  |
|  - Object of game: for mosquitoes to freeze entire class. |  - Call out commands: champions hold hands high, training-pretend to jump rope, shadow box; dead bug lie on back screaming and quickly get up. |  |
|  - If tagged, a student must kneel down. |  - Add any other commands you can think of, sit-ups, push-ups, etc. |  |
|  - To be freed, 2 students have to High-10 above tagged student's head and yell "OFF!" or any other type of bug repellant. |  - Change how they move: run, walk, skip, hop, gallop, etc. |  |
|  - Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands. |  - Prepare music. |  |
|  - If they clap in unison, all mosquitoes die and are replaced by new mosquitoes. |  |  |
|  - If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again. |  |  |

**Activity continues**

**Cool Down/Closure**<br>(2 minutes)<br>**Activity #5** | **Lesson Content** |  |  |
|  |  - Collect equipment. |  |
|  |  - Students do cool down stretches. |  |
|  |  - Without a racket, have the students show a partner |  |
|  |  - Forehand topspin |  |
|  |  - Backhand topspin |  |
|  |  - If you have a table practice your forehand and backhand topspin strokes. |  |

**Italics indicate the teacher speaking directly to the student.**
## Table Tennis 7th Grade: Lesson 5

### LESSON OUTCOMES
- Execute a forehand topspin serve.
- Understand serving rules.

### EQUIPMENT
- 1 TT racket per student
- Racket container
- 4 cones
- 1 ball per student
- 2-4 large paint buckets for TT balls

### BEFORE CLASS SET UP
- Instant activity: Set up cones on each side of the centerline equal distance from it.
- FLOW
- TT Tables are not set up.
- Racket container: A box of some sort that allows for all the rackets to stand up with the ends of handles visible. All handle ends are numbered and correspond to an assigned number. Students use the same racket number everyday.

### Partner 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 partners.</td>
<td>Assist with partnerships.</td>
</tr>
<tr>
<td>Object of game: to either tag a partner or avoid being tagged.</td>
<td>Set up activity area.</td>
</tr>
<tr>
<td>Partners meet at a centerline to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>If chased, a student must pass the far cone before getting tagged.</td>
<td></td>
</tr>
<tr>
<td>Students earn 1 point for escaping and 2 points for tagging their partners.</td>
<td></td>
</tr>
<tr>
<td>Have Success and Try Again sides so partners can challenge new students.</td>
<td></td>
</tr>
<tr>
<td>First partner to 3 points moves to Success side.</td>
<td></td>
</tr>
</tbody>
</table>

### FLOW (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW stations.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>Encourage participation.</td>
</tr>
<tr>
<td></td>
<td>Oversee station with the most supervision needs.</td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

- Instant activity
- Cues or Key Concepts
- Variation
- Challenge

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

---

**Table Tennis**

7th Grade  
Lesson 5
### Serving Toss
**LESSON CONTENT**
- Every student gets a ball and lines up in horseshoe formation.
- Demonstrate skill of tossing ball upward to serve. Each student can follow with a ball in his or her hand.

**ACTIVITY #1**
- Part 1 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches and catch it.
- Challenge: How many catches can each student make in 30 seconds? Can they improve?

**LESSON CONTENT**
- Part 2 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket hand held to side at waist height, As ball begins to come down, sweep racket hand up and catch ball before it strikes palm.
- Challenge: How many catches can each student make in 30 seconds? Can they improve?

### Topspin Serve
**LESSON CONTENT**
- Demonstrate this activity.
- Partners stand 10 feet apart.
- Each student will do a topspin serve by bouncing ball off floor to partner.

**ACTIVITY #2**
- Part 3 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, As ball comes down swing racket upward brushing ball and sending it spinning towards floor, Partner catches bounced ball and serves back.
- Challenge: How many topspin serves can each pair make in 30 seconds? Can they improve?

### Transition
**LESSON CONTENT**
- According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.
- Students need partners and 1 ball per pair.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with reported damages.
## 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><strong>What rules to serving did you learn today?</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Ball must be held in open palm</td>
<td></td>
</tr>
<tr>
<td>▪ Ball is tossed up at least 6 inches</td>
<td></td>
</tr>
<tr>
<td>▪ Ball is to be hit on the way down</td>
<td></td>
</tr>
<tr>
<td>▪ Ball must strike your side before going over the net and hitting your opponents side</td>
<td></td>
</tr>
<tr>
<td><strong>Find a table in your neighborhood and continue practicing your skills.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
# Table Tennis 7th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a forehand topspin serve.</td>
<td>1 TT racket per student</td>
<td>✓ Set up tables with nets.</td>
</tr>
<tr>
<td>Understand serving rules.</td>
<td>Racket container</td>
<td>✓ Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td></td>
<td>1 small paint bucket or container per table</td>
<td>✓ Everybody's It: Set up a 25 x 25 yard square.</td>
</tr>
<tr>
<td></td>
<td>1 foam ball or utility ball for every 5 students</td>
<td>✓ Cannonball Run: Set up 4 cones at corners of the tables.</td>
</tr>
<tr>
<td></td>
<td>5 numbered TT balls per table inside small bucket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 large paint bucket per table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
<td></td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Forehand Rally

#### (5 minutes)

**LESSON CONTENT**

- Students find partners and hit ball back and forth using forehand topspin. When a table has at least 3-4 students begin Multi-ball practicing forehand and backhand topspin.

**ROLE OF ASSISTANT**

- ✓ Assist with equipment.
- ✓ Clarify task.

### High-10 Everybody's It

#### (6 minutes)

**OR**

#### Cannonball Run

#### (6 minutes)

**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 forming a 25 x 25 yard square.
- ✓ Encourage participation.
- ✓ Clarify the rules.

*Italics indicate the teacher speaking directly to the student.*
### Table Tennis

#### High-10 Everybody’s It (continued)
(6 minutes)

**OR**

#### Cannonball Run
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students form 4-5 equal teams, 1 ball per team.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Each team stands in file formation at a different corner of play area facing in a CCW direction.</td>
<td>✓ Clarify the activity.</td>
</tr>
<tr>
<td>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.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Music can be used as signal.</td>
<td></td>
</tr>
<tr>
<td>New last runner, when receiving ball, runs to front of team and continues to pass ball.</td>
<td></td>
</tr>
<tr>
<td>Continue at a steady pace until music stops. No team is permitted to pass another during a run.</td>
<td></td>
</tr>
<tr>
<td>Each team should yell out number of “cannonball runs” made by their team.</td>
<td></td>
</tr>
<tr>
<td>To cool down, students walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.</td>
<td></td>
</tr>
</tbody>
</table>

---

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students form groups from previous days.</td>
<td>✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

---

#### Topspin Serve
(4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Topspin Serve at table: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Key is to have ball strike near back line of serving side so it doesn’t go off far side of table.</td>
<td></td>
</tr>
</tbody>
</table>

---

#### Topspin Serve
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each hitter gets 5 attempts at forehand topspin serve.</td>
<td>✓ Help groups work together.</td>
</tr>
<tr>
<td>Small bucket with 5 TT balls is next to server.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td></td>
</tr>
<tr>
<td>Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>Keys for coach are: (Could provide a clipboard with cues)</td>
<td></td>
</tr>
<tr>
<td>Toss ball from an open palm 6 inches upward</td>
<td></td>
</tr>
<tr>
<td>Brush ball on its way down</td>
<td></td>
</tr>
<tr>
<td>Ball strikes table on serving side, goes over net and strikes opponent’s side</td>
<td></td>
</tr>
<tr>
<td>Servers aim for their own back lines when striking ball.</td>
<td></td>
</tr>
<tr>
<td>After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes second coach (used to be feeder), and second coach becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can students’ topspin serve all 5 balls over net onto table? How many successful topspin serves can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

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

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<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups go to tables to begin practicing forehand topspin serve.</td>
<td>✓ Assist with table groups.</td>
</tr>
</tbody>
</table>

### Partner Topspin Serve

**ACTIVITY #3**

**Partner Topspin Serve**

(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table is divided into 2 halves using center line</td>
<td>✓ Assist with group organization.</td>
</tr>
<tr>
<td>Partners stand across from each other with 1 ball.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.</td>
<td></td>
</tr>
<tr>
<td>Server forehand topspin serves while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td>Partners reverse roles and serve back and forth.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many legal serves can partners make in 30 seconds? Can they improve? How many legal serves can partners make in a row?</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 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 serving?</td>
<td></td>
</tr>
<tr>
<td>Held in open palm</td>
<td></td>
</tr>
<tr>
<td>Tossed up 6 inches or more</td>
<td></td>
</tr>
<tr>
<td>Struck on the way down</td>
<td></td>
</tr>
<tr>
<td>Must hit your own side before going over the net and striking your opponent’s side.</td>
<td></td>
</tr>
<tr>
<td>Hit behind the line</td>
<td></td>
</tr>
<tr>
<td>Continue to play at home.</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 return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>
**Table Tennis 7th Grade : Lesson 7**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a backhand topspin serve.</td>
<td>1 TT racket per student, Racket container, 1 small paint bucket or container per table, 2-4 noodles</td>
<td>Set up tables with nets.</td>
</tr>
<tr>
<td>Understand serving rules.</td>
<td>5 numbered TT balls per table inside small bucket, 1 large paint bucket per table, 4 cones</td>
<td>Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Forehand Topspin Serve Practice**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and hit back and forth using forehand topspin serve. When a table has 4 students divide it and have students practice serving back and forth on their side of the table.</td>
<td>Assist with equipment. Clarify task.</td>
</tr>
</tbody>
</table>

**French Fry Tag**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a quick discussion on negatives of fatty foods. 2-3 students are given a noodle (they are Fries). French Fries try to tag and freeze entire class inside boundaries. Once tagged, a student must kneel down. To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both 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 nearby. Switch taggers after 1-2 minutes.</td>
<td>Assist with equipment and set-up. Set up a 25 x 25 yard space or use alternate activity below. Equipment needed: 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students). Encourage participation. Clarify rules.</td>
</tr>
</tbody>
</table>

**OR**

**Awesome Add-On**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
## Table Tennis

### 7th Grade  Lesson 7

### French Fry Tag (continued)
*(6 minutes)*

**OR**

### Awesome Add-On
*(6 minutes)*

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).
- Students begin when you give a signal (music, whistle, GO, etc.).
- When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.
- Each time you signal for students to stop, a new skill will be added on.
- Students must do all previous skills first, from memory, before adding a new skill.

### Transition

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.
- Students form groups from previous days.

- Assist with equipment.
- Help with reported damages.

### Forehand Topspin Serve
*(4 minutes)*

**LESSON CONTENT**

**ROLE OF ASSISTANT**

- Review Forehand Topspin Serve at table: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.
- Students in horseshoe formation shadow practice during explanation.
- Demonstrate backhand topspin serve at table: Shake hands grip, Racket in front of body, Racket held at waist height and slightly closed (tilted towards floor), Face opponent, Ball is held in open palm, Ball is tossed upward at least 6 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.
- Key is to have ball strike near back line of server’s side so it doesn't go off far side of table.

- Give positive specific feedback.

 Italics indicate the teacher speaking directly to the student.
### Backhand Topspin Serve
**(10 minutes)**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>- Each hitter gets 5 attempts at backhand topspin serve.</td>
<td>- Help groups work together.</td>
</tr>
<tr>
<td>- Small bucket with 5 TT balls is next to server.</td>
<td>- Give positive specific feedback.</td>
</tr>
<tr>
<td>- Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
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</tr>
<tr>
<td>- Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>✷ Keys for coach are (Could provide a clipboard with cues):</td>
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</tr>
<tr>
<td>- Toss ball from an open palm 6 inches upward</td>
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</tr>
<tr>
<td>- Brush ball on its way down</td>
<td></td>
</tr>
<tr>
<td>- Ball strikes server’s side and goes over net and strikes opponent’s side</td>
<td></td>
</tr>
<tr>
<td>- Servers aim for their own back lines when striking balls</td>
<td></td>
</tr>
<tr>
<td>✷ Challenge: Can students’ topspin serve all 5 balls over net onto table? How many successful topspin serves can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Backhand Topspin Serve
**(6 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Stop previous drill and explain while 1 table of students demonstrates this drill.</td>
<td>- Assist with group organization.</td>
</tr>
<tr>
<td>- Table is divided into 2 halves using center line</td>
<td>- Give positive specific feedback.</td>
</tr>
<tr>
<td>- Partners stand across from each other with 1 ball, 1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.</td>
<td></td>
</tr>
<tr>
<td>- Server backhand topspin serves while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td>- Partners switch roles and serve back and forth. ✷ Challenge: How many legal serves can partners make in 30 seconds? Can they improve? How many legal serves can partners make in a row?</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 return TT balls to buckets and rackets according to numbers</td>
<td>✗ Assist with equipment.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students cool down stretch.</td>
<td>- Assist with stretching.</td>
</tr>
<tr>
<td>- Without a racket, show your backhand topspin serve technique to your partner.</td>
<td></td>
</tr>
<tr>
<td>- Continue to play at home.</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 |

*Italics indicate the teacher speaking directly to the student.*
## Table Tennis 7th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗ Successfully play doubles.</td>
<td>✗ 1 TT racket per student</td>
<td>✓ Set up tables with nets.</td>
</tr>
<tr>
<td>✗ Understand the rules for doubles.</td>
<td>✗ Racket container</td>
<td>✓ Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td></td>
<td>✗ 2-4 noodles</td>
<td>✗ Mosquito Tag: Set up a 25 x 25 yard square.</td>
</tr>
<tr>
<td></td>
<td>✗ “Rocky” theme song or any upbeat song</td>
<td>✗ Boxer Training: Set up 4 cones at corners of the tables.</td>
</tr>
<tr>
<td></td>
<td>✗ 2 numbered TT balls per table inside small bucket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ 4 cones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✗ CD player</td>
<td></td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Forehand Topspin Serve Practice**

#### LESSON CONTENT
- Students find partners and hit back and forth using forehand topspin serve. When a table has 4 students divide it and have students practice serving back and forth on their side of the table.

#### ROLE OF ASSISTANT
- ✓ Assist with equipment.
- ✓ Clarify task.

### HEALTH RELATED PHYSICAL ACTIVITY

**Mosquito Tag**

#### LESSON CONTENT
- If you have space play Mosquito Tag, otherwise play alternative game below.
- Object of game: for mosquitoes to freeze entire class.
- If tagged, a student must kneel down.
- To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.
- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.
- If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.
- If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again.

#### ROLE OF ASSISTANT
- ✓ Assist with equipment.
- ✓ Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.
- ✓ Encourage participation.

**Boxer Training**

#### LESSON CONTENT
- Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.

---

*Italics indicate the teacher speaking directly to the student.*
### Mosquito Tag (continued)

(5 minutes)

**OR**

Boxer Training

(5 minutes)

**LESSON CONTENT**

- Students jog, hop, skip, etc., clockwise or counter-clockwise around tables.
- Call out commands: champions hold hands high, training-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 they move: run, walk, skip, hop, jump, gallop, etc.

**ROLE OF ASSISTANT**

- Prepare music.

### Transition

**LESSON CONTENT**

- According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.
- Students form groups from previous days.

**ROLE OF ASSISTANT**

- Assist with equipment.
- Help with reported damages.

### TT Doubles

(10 minutes)

**LESSON CONTENT**

- Demonstrate game while explaining rules.
- Rules for doubles:
  - All serving rules in effect. Violating a serving rule is a point for your opponent.
  - If a serve hits net but goes over and lands where it's supposed to, it is a “do over” and server serves again.
  - Serve cross-court from right side of table to left.
  - Ball must land inside or hit line or it is opponent’s point.
  - No volleying ball (striking it before it hits table).
  - Players must alternate hits.
  - Student who misses ball or fails to hit it onto table and over net loses the point.
  - Server gets 2 serves. Student receiving serves becomes next server.
  - Student that just served changes places with teammate after 2 serves.
  - Students will always hit to same player and receive serve from other player.

**ROLE OF ASSISTANT**

- Clarify rules.
- Give positive specific feedback.

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Activity #1</th>
<th>TT Doubles (continued) (10 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>To begin play 1 student, places the ball in 1 hand underneath table and then shows opposing team his or her hands. Opposing team tries to guess which hand has ball. Team guesses correctly can choose to serve first or not.</td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td></td>
<td>Send students to their tables to begin play. If you have more than 4 students at a table, have them rotate in.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Forehand and Backhand Topspin Serves (4 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Demonstrate this drill. Each partnership needs a ball. Students serve either forehand or backhand topspin serves cross-court to their partner. 1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball. Server topspin serves while partner catches ball. Students switch roles and serve back and forth. Serves will go from right to left and left to right. Challenge: How many legal serves can partners make in a row?</td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td></td>
<td>Assist with demonstration. Give positive specific feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #3</th>
<th>TT Doubles (10 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Have students return to their tables to play doubles. After 3 minutes stop play and have them rotate to new opponents.</td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td></td>
<td>Clarify rules. Give positive specific feedback.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
</tr>
<tr>
<td></td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>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 play at home.</td>
</tr>
<tr>
<td></td>
<td>Assist with stretching.</td>
</tr>
</tbody>
</table>
## Table Tennis 7th Grade: Lesson 9

<table>
<thead>
<tr>
<th>Lesson Outcomes</th>
<th>Equipment</th>
<th>Before Class Set Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully play singles.</td>
<td>1 TT racket per student</td>
<td>Set up tables with nets.</td>
</tr>
<tr>
<td>Understand the rules for singles.</td>
<td>Racket container</td>
<td>Equipment organization: Assign a number to each table. Each table needs 2 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td></td>
<td>1 foam ball or utility ball for every 5 students</td>
<td>Everybody’s It: Set up a 25 x 25 yard square.</td>
</tr>
<tr>
<td></td>
<td>2 numbered TT balls per table inside small bucket</td>
<td>Cannonball Run: Set up 4 cones at corners of the tables.</td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

#### Doubles (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students play doubles.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td></td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

#### High-10 Everybody’s It (6 minutes) OR Cannonball Run (6 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to tag as many students as possible, free as many students as possible, and avoid being tagged.</td>
<td>Set up 4 cones forming a 25 x 25 yard square.</td>
</tr>
<tr>
<td>Everyone in class is it.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>If a student gets tagged he or she must sit or kneel down immediately.</td>
<td>Clarify the rules.</td>
</tr>
<tr>
<td>If 2 students tag each other at the same time and argue they must both sit or kneel.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>After being freed, there are no immediate tag backs between those 2 students.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### HEALTH RELATED PHYSICAL ACTIVITY

#### High-10 Everybody’s It (continued)
(6 minutes)

**OR**

#### Cannonball Run
(6 minutes)

<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>✓ Clarify the activity.</td>
</tr>
<tr>
<td></td>
<td>✓ Encourage participation.</td>
</tr>
</tbody>
</table>

- 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 of “cannonball runs” made by their team.
- To cool down, students walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students form groups from previous days.</td>
<td>✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

### TT Singles
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game while explaining 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 in effect. Violating a serving rule is a point for your opponent.</td>
<td></td>
</tr>
<tr>
<td>If a serve hits net but goes over and lands where it’s supposed to, it is a “do over” and server serves again.</td>
<td></td>
</tr>
<tr>
<td>Serve cross-court from right side of table to left.</td>
<td></td>
</tr>
<tr>
<td>Ball must land inside or hit line or it is opponent’s point.</td>
<td></td>
</tr>
<tr>
<td>No volleying ball (striking it before it hits table).</td>
<td></td>
</tr>
<tr>
<td>Players must alternate hits.</td>
<td></td>
</tr>
<tr>
<td>Student who misses ball or fails to hit it onto table and over net loses the point.</td>
<td></td>
</tr>
<tr>
<td>Each server gets 2 serves.</td>
<td></td>
</tr>
<tr>
<td>Official game is played to 11, win by 2 points; today play games to 5 and rotate players.</td>
<td></td>
</tr>
<tr>
<td>Remind the students to hide the ball when seeing who will serve first.</td>
<td></td>
</tr>
<tr>
<td>Send students to their tables to begin play.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
**Forehand and Backhand Topspin Serves**
(4 minutes)

**LESSON CONTENT**
- Demonstrate this drill.
- Each partnership needs a ball.
- Students serve either forehand or backhand topspin serves cross-court to their partner.
- 1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.
- Server topspin serves while partner catches ball.
- Students switch roles and serve back and forth. Serves will go from right to left and left to right.
- Challenge: How many legal serves can partners make in a row?

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

**ACTIVITY #2**

**TT Singles**
(10 minutes)

**LESSON CONTENT**
- Have students return to their tables to play singles.
- Have students rotate to new tables in pairs to find new opponents.
- A suggested rotation is to have 1 partnership rotate clockwise 1 table and other partnership stays to play new team. Rotate every 3 minutes.

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

**ACTIVITY #3**

**Transition**

**LESSON CONTENT**
- Students return TT balls to buckets and rackets according to numbers.

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

**Cool Down/Closure**
(1 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 singles?
  - Continue to play at home.

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

---

**Table Tennis**

<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>7th Grade</td>
<td>Lesson 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

Italics indicate the teacher speaking directly to the student.
# Table Tennis 7th Grade : Lesson 10

## LESSON OUTCOMES
- Successfully play doubles.
- Understand the rules for doubles.

## EQUIPMENT
- 1 TT racket per student
- Racket container
- 2 numbered TT balls per table inside small bucket
- FLOW equipment

## BEFORE CLASS SET UP
- FLOW: Set up FLOW equipment on the perimeter of the tables or in separate area.
- Set up tables with nets.
- Equipment organization: Assign a number to each table. Each table needs 2 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.

### INSTANT ACTIVITY
**Singles or Doubles**

**LESSON CONTENT**
- Students play either singles or doubles. Play singles games to 5 and doubles games to 7.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help organize tables.

### HEALTH RELATED PHYSICAL ACTIVITY
**FLOW**

**LESSON CONTENT**
- FLOW stations

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.
- Oversee station with the most supervision needs.

### TRANSITION
**LESSON CONTENT**
- According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.
- Students find a partner to play doubles.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with reported damages.

### TT Doubles

**LESSON CONTENT**
- Demonstrate game while explaining rules.
- Play doubles.
- Royal Court Tournament:
  - High score moves up and low score moves down
  - Play games for 2 minutes and then rotate
  - Play Rock, Paper, Scissors for all ties
  - High score at top table stays and low score on bottom table stays; everyone else moves.
- Send students to their tables to begin play.
- Extra doubles teams will have to have designated waiting spots to move to a certain table. For example, every time a team wins on table 3, instead of moving to table 2 immediately a team waiting goes to table 2. Winners on table 3 wait 1 game.

**ROLE OF ASSISTANT**
- Clarify rules.
- Give positive specific feedback.
<table>
<thead>
<tr>
<th>Transitions</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Content</td>
<td></td>
</tr>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

| Cool Down/Closure (1 minute)             |                   |
| 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 was the strongest part of your doubles play and why? |                   |
| What area of doubles needs the most improvement and why? |                   |
| Continue to play table tennis after school. |                   |
| Assist with stretching.                  |                   |

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

*Italics indicate the teacher speaking directly to the student.*
LESSON OUTCOMES
- Demonstrate basic line dance skills: grapevine, 1/4 turns, hitch, scoot, and slide.
- Perform line dances to music

EQUIPMENT
- 30-40 cones
- Jump Rope Task cards
- 3-4 foam balls
- Jump ropes for each student
- Boom box, CD's
- 3-4 noodles

BEFORE CLASS SET UP
- Set up cones around play area
- Have jump ropes in containers spread out around the activity area alternative: fold in quarters and place individually outside boundary. Ropes piled into containers are likely to knot and are difficult for individual students to access quickly.
- Have jump rope club cards ready or place on cones on boundary lines facing in
- Prepare music for the activity

Crazy Cones
(5 minutes)

LESSON CONTENT
- The students pair up upon entering the playing area and spread apart from each other.
- Partners compete against each other – one team positions the cones so that they are standing, while the other team knocks them down.
- Organize the Crazy Cones Activity into 4 rounds:
  - Round 1: Use only 1 finger to knock down and stand up cones
  - Round 2: Use only your elbows to knock down and stand up cones
  - Round 3: Only use feet to push cones, NO kicking down and stand up cones
  - Round 4: Knock down cones using knees only, stand up cones using thumbs only

ROLE OF ASSISTANT
- Position the cones in the playing area so that half are standing and half are laying flat
- Instruct students how to knock down and set-up cones
- Supervise the students
- Announce the new round after each minute

Jump Rope Club Day
(10 minutes)

LESSON CONTENT
- Students read task cards on cones around the gymnasium; each card contains different club levels and the number of jumps it takes to get into each club level.
- The students jump rope, trying to reach the highest club level without missing a jump within a specified period of time (determined by the teacher: approximately 1 minute).
- For this activity use the following jump rope skills: short rope forward, short rope backward, short rope right foot, and short rope left foot.
- During the activity, the teacher signals the students to rotate stations CCW
- Timed music to signal move to next station. 60 x 5

ROLE OF ASSISTANT
- Provide jump ropes to the students
- Scatter task cards around the gym
- Supervise and encourage the students to improve their levels
- Collect the ropes at the end of the activity

Transition

LESSON CONTENT
- On signal students hustle to pick up jump rope from placement around boundary lines, move to a cone and begin stretching with the rope.

ROLE OF ASSISTANT

Activity continues
Jump Rope Club Day *(continued)*  
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Example of sheet of paper at each station:  
**SHORT ROPE FORWARD**  
Club Level 01 02 03 04 05  
Jumps 10 20 40 75 100  
Variation: Before leaving each station, the students write their name and the highest club level they completed on a large piece of paper designated to record the students' Jump Rope Club level for each station  
Variation: Mix in flexibility and upper body/abdominal muscular activities. |  |

Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fold ropes in ¼ and return to original location then move in opens safe space</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY #1

The Scoot Line Dance  
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Music: I Feel Lucky – Christy Lane’s Line Dancing Music  
Grapevine right & left (8 beats)  
Walk backwards right-left-right (3 beats)  
Hitch (lift) left & scoot forward on right (1 beat)  
Step forward and down on left (1 beats)  
Slide right beside left (1 beat)  
Step left & make ¼ turn to left (1 beat)  
Touch right beside left (1 beat)  
Repeat dance  
Once students get the steps perform the dance to music. |  |

Celebration Line Dance

*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Music: Get Ready For This – Jock Jams Vol. 1  
4 slides to the right, (4 beats)  
4 slides to the left (4 beats)  
Walk forward right-left-right touch left beside right (4 beats)  
Grapevine right & left (8 beats)  
Walk backward left-right-left touch right beside left (4 beats)  
Grapevine right & left (8 beats)  
4 slides to the right, (4 beats)  
Touch right foot out to the side 2x (4 beats)  
Touch left foot out to the side 2x (4 beats)  
Touch foot out to the side 1x right-left-right-left (4 beats)  
Pivot on left foot 90 degrees (keeping left foot in place, turn 4 steps to the left) (4 beats)  
Repeat dance  
Once students get the steps perform the dance to music. |  |

- Set Up or Prep Duties  
- Cues or Key Concepts  
- Variation  
- Challenge  
*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #3

**Veggie Tag**

**LESSON CONTENT**
- Depending on class size, choose 3-4 students to represent the junk food taggers (Foam ball or chickens).
- Choose 3-4 students to represent the veggies (noodles).
- On the signal, the students try to avoid being tagged by junk food (chickens or balls).
- If tagged he or she must squat down and yell, “I need my veggies” with his or her hands raised up so the veggies (noodles) can come over and free him or her by tagging his or her hand with the noodle.
- Instruct the students to switch being the veggies and junk food taggers after 1 minute.

**ROLE OF ASSISTANT**
- Distribute 3-4 foam balls to students in the class
- Distribute 3-4 noodles to students in the class
- Help supervise game keeping opposite of the teacher
- Collect noodles and balls

### COOL DOWN/CLOSURE

**LESSON CONTENT**
- Lead cool down stretches.
- Think-share-pair; Ask:
  - What do you think are the benefits of warming up?
  - Which do you prefer; knocking the cones down or picking them back up?
  - What strategies did you use for Veggie Tag?
  - Describe the grapevine, hitch, scoot and slide steps
- Dance to your music at home! Show your family members the dance you learned!

**ROLE OF ASSISTANT**
- Supervise the cool down activities
- Monitor student responses to the think/pair/share questions

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Dance</th>
<th>7th Grade</th>
<th>Lesson 1</th>
</tr>
</thead>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
# Dance 7th Grade: Lesson 2

## Lesson Outcomes
- Perform creative line dances using the grapevine, ¼ turn, hitch, scoot, jazz box step, and slide.
- Perform a four wall dance.
- Conduct activities that promote teamwork and improve students’ dance skills.
- Identify 3 risk factors for Heart Disease

## Equipment
- 30 balls (of various types)
- 3-4 red & green pinnies
- Boom Box, CD’s for dance
- Sideline cones for dance

## Before Class Set Up
- Spread balls around the play area
- Place balls in 8-10 hoops around perimeter for easy retrieval
- Prepare music for the activity

## Instant Activity
### Two Pass: Without Defenders (5 minutes)

#### Lesson Content
- Move with a partner – on signal pick up a ball from one of the hoops
- The object of the activity is to pick up any ball and complete two passes with their partner. Then, set the ball back down and move to another ball.
- You can designate the type of passes used or allow students to use any pass.
- Establish a goal for the students (how many different balls, different types of passes, etc.) or time limit.

#### Role of Assistant
- Spread different types of balls around the gym for set-up
- Supervise and remind students of the rules
- Assist with equipment return

#### Variation: balls are placed in hoops around area rather than simply placing on ground a foot or two from where last balls was placed. Retrieve and return balls to closest hoops. May need to increase hoop with a limit of one ball per hoop during game.

### Cooperative Hi-5’s (10 minutes)

#### Lesson Content
- The students remain in pairs for the HRPA activity.
- Instruct students to face their partner on opposite sides of the playing area about 20 yards apart.
- On the signal, the partners run to the middle of the playing area, give each other a hi-five, and run back to their line to do the exercise.
- Call out commands for steps to add on next. Previous commands will not be repeated – the students must remember them.

#### Role of Assistant
- Teacher assistant can cue students of previous command(s) if needed
- Keep on opposite end as teacher to keep students on task
- Help students line up correctly

#### Suggested sequence:
- Hi-five right; 10 jumping jacks
- Hi-five left; 5 push-ups
- Hi-ten; 5 sit ups
- Low-five right; 10 arm circles forward
- Low-five left; 10 arm circles backward
- Low-ten; 10 jump twists
- Back-to-back over-the-head ten; 5 triceps dips (from crab position)
- Back-to-back between-the-legs ten; 5 crab kicks
- Sitting face-to-face touch bottom right foot; 10 skier jumps
- Sitting face-to-face touch bottom of left foot, bottom of both feet; grapevine right & left
- Finish with dead bug (lie on back screaming)

Set Up or Prep Duties  ➤ Cues or Key Concepts  ➤ Variation  ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
## Review Line Dancing:
The Scoot Dance
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: I Feel Lucky – Christy Lane’s Line Dancing Music</td>
<td>■ Monitor dance moves</td>
</tr>
<tr>
<td>■ Grapevine right &amp; left (8 beats)</td>
<td>■ Provide assistance as needed</td>
</tr>
<tr>
<td>■ Walk backwards right-left-right (3 beats)</td>
<td>■ Try to remain facing opposite of the teacher</td>
</tr>
<tr>
<td>■ Hitch (lift) left &amp; scoot forward on right (1 beat)</td>
<td></td>
</tr>
<tr>
<td>■ Step forward and down on left (1 beats)</td>
<td></td>
</tr>
<tr>
<td>■ Slide right beside left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>■ Step left &amp; make ¼ turn to left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>■ Touch right beside left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>■ Repeat dance</td>
<td></td>
</tr>
<tr>
<td>■ Perform dance to music</td>
<td></td>
</tr>
</tbody>
</table>

## Review Line Dancing:
The Celebration Dance
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor dance moves</td>
</tr>
<tr>
<td>Provide assistance as needed</td>
</tr>
<tr>
<td>Try to remain facing opposite of the teacher</td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
Dance 7th Grade Lesson 2

### Factor Tag
(5 minutes)

**LESSON CONTENT**
- Select 2-3 students to be wellness professionals & wear green pinnies (or heart shaped green tags) and 4-6 students to be risk factor taggers & wear red pinnies (or stop sign shaped red tags).
- Taggers try to tag as many students as they can.
- When tagged the first time the student places their hand over their heart.
- The second tag puts them in cardiac arrest. They stop and scream “Help, I’m having a heart attack!”
- Wellness professionals (carrying the green tags) free them by performing 3 jumping jacks with the tagged student.
- Switch the taggers after a minute.
- Have students get back in same lines from activity #2 for dances.

**ROLE OF ASSISTANT**
- ✓ Distribute pinnies to students
- ✓ Help supervise the game
- ✓ Remind students to be honest when they are tagged

### Boot Scootin’ Boogie
(10 minutes)

**LESSON CONTENT**
- Music: Boot Scootin’ Boogie – Christy Lane’s Line Dancing Music
- Right heel-toe touch 2x- 2 cts
- Left heel-toe touch 2x- 2 cts
- Right foot touch front, back, & side & slap right foot behind left leg-4 cts
- Grapevine right & left- 8 cts
- Step forward right-left-right & turn left leg ¼ to the right- 4cts
- Backup left-right-left & stomp right foot next to left- 4cts
- Keeping the heel down, pivot right foot to the right 2x- 2 cts
- Repeat steps
- Perform dance to music

**ROLE OF ASSISTANT**
- ✓ Move through students to keep them on task
- ✓ Assist students that are encountering difficulty
- ✓ Try to remain facing opposite of the teacher

### Think/Pair/Share
(5 minutes)

**LESSON CONTENT**
- Lead cool down stretches.
- Ask the students:
  - Which dance did you like the most?
  - Which dance was the easiest to learn? The most difficult?
  - What are three risk factors for heart disease?

**ROLE OF ASSISTANT**
- ✓ Supervise the cool down activities
- ✓ Monitor student responses to the think/pair/share questions

**ACTIVITY #4**

**ROLE OF ASSISTANT**
- ✓ Move through students to keep them on task
- ✓ Assist students that are encountering difficulty
- ✓ Try to remain facing opposite of the teacher

Italics indicate the teacher speaking directly to the student.
### Dance 7th 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 creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box step, slide, and pump steps.</td>
<td>6 cones different colors</td>
<td>✓ Have FLOW equipment ready on the side so students can set-up</td>
</tr>
<tr>
<td>Perform a four-wall dance.</td>
<td>Boom Box, CD’s</td>
<td>✓ Alternative – have stations set up around the perimeter of half or full court area for quick transitions. This should work easily with rhythms since no other equipment is used.</td>
</tr>
<tr>
<td>Identify at least 3 benefits of physical activity.</td>
<td>FLOW equipment</td>
<td>✓ Music cued</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 4 in safe space.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Triangle Tag</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 minutes)</td>
<td></td>
</tr>
<tr>
<td>Get in groups of four. Three hold hands/wrists in a triangle, facing each other.</td>
<td>Supervise students</td>
</tr>
<tr>
<td>One student in the triangle volunteers to be the target. The fourth player stands outside of the triangle as the chaser.</td>
<td>Remind students to change roles</td>
</tr>
<tr>
<td>The object of the game is simple: the chaser tries to tag the target on the arms or hands by moving around the triangle.</td>
<td>Set-up for tag game</td>
</tr>
<tr>
<td>The three players in the triangle all cooperate to protect the target by moving and shifting. The target cannot be tagged over or under the triangle; only around.</td>
<td></td>
</tr>
<tr>
<td>If you have an odd number of students you can</td>
<td></td>
</tr>
<tr>
<td>Rotate one extra person with a group or</td>
<td></td>
</tr>
<tr>
<td>Make a square and the blockers have to close their eyes and follow the directions of the person who wants to avoid being tagged</td>
<td></td>
</tr>
<tr>
<td>Easier yet – two of the four standing side by side with joined hands become a dual target for tagger. Everyone continues to be active and this doesn’t change the activity or make it any easier or harder</td>
<td></td>
</tr>
<tr>
<td>Change taggers on outside frequently after 1 min or so.</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.
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal, students stop and meet teacher in middle of tag area.</td>
<td>Monitor students</td>
</tr>
</tbody>
</table>

### FLOW (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to FLOW section for complete instructions.</td>
<td>Direct student where to put equipment</td>
</tr>
<tr>
<td>When setting up FLOW, explain to the students what area of fitness each station represents.</td>
<td>Supervise and stay near activity where student can get wild or hurt</td>
</tr>
<tr>
<td>FLOW rotation 1 ½ - 2 minutes per station with 20 seconds (or less) in between to move/set-up. Use 45 sec/station and rotate thru 2x’s – students will be much more likely to stay active and engaged</td>
<td>Supervise students as they return equipment</td>
</tr>
<tr>
<td>Students should be evenly grouped for 6 stations with no more than 3 students per station. Teacher should stay near stations that require extra supervision.</td>
<td></td>
</tr>
<tr>
<td>When the music begins, students perform the task at the given station for the duration of the music.</td>
<td></td>
</tr>
<tr>
<td>Music stops, reset all equipment, move to the next station, and begin next task when music starts again.</td>
<td></td>
</tr>
<tr>
<td>FLOW cont.</td>
<td></td>
</tr>
<tr>
<td>After 6 rotations, end FLOW and have the students help put equipment away. Leave FLOW equipment on outside perimeter or half court to reduce transition time for this class and classes that follow.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #1

**Food**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the music begins, students perform the task at the given station for the duration of the music.</td>
<td>Music: Boot Scootin' Boogie – Christy Lane’s Line Dancing Music</td>
</tr>
<tr>
<td>Right heel-toe touch 2x- 2 cts</td>
<td>Boot Scootin' Boogie</td>
</tr>
<tr>
<td>Left heel-toe touch 2x- 2 cts</td>
<td></td>
</tr>
<tr>
<td>Right foot touch front, back, &amp; side &amp; slap right foot behind left leg-4 cts</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left- 8 cts</td>
<td></td>
</tr>
<tr>
<td>Step forward right-left-right &amp; turn leg ¼ to the right-4 cts</td>
<td></td>
</tr>
<tr>
<td>Backup left-right-left &amp; stomp right foot next to left- 4cts</td>
<td></td>
</tr>
<tr>
<td>Keeping the heel down, pivot right foot to the right 2x- 2 cts</td>
<td></td>
</tr>
<tr>
<td>Touch right heel forward 2x then back 2x 8cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x -4 cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x – 4 cts</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #2

**Boot Scootin’ Boogie Review/And Introduce Stray Cat Strut (10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Stray Cat Strut and Boot Scootin’ Boogie and introduce Whoomp It Up:</td>
<td>Move around helping students having difficulty and keeping others on task</td>
</tr>
<tr>
<td>Music: Pump Up the Jam Jock Jams Vol. 1</td>
<td></td>
</tr>
<tr>
<td>Stray Cat Strut</td>
<td></td>
</tr>
<tr>
<td>Right heel forward &amp; back 2x, left heel forward &amp; back 2x- 8cts</td>
<td></td>
</tr>
<tr>
<td>Touch right heel forward 2x then back 2x 8cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x -4 cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x – 4 cts</td>
<td></td>
</tr>
<tr>
<td>Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down, step forward left heel, ball of foot down- 8 cts</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.*
### Boot Scootin’ Boogie Review/And Introduce Stray Cat Strut (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Jazz box step ¼ turn- 4 cts:  
  - right foot cross over left foot  
  - Step back on left foot  
  - Step slightly forward on right making ½ turn to the right  
  - Step left beside right  
- Jazz Box- 4 cts:  
  - Cross right foot over left  
  - Step back on left  
  - Step right beside left  
  - Step left beside right  
  Repeat dance | |

### Think/Pair/Share
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Students participate in stretching cool down activities.  
  - Ask (for think/pair/share):  
    - *What was the activity you liked most in FLOW?*  
    - *Which was the hardest FLOW activity to perform?*  
    - *What are three benefits of physical activity?* | - Lead stretching activities  
  - Supervise think/pair/share responses |

 Italics indicate the teacher speaking directly to the student.
.lesson_outcomes
- Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box step, slide, pump steps, kicks and cha-cha.
- Perform a four wall dance.

.equipment
- Long/Group Jump ropes
  - 1 rope/ 4 students
  - 3-4 pinnies for tag
- Boom box, CD’s
  - 4 large cones for tag

.before_class_set_up
- Have jump ropes in 3-4 containers spread out in area
- Fold long ropes and place around perimeter for easy distribution and collection.
- Have music ready

.rock_paper_scissors_partner_tag
.5_minute_actvity
.5_minute_activity
- Students find a partner and 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.
- The winner must quickly turn and run to and stop on the line (safety) between cones. The loser simply tries to tag his or her partner before he or she gets to the line.
- After 3 matches change partners (best of 3 wins).
- Could go with success and try again sides.
- Variations:
  - Divide the winners and the losers into separate groups and try again using best of 5.
  - All complete an additional exercise but the loser does an extra one, (ex. Jumping jacks, the winner does 5 the loser does 6).
  - If you bump into someone during the game you must stop, shake hands with that person and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

.leson_content
- Supervise students
- Participate with students

.role_of_assistant
- Supervise students
- Participate with students

.transition
.10_minute_activity
.10_minute_activity
- Have partners join another set of partners for HRPA.

.role_of_assistant
- Monitor students

.health_related_physical_activity
- Distribute jump ropes to students
- Supervise, encourage, and help students
- Keep students on task

.leson_content
- Students form groups of 4, pick up a long jump rope, and find an open space on the floor.
- Two students turn the rope while the other two students jump.
- 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 music to jump.
- Alternative: half group turns other half jumping - jumps one rope then move to any other rope in area. After they run and jump 5 times they switch with any turner. Make sure the same students are not opting to continue as turners.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Variations:</td>
<td></td>
</tr>
<tr>
<td>▶ Rope jump challenge 2 people:</td>
<td></td>
</tr>
<tr>
<td>See which group of partners can jump the longest (both jumpers must be jumping the rope). Which group of 4 can jump the longest? If two jumpers jump a long time that means the 2 turners are inactive. Count jumps then switch turners/jumps and add to the count. Music signals switch.</td>
<td></td>
</tr>
<tr>
<td>▶ Rope exchange challenge:</td>
<td></td>
</tr>
<tr>
<td>Begin with one jumper near each turner.</td>
<td></td>
</tr>
<tr>
<td>Left jumper, change places with the right turner after three jumps (three jumps and out)</td>
<td></td>
</tr>
<tr>
<td>Right jumper change places with the left turner after three jumps (three jumps and out)</td>
<td></td>
</tr>
<tr>
<td>Continue this pattern.</td>
<td></td>
</tr>
<tr>
<td>Try not to stop the rhythm of the rope's turning.</td>
<td></td>
</tr>
<tr>
<td>▶ Front door entry-run-exit pattern:</td>
<td></td>
</tr>
<tr>
<td>Each jumper should stand near the left turner's right shoulder.</td>
<td></td>
</tr>
<tr>
<td>Watch the rope as the turners turn it toward you, down, and away. As the rope passes your nose, enter and run through to exit near the rightturner's right shoulder.</td>
<td></td>
</tr>
<tr>
<td>Reenter front door near the right turner's left shoulder.</td>
<td></td>
</tr>
<tr>
<td>Remember, run through—do not jump the rope!</td>
<td></td>
</tr>
<tr>
<td>Repeat three times for each jumper.</td>
<td></td>
</tr>
</tbody>
</table>

### Transitions

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students form lines even with the sideline cones facing the teacher for line dances.</td>
<td>Assist with grouping</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **Music:** Pump Up the Jam Jock Jams Vol. 1 Stray Cat Strut  
- Right heel forward & back 2x, left heel forward & back 2x - 8cts  
- Touch right heel forward 2x then back 2x -4cts  
- Right heel forward 1x, Right toe backward 1x -2 cts  
- Right heel forward 1x, Right toe backward 1x – 2cts  
- Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down - 4 cts  
- Jazz box step ¼ turn- 4 cts:  
  - right foot cross over left foot  
  - Step back on left foot  
  - Step slightly forward on right making ¼ turn to the right  
  - Step left beside right  
- Jazz Box- 4 cts:  
  - Cross right foot over left  
  - Step back on left  
  - Step right beside left  
  - Step left beside right  
  Repeat dance | Move around keeping students on task and helping students |

---

### Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (continued) (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **Music:** C’Mon & Ride It (The Train) Whoop it up Dance  
- Slide step right and bring left foot together with right, then slide step left together with right, right together left, left together right (8 counts)  
- 4 pump steps forward, beginning with the right foot (8 counts):  
  - **Pump step**- step and hold for one count; step right hold, step left hold, step right hold, and step left hold.  
- Pivoting on the left foot, step back with the right ¼ turn right (CW), then pivot turning 180 degrees facing the left wall (CCW 2 counts)  
- Jump in a clockwise direction—3 jumps to face back to the front and clap on the final count (4 counts)  
  Repeat dance | Move around keeping students on task and helping students |

---

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students meet in middle of tag area for instructions.</td>
<td>Monitor students</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### High Five Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chose 2-4 students to be taggers (depending on the size of the class).</td>
<td>✓ Distribute pinnies to taggers</td>
</tr>
<tr>
<td>The rest of the students scatter around the gym.</td>
<td></td>
</tr>
<tr>
<td>On the signal to begin, the taggers try to tag as many students as they can on the hand or arm.</td>
<td>✓ Help supervise and remind students to say thank you and you’re welcome</td>
</tr>
<tr>
<td>When a student is tagged, they sit or kneel with both hands held up at shoulder height until someone comes up to them and does Hi-5 right hand; Hi-5 left hand; Hi-10 both hands; 2 claps on thighs and 2 hip bumps.</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative</strong> – those tagged jump, hop, ski jump or some other aerobic activity in place until someone comes to tag them. This would increase activity for those tagged rather than have them become inactive while they waited for help.</td>
<td></td>
</tr>
<tr>
<td>The rescued person MUST SAY THANK YOU, while the rescuer responds, YOU’RE WELCOME.</td>
<td></td>
</tr>
<tr>
<td>While being rescued, neither student can get tagged.</td>
<td></td>
</tr>
<tr>
<td>Switch taggers after 1-2 minutes</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: After playing for a while, add that the rescuers can be tagged while doing the High Five Jive.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Think/Pair/Share
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leg Dancing Stretches:</td>
<td></td>
</tr>
<tr>
<td>Sitting with knees bent, weight leaning back on hands.</td>
<td></td>
</tr>
<tr>
<td>Put music on and tap dance with feet following the leader.</td>
<td></td>
</tr>
<tr>
<td>Foot movements: both feet out/back, to right side/back, left side/back, split/back, up/down, up &amp; clap feet, etc.</td>
<td></td>
</tr>
<tr>
<td>✓ Lead stretching activity</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.*
**Lesson Outcomes**
- Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box, slide, pump, kicks and cha-cha steps.
- Create a simple line dance using steps.

**Equipment**
- Boom Box, CD’s
- 4 cones
- Create a Dance cards
- 3-4 noodles

**Before Class Set Up**
- Have music ready
- Set-up Tag game area
- Put out cones to form Cannonball Run

### One on One Duck, Duck, Goose / Partner Tag
**5 minutes**

**Instant Activity**

**Lesson Content**
- Find a partner and stand facing each other one arms length apart.
- Take turns tapping each other on the shoulder saying duck until one says goose.
- The partner who says goose runs/walks/crab walks away from the other (Students can designate before play).
- The partner who is the “goose” (i.e. chaser) performs a jumping jack/push-up from crab position, then attempts to tag partner.
- Start over after student is tagged.

**Role of Assistant**
- Supervise, or can participate if odd number of students.

### Cannonball Run & Medicine Ball Fitness
**10 minutes**

**Health Related Activity**

**Lesson Content**
- Place a cone at each corner and two along each sideline of a rectangular track that is about the size of a basketball court.
- Form 4-5 teams of equal size. Designate 1 player on each team to hold the medicine ball.
- Each team stands in file formation at a different corner of the area. If more than 4 teams use cones along track for start rather than just corner cones.
- When the music starts, each team starts jogging around the track with the last runner of each group carrying the medicine ball. Stay in this order. Do not pass the ball to other players.
- On the teacher’s signal, the runner with the medicine ball sprints forward on the inside of the track, passing all of the teams’ runners. As the last runner reaches the front of the line, the runner yells, “Cannonball!” This is the signal for the 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 person (the music can be used as signal for rotating the medicine ball).

**Role of Assistant**
- Place medicine balls on perimeter in hoops for easy equipment distribution/collection.
- Stay opposite teacher to assist supervision.

### Transition

**Instant Activity**

**Lesson Content**
- Partners join with one other pair for a group of 4. One person hustles to get medicine ball from hoop, while remaining group finds a cone and begins stretching. Person with ball returns to group and begins handing, rolling or tossing ball around the circle to group of 4.

**Role of Assistant**
- Monitor students.

**Activity continues**
### Cannonball Run & Medicine Ball Fitness (continued) (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the last runner receives the ball, he runs to the front of the team and continues the cannonball pass.</td>
</tr>
<tr>
<td>Continue at a steady pace, taking turns until the music stops. No team is permitted to pass another during the run.</td>
</tr>
<tr>
<td>Each team should yell out the number of “cannonball runs” made by the team.</td>
</tr>
<tr>
<td>To cool down, walk slowly around the track inhaling and exhaling deeply. Each team can report its score to the teacher.</td>
</tr>
</tbody>
</table>

**Variations:**

- Use a basketball or large utility ball.
- Increase the size of the track based on student ability and space.
- Increase the duration of the run as fitness improves.
- Introduce a break signal in which the team stops in place, quickly forms a circle, and while jogging in place, passes the ball back and forth across the circle to a teammate who is not on either side of them.
- Each group invents its own pattern or routine; increase the distance between students to increase effort.

### ROLE OF ASSISTANT

- Assist students, giving encouragement and help when necessary.
- Move around from group to group.
- Collect medicine balls.

### Music, Dance, & Movement

<table>
<thead>
<tr>
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<tbody>
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- Each group invents its own pattern or routine; increase the distance between students to increase effort.

### ROLES OF THE ASSISTANT

- Assist students, giving encouragement and help when necessary.
- Move around from group to group.
- Collect medicine balls.

---

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student with medicine ball hustles to place it back in the closest hoop before joining group - remaining students form groups of 4-5 and begin to stretch.</td>
<td></td>
</tr>
</tbody>
</table>

### Create a Dance

**ACTIVITY #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to the students that they will be creating their own line dance.</td>
<td>Observe students for creativity</td>
</tr>
<tr>
<td>Students will be working in groups of 4-6.</td>
<td>Make sure students are working together, allowing everyone in their group to contribute</td>
</tr>
<tr>
<td>The dance must have a minimum of 4 parts, each to a count of 4. You could include that the dance has to face more than one wall.</td>
<td>If tag game was not set-up before class, set-up now</td>
</tr>
<tr>
<td>Students may select parts from the Create-a-Line Dance cards or they can create their own. (If they use their own movements they must be approved by the teacher and everyone in their group must be able to perform the move).</td>
<td></td>
</tr>
<tr>
<td>All the dances will be to the same music. Play the song throughout the time the students are working (use the repeat function).</td>
<td></td>
</tr>
<tr>
<td>After 15 minutes, have the students perform their dance for the class.</td>
<td></td>
</tr>
<tr>
<td>Performances could be solo or two groups at a time or half the class at a time depending on the comfort level of the students. The audience is to cheer and give positive feedback to the group that just finished.</td>
<td></td>
</tr>
<tr>
<td>To increase MVPA: Consider smaller groups of 3-4 with less time to “create” – 5 minutes max. Provide lists of possible dance moves to select from. Could categorize so group must choose one move from each category. The more showing their dance at one time the more active the students and less pressure on individual students.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share

**COOL DOWN/CLOSURE**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in semicircle in front of teacher.</td>
<td>Lead the Hand Jive Activity while teacher observes</td>
</tr>
<tr>
<td>Slap thighs two times, clap two times, cross right hand over left hand twice, and cross left over right hand twice (counts 1-8).</td>
<td></td>
</tr>
<tr>
<td>Next, with hands fist, hit right fist on top of left fist two times, then hit left fist on top of right fist two times, (counts 9-12).</td>
<td></td>
</tr>
<tr>
<td>Then “hitchhike” (fist with thumb sticking up) twice with right hand and twice with left hand, (counts 13-16).</td>
<td></td>
</tr>
</tbody>
</table>

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

#### LESSON OUTCOMES
- Review and perform the following square dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle right, circle to a line, bend the line, four B’s chain, and right and left through.
- Develop movement combinations into repeatable sequences.
- Conduct activities that promote teamwork and improve students’ dance skills.

#### EQUIPMENT
- 4 cones with task cards
- Boom box, CD’s
- Pinnies
- Medicine balls
- Jump ropes
- 2 foam balls

#### BEFORE CLASS SET UP
- Set-up Four Corners activity space
- Have jump ropes in containers spread around the play area
- Prepare music for dance activities

### Four Corners
**LESSON CONTENT**
- Students form groups of 3-4 and stand inside the activity rectangle.
- The students perform different activities based on the task cards at each cone.
- Students continuously move around the perimeter of the rectangle to complete the activities on the task cards.
- Activities for the long sides of the rectangle include: jogging, power skipping, basketball shuffle, and the grapevine step.
- Activities for the short sides include: squat lunges, crab walk, broad jumps, high knees, and the pump step.
- When students reach each cone, they must perform an exercise at the cone for 10 seconds before moving around the perimeter of the rectangle to complete the activities on the task card. Examples of the activities the students can work on at each cone include: curl-ups, push-ups, ski jumps (back and forth over a line), passes with medicine ball
- Variations: Incorporate sports skills and equipment such as basketballs or team handballs (e.g., students can dribble a basketball along the perimeter of the rectangle).

**ROLE OF ASSISTANT**
- Set-up 4 cones in each corner of the gymnasium
- Place a task card on each cone
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter
- Supervise the activities
- Make sure students follow the directions

### Transition
**LESSON CONTENT**
- On the signal, students stop the instant activity and pick up a jump rope from the buckets set-up around the gym.

**ROLE OF ASSISTANT**
- Set-up buckets around the gymnasium with jump ropes in them

---

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

---
### Jump Rope Record Setting Day #1

**LESSON CONTENT**
- The students count how many jumps in a row they can perform for the following tasks:
  - Jump rope forward
  - Jump rope backward
  - Jump rope right foot forward
  - Jump rope left foot forward
  - Jump rope right backward
  - Jump rope let foot backward
  - Jump rope crossing

- Each student must have someone count and verify the number of times s/he completes each activity. Afterwards, the record setting student must tell the teacher and announce, “I have a new record. The category is _______. The number is ___. My name is _____.”
- Continue until signal to stop.
- Note: The students do not have to complete all of the categories; they can work on any activities that they choose.

**ROLE OF ASSISTANT**
- Walk around supervising students
- Assist students when necessary
- Collect the ropes at the end
- Prepare a sheet of paper for recording the students’ activities

### Scatter Square Dance

**LESSON CONTENT**
- Making Scatter Square Dance Fun and Successful
  1. Change partners often
  2. Pick different people
  3. Pick someone close
  4. Lost and found (designated place to get a partner)

- Solo Formations
  - Keep time to the music- Clap, snap, move any part of your body with the beat of the music
  - Turn one alone- Turn a circle alone
  - Hit the lonesome trail- Walk by yourself any place around the room
  - Deer – Stride Leaps
  - Tornado – Jump Full Turns
  - Spurs – Jump up and click heels

- 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. Can be done with two or four people
  - Shoot that star- The star breaks up into whatever the next call is.
  - Change Jockeys or Drivers- Use with either “horse and jockey” or “horse and buggy.” All people just turn and face the other direction so now there is a new person(s) in front

**ROLE OF ASSISTANT**
- Help demonstrate the skill
- Move around the students to assist the students having difficulty
### Scatter Square Dance (continued)
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner Formations</strong></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- Join hands with another person and walk around the 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- Hook either right or left elbows with a partner and turn once around.</td>
<td></td>
</tr>
<tr>
<td>- Circle up two- Join hands with a partner and walk in a circle together.</td>
<td></td>
</tr>
<tr>
<td>- Horse and Jockey- Partners one behind the other, with the back person putting hands on front person's shoulders.</td>
<td></td>
</tr>
<tr>
<td>- Horse and Jockey Promenade- Everyone lines up behind lead couple in horse and jockey fashion.</td>
<td></td>
</tr>
</tbody>
</table>

| **Big Circle Formations** | |
| - Circle up all- All partners or individuals form one big circle. | |
| - Grand Right and Left- Call out of “circle up all.” Give right hand to your partner and progress around the circle alternating left and right hands until you return to your partner. | |
| - Wind the Clock- All hands remained joined and the designated leader leads the group around and around in an increasingly smaller circle until the 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 kneeling behind them. Each couple in turn walks down the line the same way. Once at the end, “hit the lonesome trail.” | |
| - Tunnel- Two people form an arch; other partners go under the arch and immediately form an arch next to the arches. When everyone has gone through the arch the first couple goes through and each couple continues through the arch in turn. Once out, everyone “hits the lonesome trail.” | |

| **Group of Four Formations** | |
| - Circle up Four- Two sets of partners (four partners) all join hands and walk in a circle together. | |

Music: Wild, Wild West – Christ Lane's Line Dancing

**Sample Scatter Dance Call**
- Hit the lonesome trail
- Turn one alone
- Spurs
- Find a partner: honor that partner
- R elbow swing: L elbow swing
- Circle up four
- Circle left: Circle right
- Star Right: Star left
- Shoot that star
- Hit the lonesome trail
- Tornado
- Find a new partner
- Horse and jockey promenade
- Promenade all behind _______

---

**Italics indicate the teacher speaking directly to the student.**
### Scatter Square Dance (continued)

- **Tunnel**
- **Hit the lonesome trail**
- **Find a new partner and promenade**
- **Promenade all behind ________**
- **Skin the snake**
- **Hit the lonesome trail**
- **Hit the lonesome trail**
- **Turn one alone**
- **Spurs**
- **Find a partner: honor that partner**
- **Do si do your partner**
- **See saw**
- **Roundup**
- **Grand Right and Left**
- **Meet your partner and do si do**

**ROLE OF ASSISTANT**
- Continue to move around the students to assist the students having difficulty

### Transition

- **Divide the gym into as many sections as there are members on a team.** For example, use a team of 6 as taggers and divide the gym into 6 sections.

**ROLE OF ASSISTANT**
- Assist with organization

### Team Toss Tag (continued)

- **Provide a colored pinnie to each tagger.**
- **The taggers must remain in their section at all times.**
- **The other students are free to move anywhere they want in the gym.**
- **Taggers can only tag students in their section using the foam ball.**

**ROLE OF ASSISTANT**
- Distribute pinnies to students
- Provide foam balls to each of the designated taggers
- Move around the students to supervise the game
- Remind students of the rules

### Hand Jive

- **Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.**

**ROLE OF ASSISTANT**
- Lead or supervise the closure activities

**LESSON CONTENT**
- **Slap thighs two times, clap two times, cross right over left hand twice, and cross left over right hand twice (counts 1-8).**
- **Next, with hands fisted, hit right on top of left two times, then hit left on top of right two times, (counts 9-12).**
- **Then “hitchhike” twice with right hand and twice with left hand, (counts 13-16).**

**Variations:**
- Add or take away the number of sections for the game.
- Add more foam balls for the taggers to use to tag the other students.
- Allow 4-6 students to free those who have been tagged.
### Dance 7th Grade : Lesson 7

#### LESSON OUTCOMES
- Review and perform the following Square Dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle right, circle to a line, bend the line, four B's chain, and right and left through.
- Learn and perform new skills: left hand star, star promenade, inside out outside in
- Conduct activities that promote teamwork and improve students' dance skills.

#### EQUIPMENT
- 20-30 balls
- Boom box
- CD's

#### BEFORE CLASS SET UP
- Have music ready
- Set-up area for tag game
- Spread many different types of balls around the gym

#### LESSON CONTENT ROLE OF ASSISTANT

### Two Pass with Defender (5 minutes)

#### LESSON CONTENT
- The students pair up upon entering the gymnasium.
- The teacher assigns students as 4-5 students to be the "defenders," who will attempt to disrupt the passes thrown by the other students.
- The object of the game is to pick up any ball, complete two passes with their partner, set the ball back down and move to another ball.
- Teacher can designate the type of passes, allow students to pass in a specific direction, or specify how many different types of passes should be made.
- Establish a goal (how many different balls, different types of passes, etc.) or time limit.

#### ROLE OF ASSISTANT
- Move around the students to ensure quality control
- Remind students of the rules

#### Variant:
- Play as a team game; two teams on each side of the gym. On go make two passes then roll ball to other side of gym. The object is to get rid of all the balls on your side.

### Aerobic Circle (10 minutes)

#### LESSON CONTENT
- After the circles are formed, one partner goes inside the circle with the teacher, while the other partner stays along the perimeter of the circle.
- The assistant begins playing music with a strong 4/4 beat. (Gonna Make You Sweat – Jock Jams Vol. 1)
- Explain to the students that they have the opportunity to be the leader of the circle for 16 beats. The leader of the circle must stand in the center of the circle.
- After 16 beats, another student replaces the leader.

#### HEALTH RELATED PHYSICAL ACTIVITY
- Examples of aerobic activities:
  - Jog: clapping hands overhead, behind, in front, under right leg, and under left leg
  - Sailor jumps: jump with one leg forward and the 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

#### ROLE OF ASSISTANT
- Help supervise and keep students on task

#### Activity continues

---

**Italics indicate the teacher speaking directly to the student.**
## Aerobic Circle (continued) (10 minutes)

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seat kicks: jump up and kick your buttocks with your heels</td>
<td></td>
</tr>
<tr>
<td>Mule kicks: place hands on floor, kick legs straight behind</td>
<td></td>
</tr>
<tr>
<td>Front kicks, kick legs out front</td>
<td></td>
</tr>
<tr>
<td>Skier kick; jump from side to side</td>
<td></td>
</tr>
<tr>
<td>Bell jumps; jump forward and back</td>
<td></td>
</tr>
<tr>
<td>X-jumps- jump to cross and uncross legs</td>
<td></td>
</tr>
<tr>
<td>Pantomime jumping rope</td>
<td></td>
</tr>
<tr>
<td>Cool dancing</td>
<td></td>
</tr>
</tbody>
</table>

## Christy Lane’s Square Dancing: Two Times (continued) (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four men star left</td>
<td></td>
</tr>
<tr>
<td>Right arm turn</td>
<td></td>
</tr>
<tr>
<td>Left allemande the corner</td>
<td></td>
</tr>
<tr>
<td>Promenade the corner</td>
<td></td>
</tr>
<tr>
<td>Four ladies chain</td>
<td></td>
</tr>
<tr>
<td>Repeat entire dance except bows to partner &amp; corner</td>
<td></td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to sit in the middle of the playing area.</td>
<td></td>
</tr>
<tr>
<td>Assist with organization</td>
<td></td>
</tr>
</tbody>
</table>

## Shadow Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pair up with one partner standing with his or her back facing other partner. The other partner stands one arms length away.</td>
<td></td>
</tr>
<tr>
<td>On teacher’s signal, the front partner tries to get away from “shadow” partner.</td>
<td></td>
</tr>
<tr>
<td>After 20-30 seconds, the teacher signals and the shadow partner can now reach out and tag his or her partner.</td>
<td></td>
</tr>
<tr>
<td>When a student is tagged, he or she must perform 5 exercises (push-ups, sit ups, jumping jacks, etc).</td>
<td></td>
</tr>
<tr>
<td>If the shadow cannot tag his or her partner, then he or she must do the exercises.</td>
<td></td>
</tr>
<tr>
<td>Partners switch roles after 3 minutes and continue playing the game.</td>
<td></td>
</tr>
<tr>
<td>Set-up 4 cones in a 20’x20’ area</td>
<td></td>
</tr>
<tr>
<td>Play spy music (optional)</td>
<td></td>
</tr>
<tr>
<td>Help supervise game</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Stretching
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ Lead stretching and asks the students:  
  ■ What skills did we learn in square dancing?  
  ■ Which skills can you put together to create a square dance? | ■ Assist with stretching activities  
■ Monitor student responses to the think/pair/share questions |

**COOL DOWN/CLOSURE**

**Stretching**

(5 minutes)
<table>
<thead>
<tr>
<th>Dance</th>
<th>7th Grade</th>
<th>Lesson 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Set Up or Prep Duties</td>
<td>🔴 Cues or Key Concepts</td>
<td>➜ Variation</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Dance 7th Grade: Lesson 8

#### Lesson Outcomes
- Review and perform the following Square Dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle to a line, bend the line, four B’s chain, right, left through, left hand star, star promenade, and inside out - outside in.

#### Equipment
- Cones with task cards attached for IA
- Boom box, CD’s
- Pinnies
- FLOW equipment
- Square Dance skill cards

#### Before Class Set Up
- Set-up cones with task cards attached
- Have FLOW equipment ready on the side for students to quickly pick up
- Prepare music for the activities

### Partner Activities
(5 minutes)

#### Lesson Content
- Students pair up upon entering the gymnasium.
- Each pair sits back to back, do not allow pairs to hook elbows or try to stand up.
- Instruct the students to complete the following activities using the instructions provided:
  - **Pair Bicycling**: Partners sit crab walk style, placing bottom of both feet together while lifting their bodies and attempting to “pedal” their feet like a bicycle.
  - **Wring the Dishrag**: Join hands and lift hands up both turn to right (or left) spin all the way around back to the starting point without letting go.
  - **Stand-Off**: Each pair stand facing each other at an arms length apart. The feet of each partner must be side by side together. Partners put their hands with palms facing their partners. The object is to cause your partner to lose his or her balance, (move his or her feet at all) however, you may only make contact with your hands. It is permissible to dodge and feint with your hands.
  - **Variation**: Each pair can begin the activity with their palms together. The student may not lose contact with their partner’s hands or he or she will lose the game.

#### Role of Assistant
- Walk around the activity area to supervise the students
- Assist students if needed

### Partner Activities (continued)
(5 minutes)

#### Lesson Content
- **Aura**: Face your partner at arms length apart. Touch palms (either right or left). Keeping eyes closed, each partner turns around 3 times and, without opening eyes, try to relocate your partner by placing palms together again
- If time permits, students can then attempt activities with other students

#### Role of Assistant
- Walk around the activity area to supervise the students
- Assist students if needed

### Transition

#### Lesson Content
- Students form groups of 4 to participate in the FLOW activities.

#### Role of Assistant
- Assist with grouping

---

*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>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
**FLOW**
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Explain to the students what each area of fitness the FLOW stations represent.</td>
<td>✓ Set up FLOW stations</td>
</tr>
<tr>
<td>▪ Students should be evenly grouped at 6 stations with no more than 3 students per station.</td>
<td>✓ Supervise FLOW</td>
</tr>
<tr>
<td>▪ Allow 1 1/2-2 minutes to complete the activities at each FLOW station with 20 seconds (or less) in between stations to move or set-up materials.</td>
<td>✓ Stand near any activity where students can get hurt or too wild</td>
</tr>
<tr>
<td>▪ When the music stops, reset all of the equipment for the FLOW activity, move to the next station, and begin tasks when the music starts again.</td>
<td>✓ Monitor students as they return FLOW equipment</td>
</tr>
<tr>
<td>▪ After 6 rotations, end the FLOW activities and have the students help put the equipment away.</td>
<td></td>
</tr>
<tr>
<td>▪ After the equipment has been put away, the students need to quickly meet in the middle of the area.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Instruct the students to form groups of 8, so that each group can be broken down into 2 subgroups of 4 for the square dance.</td>
<td>✓ Assist with grouping</td>
</tr>
</tbody>
</table>

---

**Christy Lane’s Square Dancing Today; Two Times Review**
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run through the skills a couple of times to help students become familiar with the calls before playing Christy Lane’s Square Dancing Today CD - Two Times</td>
<td>▪ Help demonstrate the skill</td>
</tr>
<tr>
<td>Music: Two Times</td>
<td>▪ Move around the students to assist the students having difficulty</td>
</tr>
<tr>
<td>▪ Bow to the partner</td>
<td></td>
</tr>
<tr>
<td>▪ Bow to the corner</td>
<td></td>
</tr>
<tr>
<td>▪ Four men star right</td>
<td></td>
</tr>
<tr>
<td>▪ Left allemande</td>
<td></td>
</tr>
<tr>
<td>▪ Weave the ring</td>
<td></td>
</tr>
<tr>
<td>▪ Do-si-do</td>
<td></td>
</tr>
<tr>
<td>▪ Promenade</td>
<td></td>
</tr>
<tr>
<td>▪ Promenade ½</td>
<td></td>
</tr>
<tr>
<td>▪ Right &amp; left through</td>
<td></td>
</tr>
<tr>
<td>▪ Circle to the right</td>
<td></td>
</tr>
<tr>
<td>▪ Circle to the left</td>
<td></td>
</tr>
<tr>
<td>▪ Left allemande</td>
<td></td>
</tr>
<tr>
<td>▪ Do-si-do</td>
<td></td>
</tr>
<tr>
<td>▪ Four men star left</td>
<td></td>
</tr>
<tr>
<td>▪ Right arm turn</td>
<td></td>
</tr>
<tr>
<td>▪ Left allemande the corner</td>
<td></td>
</tr>
<tr>
<td>▪ Promenade the corner</td>
<td></td>
</tr>
<tr>
<td>▪ Four ladies chain</td>
<td></td>
</tr>
<tr>
<td>▪ Repeat entire dance except bows to partner &amp; corner</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Continuous Everybody’s It
*(5 Minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone in class is it</td>
</tr>
<tr>
<td>If a student gets tagged they must sit down where they were tagged</td>
</tr>
<tr>
<td>If two students tag each other at the same time, both sit. (if they can't decide or argue, they must do a round of rock, paper, scissors, however if both put out the same sign they both sit)</td>
</tr>
<tr>
<td>This game is usually over quick with most students sitting, however, add 1-2 students wearing pinnies to be “un-freezers”</td>
</tr>
</tbody>
</table>

**Variation:** Assign “un-freezers” who can do a special high-5 handshake, exercise, hug, etc. with frozen student to free them

| ROLE OF ASSISTANT |

## Hand Jive
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.</td>
</tr>
<tr>
<td>Below are the instructions for the Hand Jive Cool Down Activity:</td>
</tr>
<tr>
<td>- Slap thighs two times, clap two times, cross right over left hand twice, and cross left over right hand twice (counts1-8).</td>
</tr>
<tr>
<td>- Next, with hands fisted, hit right on top of left two times, then hit left on top of right two times, (counts 9-12).</td>
</tr>
<tr>
<td>- Then “hitchhike” twice with right hand and twice with left hand, (counts 13-16).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise the cool down activities</td>
</tr>
<tr>
<td>✓ Set Up or Prep Duties</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Dance 7th Grade: Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▪ Respect persons from different backgrounds and learn about dances from different cultures.  
  ▪ Perform the Cotton Eyed Joe Folk Dance | ▪ 30-40 Cones  
  ▪ 8-10 Rubber Chickens | ✅ Set up cones for Four corners  
  ✅ Have extra cones available on the side for HRPA |

## INSTANT ACTIVITY

### Four Corners (5 minutes)

#### LESSON CONTENT

- Students form groups of 3-5 as they enter the gym.
- Instruct groups to move around rectangle using the movement indicated on the task cards:
  - Activities for the long sides of the rectangle can include jogging, power skipping, basketball shuffle, and carioca/grapevine
  - Activities for the short sides can include squat lunges, crab walk, broad jumps, and high knees
- Start students in several different areas of the rectangle so there is less of a chance of “bunching”
- Stop students periodically and have them do strengthening activity for 10 seconds such as curl-ups or push-ups.

#### Variations:

- Incorporate sport skills and equipment such as basketballs or team handballs (e.g., students can dribble when appropriate); incorporate tumbling skills (e.g., rolls) and pieces of equipment (e.g., low hurdles) to go over on the short sides of the rectangle.

#### ROLE OF ASSISTANT

- Set 4 cones 20 x 20 depending on class size, with task cards on each cone
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter
- Help supervising students, keep them moving and focused
- Help students find a partner

### Transition

#### LESSON CONTENT

- Have students find a partner, and instruct one to stand and the other to sit. Form 2 teams from the standing and sitting students.

#### ROLE OF ASSISTANT

- Assist with grouping

### Crazy Cones (10 minutes)

#### LESSON CONTENT

- Activity starts with cones randomly set-up in the activity area, with an equal number of standing cones and knocked over cones.
- Partners compete against each other: one team sets up the cones while the other team knocks them down.
- Vary method of knocking down and setting cones:
  - Round 1: only knock down and set-up cones with 1 finger
  - Round 2: elbows only
  - Round 3: feet only
  - Round 4 knock down with knees only, set-up with thumbs only

#### ROLE OF ASSISTANT

- Help supervise, stay opposite from teacher, remind students of rules, how they are supposed to knock down and pick up cones
- At end of activity supervise students to put cones away

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the activity is over, ask students to grab the cone(s) next to them and</td>
<td>■ Assist with organization</td>
</tr>
<tr>
<td>bring them to a specified area.</td>
<td></td>
</tr>
</tbody>
</table>

### Cotton Eyed Joe (continued)

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four ladies promenade in the center of the ring</td>
<td>■ Remind students of the instructions</td>
</tr>
<tr>
<td>Swing your partner</td>
<td></td>
</tr>
<tr>
<td>Circle to the right</td>
<td></td>
</tr>
<tr>
<td>Promenade single file</td>
<td></td>
</tr>
<tr>
<td>Four ladies backtrack</td>
<td></td>
</tr>
<tr>
<td>Box the gnat</td>
<td></td>
</tr>
<tr>
<td>Allemande left with the corner</td>
<td></td>
</tr>
<tr>
<td>Do-si-do partner</td>
<td></td>
</tr>
<tr>
<td>Four boys star left</td>
<td></td>
</tr>
<tr>
<td>Right arm turn partner by the right</td>
<td></td>
</tr>
<tr>
<td>Allemande left your corner</td>
<td></td>
</tr>
<tr>
<td>Do a right and left grand</td>
<td></td>
</tr>
<tr>
<td>Promenade partner</td>
<td></td>
</tr>
<tr>
<td>Four boys promenade in the center of the ring</td>
<td></td>
</tr>
<tr>
<td>Back home and swing your partner</td>
<td></td>
</tr>
<tr>
<td>Repeat from beginning without the bows</td>
<td></td>
</tr>
<tr>
<td>Bow to partner, bow to corner</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #1**

Cotton Eyed Joe

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run through the skills a couple of times to help students become familiar</td>
<td>■ Help teacher demonstrate new skills</td>
</tr>
<tr>
<td>with the calls before playing the Christy Lane Square Dance Today CD –</td>
<td>■ Walk the dance floor to assist with square dancing</td>
</tr>
<tr>
<td>Cotton Eyed Joe</td>
<td>technique</td>
</tr>
<tr>
<td>Cotton Eyed Joe</td>
<td></td>
</tr>
<tr>
<td>■ Bow to the partner</td>
<td></td>
</tr>
<tr>
<td>■ Bow to the corner</td>
<td></td>
</tr>
<tr>
<td>■ Circle to the left</td>
<td></td>
</tr>
<tr>
<td>■ Circle to the right</td>
<td></td>
</tr>
<tr>
<td>■ Promenade single file</td>
<td></td>
</tr>
<tr>
<td>■ Four men backtrack</td>
<td></td>
</tr>
<tr>
<td>■ Box the gnat</td>
<td></td>
</tr>
<tr>
<td>■ Right &amp; left grand</td>
<td></td>
</tr>
<tr>
<td>■ Promenade</td>
<td></td>
</tr>
<tr>
<td>■ Couples 1 &amp; 3 promenade ½ around</td>
<td></td>
</tr>
<tr>
<td>■ Couples 2 &amp; 4 right and left through</td>
<td></td>
</tr>
<tr>
<td>■ Circle to the left</td>
<td></td>
</tr>
<tr>
<td>■ Four men star right</td>
<td></td>
</tr>
<tr>
<td>■ Left allemand</td>
<td></td>
</tr>
<tr>
<td>■ Weave the ring</td>
<td></td>
</tr>
<tr>
<td>■ Promenade home</td>
<td></td>
</tr>
<tr>
<td>■ Couples 1 &amp; 3 promenade ½ around</td>
<td></td>
</tr>
<tr>
<td>■ Do a right and left through</td>
<td></td>
</tr>
<tr>
<td>■ Couples 2 &amp; 4 promenade ½ around</td>
<td></td>
</tr>
<tr>
<td>■ Do a right and left through</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
## Chuck the Chicken

### (10 minutes)

**LESSON CONTENT**
- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.
- Assign 2-3 students to be it. Have them wear pinnies. (add more taggers if action is slow)
- To be immune from a tag, you can’t be holding a chicken.
- If carrying a chicken, to avoid being tagged the student can chuck the chicken to another student.
- Since there are only 10 birds in a class of 30, there is much “chucking the chicken”
- Students must be carrying chicken in their hand and can only have one chicken.
- When tagged the student must go to the “Chicken Kitchen” (a small designated area) and perform these fitness tasks – 3 push-ups, 3 sit-ups, and three jumping jacks.
- If a tagger picks up a chicken from the floor or intercept a chicken, (chicken can not be taken from a student) ALL students being chased must stop and do three push ups.

**ROLE OF ASSISTANT**
- Hand out pinnies and chickens.
- Help supervise game.
- Collect chickens and pinnies.

---

## Cool Down/Closure

### (5 minutes)

**LESSON CONTENT**
- Student leads stretching.
- Ask:
  - Which do you prefer; knocking the cones down or setting them back up? Why?
  - What is your favorite maneuver in Square Dancing?
  - How did you feel when you were being chased in Chuck the Chicken and no one passed a chicken to you? When someone did “chuck” the chicken to you?

**ROLE OF ASSISTANT**
- Can lead or supervise.

---

## Transition

**LESSON CONTENT**
- Return chickens and pinnies to middle of area for closure.

**ROLE OF ASSISTANT**
- Assist with collecting the equipment.

---

✅ Set Up or Prep Duties  ☚ Cues or Key Concepts  ➞ Variation  ⭐ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Dance 7th Grade : Lesson 10

## Instant Activity

<table>
<thead>
<tr>
<th><strong>Instant Activity</strong></th>
<th><strong>Lesson Content</strong></th>
<th><strong>Role of Assistant</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Toe Fencing</td>
<td>Find a partner and face each other holding wrists or each others shoulders. Then try to tap the tops of each other's toes with your feet. When one student scores 3 taps, they move to the success side while their partner moves to the try again side. Upon enter new side, find a new partner and repeat.</td>
<td>Supervise students. Make sure the students follow the instructions. Participate in the game if there is an odd number of students.</td>
</tr>
</tbody>
</table>

## HEALTH RELATED PHYSICAL ACTIVITY

### Step Aerobics

**Workout 2: Intermediate**

- **Lesson Content:**
  - Please see Appendices C and D.
  - **Music:** Robi Rob's Boriqua Anthem & Don't Stop Moving - Jock Jams Vol. 3
  - Students stay in the same pairs from the IA.
  - The student from each pair who won the last fencing match picks up a step from the assistant.
  - Each pair must share one step for the aerobics activity.
  - Below is a list of recommended steps listed in order of difficulty:
    - Basic right – these all need to be explained here or in appendix. I have a reference section where these steps can be found.
    - Basic left wide step
    - Alternating tap up
    - Alternating knee lift
    - Alternating leg lift
    - Alternating heel lift

- **Role of Assistant:**
  - Distribute step platforms to students.
  - Move around the activity space to monitor quality control.
  - Supervise students as they return their step platform.

## Role of Assistant

- **Cues or Key Concepts:**
  - Set up or Prep Duties
  - Variation
  - Challenge

### Lesson Outcomes

- Respect persons from different backgrounds and learn about dances from different cultures.
- Perform the following dances: Locomotion and the Modified Virginia Reel

### Equipment

- Steps: 1 per 2 students
- 4-8 cones
- 2-3 green pinnies
- Boom box, CD's
- 5-6 red pinnies
- 2-3 noodles

### Before Class Set Up

- Set-up activity area
- Place steps along the side so students can get them easily
- Prepare music for the activity
- Mark off 20' x 20' area for tag game

*Italics indicate the teacher speaking directly to the student.*
### Step Aerobics

**Workout 2: Intermediate (continued)**

**LESSON CONTENT**

- Alternating wide-step tap down
- Over the top
- Straddle down
- Hamstring heel press 12 repetitions
- Alternating lunge B
- Plie 12 repetitions
- Outer leg lift 8 repetitions
- Triceps push up 10 repetitions
- Abdominal lift 12 repetitions
- Abdominal cross over 12 repetition
- Repeater knee lift
- Repeater heel lift
- Repeater leg lift
- Alternating tap up/straddle down
- Across the top

- The student in each pair who did not pick-up the step from the teacher at the beginning of the activity now returns the step to the assistant.

### Dance Mixer: Locomotion

**LESSON CONTENT**

- Music: Ready To Go – Jock Jams Vol. 3

**Locomotion**

- Walk fwd 8 steps on 8th step turn to face partner
- Walk bkwd 4 steps (away from partner)
- Walk fwd 4 steps (toward partner)
- Slap rt hand 2x w/partner
- Slap lft hand 2x w/partner
- Slap both hands 2x w/partner
- Slap own thighs 2x
- Walk bkwd 4 steps away from partner
- Walk fwd 4 steps & face counterclockwise to repeat dance OR walk fwd & up to new partner (Inner circle stays same)

**ROLE OF ASSISTANT**

- Supervise dance technique
- Participate in the dance if there are an odd number of students
- Help students who are having problems with the dance steps

### Transition

**LESSON CONTENT**

- 6 - 8 couples should be in each group, resulting in 12 – 14 students in each group.

**ROLE OF ASSISTANT**

- Assist with grouping

*Italics indicate the teacher speaking directly to the student.*
### Modified Virginia Reel

**ACTIVITY #2**

**Modified Virginia Reel**

**Lesson Content (10 minutes)**

- **Formation:** partners stand facing each other in parallel lines.
- **Steps:**
  - Walk fwd & bow to your partner & return to home position 8 cts.
  - Walk fwd grab rt hands and circle 1x return to home position 8 cts.
  - Repeat with lft hand 8 cts.
  - Repeat with both hands 8 cts.
  - Do-si-do with your partner 8cts.
  - Walk fwd give partner a “high 10” and return.
  - Head couple joins hands and slides down the line and back 16 cts.
  - Head couple splits going to the outside leading their line to the back of the formation 8 cts.
  - Lines make an arch & each couple meets going through the arch and back into parallel lines 8cts.
  - The head couple remains at the back of the line and the couple closest to the music becomes the new head couple.

**Role of Assistant**

- Participate in the dance if there are an odd number of students
- Help students who are having problems with the dance steps

### Think/Pair/Share

**Lesson Content (5 minutes)**

- Lead stretching
- Tell students to think, pair, share and asks:
  - *How would you describe the dance steps for the Virginia Reel?*
  - *What makes a dance a mixer?*
  - *Why do you think we need mixer dances?*

**Role of Assistant**

- Monitor stretching technique and student answers to closure questions

---

*Italics indicate the teacher speaking directly to the student.*
Dance 7th Grade Lesson 10

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

* Italics indicate the teacher speaking directly to the student.*
Dance 7th Grade : Lesson 11

LESSON OUTCOMES
- Respect persons from different backgrounds and gain appreciation for the cultural significance of dance.
- Perform Virginia Reel, Hully Gully, and Barn Dance.

EQUIPMENT
- Steps
- Pennies
- Cones to mark tag game area
- Bean bags for IA
- Boom box, CD's

BEFORE CLASS SET UP
- Have bean bags ready for IA
- Have steps on the side for students
- Have music ready
- Set-up tag game area

West African Jumping
(5 minutes)

LESSON CONTENT
- Objective: Leg strength/endurance; problem-solving; cooperation.
- Students form pairs and stand facing each other.
- The students decide who the “same” winner is and who the “different” winner is.
- The game begins with the players jumping in place six times. On the sixth jump, both players randomly stick one foot forward when they land.
- If the feet match on the same side, the “same” player wins, if the feet are on opposite sides, the “different” player wins.
- The game continues with the students jumping six times again.
- After the third turn, each student raises his/her hand and looks for a new partner to play with.

ROLE OF ASSISTANT
- Walk around, supervise-keep students on task
- Help supervise students getting their steps

Intermediate Body Sculpting Steps
(10 minutes)

LESSON CONTENT
- Music: Pump Up the Volume & The Power Jock Jams Vol. 1
- Basic right with biceps curl
- Alternating knee lift with overhead press
- Basic left with shoulder punch
- Wide step with alternating upright row
- Alternating wide-step down with alternating upright row
- Turn with chest crossover
- Alternating tap down with biceps curl
- Over the top with overhead press
- Repeater knee lift over the top with shoulder punch
- Straddle down alternating knee lift with overhead press
- Alternating lunge with alternating shoulder punch
- Straddle down with alternating biceps curl
- Alternating knee lift straddle down with triceps back
- Straddle down with alternating biceps curl
- Repeater leg lift with biceps curl

ROLE OF ASSISTANT
- Move around, keep students focused.
- Praise students doing a good job

Transition

LESSON CONTENT
- Have students with beanbag return them, while partner gets step and students spread out facing teacher with their partners and steps.

ROLE OF ASSISTANT

Activity continues

 Italics indicate the teacher speaking directly to the student.

✓ Set Up or Prep Duties
➜ Cues or Key Concepts
- Variation
☆ Challenge

Dance 7th Grade Lesson 11
### Intermediate Body Sculpting Steps (continued) (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Alternating tap down with biceps curl</td>
<td></td>
</tr>
<tr>
<td>■ Wide step with alternating upright row</td>
<td></td>
</tr>
<tr>
<td>■ Basic left with alternating biceps curl</td>
<td></td>
</tr>
<tr>
<td>■ Repeater heel lift with triceps kick back</td>
<td></td>
</tr>
<tr>
<td>■ Basic right with upright row</td>
<td></td>
</tr>
<tr>
<td>■ Repeater knee lift with overhead press</td>
<td></td>
</tr>
<tr>
<td>■ Cross the top with overhead press</td>
<td></td>
</tr>
<tr>
<td>■ Tap up/down with alternating biceps curl</td>
<td></td>
</tr>
<tr>
<td>■ Across the top tap up/tap down with overhead press</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ The student who did not bring a step out at the start of the activity return steps to TA and then rejoin partner. Tell students to get into a set of six couples.</td>
<td>■ Help supervise students returning the steps</td>
</tr>
</tbody>
</table>

### Folk Dances: Virginia Reel/Hully Gully (continued) (20 minutes)

**Activity #1**

Please see Appendix H.

Music: Lloyd Shaw’s Contras CD – Virginia Reel

**Virginia Reel:**

- Form sets of 6 couples. If there are more or less couples in each set, then watch the timing, wait until all dancers are in place at the end of a sequence and until they can begin the forward and back on an eight count phrase.
- Cts 1-8: All go forward and back with a high-5

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Cts. 9-16: All go forward and do it again</td>
<td></td>
</tr>
<tr>
<td>■ Cts.17-24: Turn your partner right hand around (can be an elbow swing or the pigeon wing handhold-hands joined with fingers up, elbows down, close to partner.)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 12-32: Turn your partner left hand around (elbow swing or pigeon wing handhold)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 33-40: Turn your partner both hands around</td>
<td></td>
</tr>
<tr>
<td>■ Cts 41-48: All go forward and do-si-do</td>
<td></td>
</tr>
<tr>
<td>■ Cts 49-56: First couple sashay down (with both hands joined take 8 sliding steps sideways down the center of the set</td>
<td></td>
</tr>
<tr>
<td>■ Cts 57-64: Re-sashay back to place (8 slide steps back up to the set place)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 1-40: First couple reel the set (see end of lesson for explanation)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 41-48: Same couple sashay up (head couple slides 8 back to the top of the set)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 49-56: March to the foot and arch (see end of lesson)</td>
<td></td>
</tr>
<tr>
<td>■ Cts 57-64: Lines sashay to the head of the set (the second couple becomes the new head couple, while the old head couple stays at the end of the set)</td>
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</tr>
</tbody>
</table>

Repeat the dance until all couples have been head couples
### Folk Dances: Virginia Reel/Hully Gully (continued) (20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Watermelon Crawl – Christy Lane’s Line Dancing Music</td>
<td></td>
</tr>
<tr>
<td><strong>Hully Gully:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Measures 1-2: grapevine right with left foot kick at end, then grapevine left with right foot kick at end.</td>
<td></td>
</tr>
<tr>
<td>■ Measures 3-4: step R, touch L, step R, touch L; walk R, L, turn-step forward on right foot touch left toe beside R, step forward on L foot touch right toe beside left. Walk forward right, left, right; on the forth count, hop on right foot turning ¼ turn R</td>
<td></td>
</tr>
<tr>
<td>■ Measures 5: back up, 2, 3, swing-back-u left, right, left; on the forth count hop on left foot while swinging right foot across in front of left</td>
<td></td>
</tr>
<tr>
<td>■ Need music with a strong 4/4 beat and students must follow the beat, not the phrase of the music.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Teacher leads stretching</td>
<td>■ Can lead or supervise</td>
</tr>
<tr>
<td>■ Teacher asks:</td>
<td></td>
</tr>
<tr>
<td>■ What is the difference between the Modified Virginia Reel and the Virginia Reel?</td>
<td></td>
</tr>
<tr>
<td>■ What are the risk factors for heart disease?</td>
<td></td>
</tr>
</tbody>
</table>

---

**ACTIVITY #1**

**Folk Dances:**
- **Virginia Reel/Hully Gully**
  - (continued)
  - (20 minutes)

**LESSON CONTENT ROLE OF ASSISTANT**
- **Music**: Watermelon Crawl – Christy Lane’s Line Dancing Music
- **Hully Gully**:
  - Measures 1-2: grapevine right with left foot kick at end, then grapevine left with right foot kick at end.
  - Measures 3-4: step R, touch L, step R, touch L; walk R, L, turn-step forward on right foot touch left toe beside R, step forward on L foot touch right toe beside left. Walk forward right, left, right; on the forth count, hop on right foot turning ¼ turn R
  - Measures 5: back up, 2, 3, swing-back-u left, right, left; on the forth count hop on left foot while swinging right foot across in front of left
  - Need music with a strong 4/4 beat and students must follow the beat, not the phrase of the music.

**COOL DOWN/CLOSURE**

**LESSON CONTENT ROLE OF ASSISTANT**
- Teacher leads stretching
- Teacher asks:
  - What is the difference between the Modified Virginia Reel and the Virginia Reel?
  - What are the risk factors for heart disease?
<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>

*Italicics indicate the teacher speaking directly to the student.*
## Dance 7th Grade: Lesson 12

### Lesson Outcomes
- Show consideration toward others in the physical activity setting by working and encouraging classmates during jumping rope and folk dancing activities.
- Perform the following folk dances: Phraze Craze; Cotton Eyed Joe; Apat, Apat
- Jump rope with a partner to complete challenges.

### Equipment
- Ropes
- 14 cones
- 2-4 noodles
- Boom box, CD’s
- Task cards for HRPA to put on cones
- Bicycle inner tubes 1 per 2 students (if available)

### Before Class Set Up
- Have jump ropes ready for HRPA
- Put challenge cards on cones and place cones in area for HRPA
- Set-up cones for IA and Pass the Fat tag game
- Listen to Apat, Apat music
- Have music ready

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

#### Lesson Content
- Students find a partner and play 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.
- The winner must quickly turn and runway 6 steps. The loser tries to tag their partner before they get 6 steps away.
- After best of 3 matches change partners.
- If you bump into someone during the game you must stop, shake hands with that person and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

#### Role of Assistant
- Move around area supervising the students.
- Participate in the activity if there are an odd number of students
- Monitor quality control

#### Variations:
- Set-up the gym in half with success & try again areas with a best out of 3 or 5.
- Allow the winner to do one less exercise than the loser.

### Jump Rope Record Setting Day #2-(10 minutes)

#### Lesson Content
- Have students keep their partners from previous activity.
- Get a partner (you could have a group of three if necessary) and two short ropes, (one for you and one for partner) Here is the list for records to set today (tasks to put on cones- see appendix of this unit):
  - 2 people 1 turns
  - 2 people both turn (one rope)
  - 2X2 (2 people facing same direction, 2 ropes intertwined)
  - 2X2 facing opposite directions
  - 2 people backward, both turn
  - 2 people backwards, one turn
- Have a sheet of paper for listing the categories. For new record to go up, a student must have someone count and verify the number. The record setting student goes up to the teacher and announces, “I have a new record. The category is_________. The number is___. My name is_____.” Continue until signal to stop.
- Return the ropes to the assistant.

#### Role of Assistant
- Set-up ropes and challenge cards
- Distribute ropes to the students
- Supervise and encourage students
- Monitor the jump rope records
- Assist with the equipment return

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**Italics indicate the teacher speaking directly to the student.**
### Folk Dance: Phrase Craze
(12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Lloyd Shaw Mixers/Novelty Dances CD – Phrase Craze</td>
<td>Supervise the students</td>
</tr>
<tr>
<td>Each student pair stands in a large circle with the other students.</td>
<td>Participate in the activity if needed</td>
</tr>
<tr>
<td>Double Circle partners facing LOD. Hands joined B's on A's right</td>
<td>Help students who are having difficulty</td>
</tr>
<tr>
<td>Below are the counts for the Phrase Craze:</td>
<td></td>
</tr>
<tr>
<td>1-8: <strong>Walk; Face:</strong> Walk 7 steps forward turn to face partner</td>
<td></td>
</tr>
<tr>
<td>9-16: <strong>Back Away, Clap, Stamp:</strong> walk 4 steps backward, away from partner. A’s moving toward the center, B’s moving away from center. Clap 3 times, quick, quick, slow, on cts 13 &amp; 14; stamp feet 3 times quick, quick, slow on cts 15 &amp; 16</td>
<td></td>
</tr>
<tr>
<td>17-24: <strong>To the Right, Do-Si-Do:</strong> walk diagonally to the R to new partner and do-si-do [Changing partners increases the difficulty in this dance. Suggestion is for the regular dance they do these moves with the same partner and as a variation they can change partners.]</td>
<td></td>
</tr>
<tr>
<td>25-32: <strong>Swing New Partner:</strong> elbow swing, end facing LOD, inside hands joined</td>
<td></td>
</tr>
</tbody>
</table>

### Cotton Eyed Joe
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Cotton Eyed Joe Jock Jams Vol. 3</td>
<td>Supervise the students</td>
</tr>
<tr>
<td>Begin with students learning by themselves, then add lines of 3 to 5 students or couples; hands joined, or hands on the shoulders of adjacent dancers, all facing the same direction.</td>
<td>Participate in the activity if needed</td>
</tr>
<tr>
<td>Below are the counts for the Cotton Eyed Joe Activity:</td>
<td>Help students who are having difficulty</td>
</tr>
<tr>
<td>1-2: <strong>Cross Kick:</strong> weight on R foot, then swing L foot in front of R, then kick forward with L</td>
<td></td>
</tr>
<tr>
<td>3-4: <strong>Back Up 2, 3:</strong> step back 3 short steps, L, R, L</td>
<td></td>
</tr>
<tr>
<td>5-6: <strong>Cross Kick:</strong> weight on L foot, then swing R foot across in front of L; then kick forward with R, R knee straight</td>
<td></td>
</tr>
<tr>
<td>7-8: <strong>Back Up 2, 3:</strong> step back 3 short steps R, L, R</td>
<td></td>
</tr>
<tr>
<td>9-16: <strong>Cross, Kick; Back Up, 2, 3; Cross Kick; Back Up, 2, 3:</strong> repeat counts 1- 8</td>
<td></td>
</tr>
<tr>
<td>17-32: <strong>Two-Step Forward:</strong> Dance 8 forward two-steps, L close R, R close L, L close R, etc.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Pass the Fat Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students pair off and get inside a tube, (if no inner tubes, just link elbows or hold wrists)</td>
<td>✓ Set-up a 30’x30’ play area marked off by 4 cones</td>
</tr>
<tr>
<td>- Chose 3-6 pairs to be “it” and give them the “fat” represented by the French fry (noodle).</td>
<td>✓ Distribute 1 bicycle inner tube for every 2 students</td>
</tr>
<tr>
<td>- If you have the fat, you try to tag another partnership.</td>
<td>✓ Distribute 5 large sponges or noodles for every 10 students</td>
</tr>
<tr>
<td>- Once tagged, the partners must freeze to receive the noodle. After receiving the fat they must tag another pair. Immediate tag backs are not allowed.</td>
<td>✓ Help supervise students, remember to keep opposite of the teacher</td>
</tr>
<tr>
<td>- At the end of designated time, 1 minute/round the students who have the fat must perform 10 jumping jacks.</td>
<td>✓ Collect and put away equipment</td>
</tr>
<tr>
<td>- Continue with 2-4 more rounds.</td>
<td></td>
</tr>
<tr>
<td>- Students return equipment to the assistant at the end of the activity.</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 students if any group of students wants to demonstrate any of the dances learned.</td>
<td>✓ Monitor students answers to the closure questions</td>
</tr>
<tr>
<td>- If not, ask students to name their favorite dance(s) and then describe the dances.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Pass the Fat Tag**

- **5 minutes**

  - Students pair off and get inside a tube, (if no inner tubes, just link elbows or hold wrists)
  - Chose 3-6 pairs to be “it” and give them the “fat” represented by the French fry (noodle).
  - If you have the fat, you try to tag another partnership.
  - Once tagged, the partners must freeze to receive the noodle. After receiving the fat they must tag another pair. Immediate tag backs are not allowed.
  - At the end of designated time, 1 minute/round the students who have the fat must perform 10 jumping jacks.
  - Continue with 2-4 more rounds.
  - Students return equipment to the assistant at the end of the activity.

**Set-up or Prep Duties**

- ✓ Set-up a 30’x30’ play area marked off by 4 cones
- ✓ Distribute 1 bicycle inner tube for every 2 students
- ✓ Collect and put away equipment

**Cues or Key Concepts**

- ✓ Distribute 5 large sponges or noodles for every 10 students
- ✓ Help supervise students, remember to keep opposite of the teacher

**Variation**

- ✓ Collect and put away equipment

**Challenge**

- ✓ Monitor students answers to the closure questions

*Italics indicate the teacher speaking directly to the student.*
## Dance 7th Grade: Lesson 13

### Lesson Outcomes
- Show consideration toward others and team work skills during the jumping rope and tinikling activities.
- Perform tinikling steps: singles and doubles.
- Perform tinikling in a triangle formation.

### Equipment
- Dyna-bands
- FLOW equipment
- Red pinnies
- Boom box, CD’s
- Jump bands

### Before Class Set Up
- Have Dyna-bands in 3-4 containers
- Have music ready
- Have FLOW equipment ready on the side of playing area for easy set-up
- Have jump bands in 3-4 containers

### Individual Jump Rope Skills
**Lesson Content:**
- Select an individual jump rope.
- Move into your personal space.
- Practice individual jump rope skills you know or want to work on.
- Reference task cards for help.
- Return the ropes on teacher’s signal

**Role of Assistant:**
- Supervise area, remind students of rules.

### Dyna-Band Routine
**Lesson Content:**
- Shoulder extension; 6-12 reps
- Upright rowing; 8-12 reps
- Vertical triceps press 8-12 reps
- Kneeling bicep curl 8-12 reps

**Role of Assistant:**
- Help supervise collection of bands

**Dyna-Band Exercises Used in Routine**
- Arm pull down
- Horizontal pull down
- Horizontal chest press; 8-12 reps
- Incline chest press; 8-12 reps
- Shoulder abduction; 6-12 reps
- Shoulder adduction; 6-12 reps
- Shoulder flexion; 6-12 reps

**Note:** Italic notes indicate the teacher speaking directly to the student.
### HEALTH RELATED PHYSICAL ACTIVITY

#### Dyna-Band Routine (continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **Horizontal Chest Press** | - Place the band on back across the shoulder blades and beneath each underarm  
- Grip the band with both hands taking up slack in the band until it rests snugly against the back  
- Press arms forward  
- Slowly return |
| **Incline Chest Press** | - Place the band on back across the shoulder blades and beneath each underarm  
- Grip the band with both hands taking up slack in the band until it rests snugly against the back  
- Press arms forward and up at a 45 degree angle  
- Slowly return |
| **Shoulder Abduction** | - Grip one end of the band behind the back gripping the other end with the opposite hand  
- Place alongside the body  
- Raise arm to shoulder level, hold and slowly lower  
- Alternate arms |
| **Shoulder Adduction** | - Stand on the end of the band with one foot forward  
- Grab the band with the hand on the same side  
- Pull the band toward the midline of the body  
- Hold and slowly return  
- Work both shoulders |
| **Shoulder Flexion** | - Stand on the end of the band with one foot forward  
- Grab band with same side hand  
- Raise the arm in front of body to shoulder level  
- Hold and slowly return  
- Work both shoulders |
| **Shoulder (Hyper) Extension** | - Stand on the end of the band with one foot forward  
- Grip the band with the same side hand  
- Press arm backward  
- Hold and slowly return  
- Work both shoulders |
| **Upright Row** | - Using a split stance (one foot fwd, one back), stand on the end of the band  
- Grip the opposite end of the band  
- Hold arm next to side, palm back  
- Take up slack with arm extended  
- Raise elbow NO HIGHER than shoulder level  
- Lower slowly  
- Switch arms |
| **Vertical Triceps Press** | - Use half the band  
- Grip in the middle and at one end  
- Place one hand next to opposite shoulder joint  
- Place the other hand directly below  
- Extend bottom arm down  
- Hold and slowly return  
- Remember to alternate arms |
| **Kneeling Biceps Curl** | - Kneel on one knee  
- Place band under foot  
- Bend opposite arm across the upright leg just above the knee  
- Place elbow just over opposite arm next to the knee on the medial side  
- Grab band in extended position  
- Keeping wrist straight, curl  
- Slowly return |

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

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

Activity continues
## Tinikling
(15-20 minutes)

**LESSON CONTENT**
- Arrange students in groups of 12 (two groups of six, eventually one group will be enders while the other jumps then they will switch)
- Lay jump bands on the floor in parallel lines (no enders) in a triangle formation so that the students jump without the bands moving

**ROLE OF ASSISTANT**
- Distribute 3 pairs of bands per triangle
- Help give out bands and organize students into triangle formation
- Move around triangles and provide encouragement to students

### ACTIVITY #1

**Tinikling (continued)**
(15-20 minutes)

**LESSON CONTENT**
- Arrows designate line of direction for students
- All dancers face CW around outside of triangle with bands on the right side
- All dancers right foot lead (step between bands first time on right foot)
- Keep hands on hips except as otherwise directed

**Tinikling/Jump Band Dance Steps:**
1. Singles- when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
   - a. Count 1 - hop on left foot outside bands
   - b. Count 2 - hop again on left foot outside bands
   - c. Count 3 - step on right between bands
   - d. Count 4 – step on left foot between bands
   - e. Count 1 – hop on right foot outside bands
   - f. Count 2 – hop again on right foot outside bands
   - g. Count 3 – step on left foot between bands
   - h. Count 4 – step on right foot between bands
2. Doubles-the foot work for two doubles steps (with right side next to bands):is:
   - a. Count 1 – jump on both feet outside the poles
   - b. Count 2 – jump again on both feet outside the poles
   - c. Count 3 – jump on both feet between the bands
   - d. Count 4 – jump again on both feet between the bands

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

**Tinikling (continued)**

(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Count 1 – jump on both feet outside (straddling) the bands</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – jump again on both feet outside (straddling the bands)</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – jump on both feet between the bands</td>
<td></td>
</tr>
</tbody>
</table>

3. Hops- the foot work for two hops steps (right foot lead) is:
   - a. Count 1 – hop on left foot outside bands (near side)
   - b. Count 2 – hop again on left foot outside bands
   - c. Count 3 – hop on right foot between bands
   - d. Count 4 – hop again on right foot between bands
   - e. Count 1 – hop on left foot outside bands (far side)
   - f. Count 2 – hop again on left foot outside the bands (far side)
   - g. Count 3 – hop on right foot between bands
   - h. Count 4 – hop again on right foot between bands

All three basic steps can be done in a similar (reverse) manner starting with the bands on the left side (left foot lead)

---

**Steps For Triangle Routine:**

- 8 singles steps
- 8 doubles steps; on last doubles step, person facing away from partner at bands turns half way to face partner (following steps done facing partner)
- 8 singles steps
- 4 doubles steps
- 4 doubles steps facing partner with hands joined
- 3 doubles, turning 1½ turns CW with partner, hands joined
- Exit out, facing out, near hands joined

As students become familiar with the jump band routine, add enders, BUT remember to switch enders every one - two minutes.

*Italics indicate the teacher speaking directly to the student.*
### Heart Disease Tag

**LESSON CONTENT**

- Have a poster on the wall/cone to show positive risk factors for Coronary Heart Disease.
- Select 3-4 students to be taggers, each one wearing a red pinnie.
- Emphasize that students will keep their own score.
- When the music starts, taggers try to tag as many students as they can.
- Tagged students, run in place with arms overhead as a signal to another student to come free the tagged student by doing 3 jumping jacks together with you.
- If tagged once, that student has one risk factor; tagged twice, two risk factors; tagged three times, three risk factors, etc.
- When a student is tagged for the third time, that student has a “heart attack” and becomes a tagger by putting on a pinnie.

**ROLE OF ASSISTANT**

- Give out red pinnies
- Move around, make sure students remember the rules
- Collect pinnies
- Help students form double circle

### Think/Pair/Share

**LESSON CONTENT**

- Student can lead stretching
- Ask students to think, pair, share to answer the following questions:
  - What did you like about tinikling?
  - What did you like about the Dyna-bands?

**ROLE OF ASSISTANT**

- Monitor stretching technique and student answers to closure questions
Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

*Italics indicate the teacher speaking directly to the student.*
### Dance 7th Grade : Lesson 14

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform tinikling steps: singles, doubles, and hops.</td>
<td>Paper and 2-3 small baskets</td>
<td>✓ Paper for IA and 2-3 small baskets to put paper away when IA is over</td>
</tr>
<tr>
<td>Perform tinikling steps in a single cross and square formations.</td>
<td>Jump ropes</td>
<td>✓ Have 6-8 cones with task cards set-up for HRPA</td>
</tr>
<tr>
<td></td>
<td>6-8 cones with task cards</td>
<td>✓ 3-4 containers spread out with jump bands</td>
</tr>
<tr>
<td></td>
<td>Jump bands</td>
<td>✓ Bean bags in 3-4 containers spread out in area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Prepare music needs</td>
</tr>
</tbody>
</table>

#### Paper Walk
(5 minutes)

- **Lesson Content**: 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.
- Return paper to basket.

- **Role of Assistant**: Move around area to supervise students. Offer encouragement and keep students focused. Make sure students put paper in baskets.

#### Jump & Jog Fitness
(10 minutes)

- **Lesson Content**: 6-8 Cones with task cards with jump rope variations fastened on. Set-up large circle/square using 6-8 cones. Have students find a partner to begin activity (partner 1 jogs around cones and partner 2 performs jump rope activities on task cars at cones). Inner circle includes task card with several jump rope variations. Students either run or do the jump rope task while music is playing. When music stops, jogger stops and finds nearest cone/jump rope and chooses next jump rope activity down the line...inner circle partner begins jogging. Variation: Integrate sport skills for the outer circle (e.g., dribble b-ball or soccer ball).

- **Role of Assistant**: Help students get organized. Move around keep students focused. Remind students of the directions. Help students collect and return cones and equipment. Help students organize quickly.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students line up by their birthdays. Then take students in groups of 8 to form tinikling groupings.</td>
<td>Assist with organization</td>
</tr>
</tbody>
</table>

### Tinikling

#### Single Cross Formation (continued) (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All dancers facing out from the center of cross (back to back) with bands on right side</td>
<td>Help students return bands and get ready for next activity</td>
</tr>
<tr>
<td>All dancers right foot lead (step between the bands first time with right foot)</td>
<td></td>
</tr>
<tr>
<td>Students keep their hands on their hips.</td>
<td></td>
</tr>
<tr>
<td>As students become familiar with the jump band routine, add enders, BUT remember to switch enders every two minutes.</td>
<td></td>
</tr>
<tr>
<td>Counts one and two are outside the bands; three and four inside.</td>
<td></td>
</tr>
<tr>
<td>Steps:</td>
<td></td>
</tr>
<tr>
<td>8 singles</td>
<td></td>
</tr>
<tr>
<td>8 hops</td>
<td></td>
</tr>
<tr>
<td>8 singles</td>
<td></td>
</tr>
<tr>
<td>8 hops</td>
<td></td>
</tr>
<tr>
<td>4 singles</td>
<td></td>
</tr>
<tr>
<td>4 hops</td>
<td></td>
</tr>
<tr>
<td>8 singles traveling right two full circles CW around square</td>
<td></td>
</tr>
<tr>
<td>6 singles</td>
<td></td>
</tr>
<tr>
<td>Split (straddle bands facing center of square)</td>
<td></td>
</tr>
</tbody>
</table>

**Tinikling Dance Steps:**

1. Singles- when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
   
   a. Count 1 - hop on left foot outside bands
   b. Count 2 - hop again on left foot outside bands
   c. Count 3 - step on right between bands
   d. Count 4 - step on left foot between bands

*Italics indicate the teacher speaking directly to the student.*
### Tinikling Single Cross Formation (continued)

#### (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Count 1 – hop on right foot outside bands</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – hop again on right foot outside bands</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – step on left foot between bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – step on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>2. Doubles—the foot work for two doubles steps (with right side next to bands) is:</td>
<td></td>
</tr>
<tr>
<td>a. Count 1 – jump on both feet outside the poles</td>
<td></td>
</tr>
<tr>
<td>b. Count 2 – jump again on both feet outside the poles</td>
<td></td>
</tr>
<tr>
<td>c. Count 3 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>d. Count 4 – jump again on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>e. Count 1 – jump on both feet outside (straddling) the bands</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – jump again on both feet outside (straddling the bands)</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>3. Hops—the foot work for two hops steps (right foot lead) is:</td>
<td></td>
</tr>
<tr>
<td>a. Count 1 – hop on left foot outside bands (near side)</td>
<td></td>
</tr>
<tr>
<td>b. Count 2 – hop again on left foot outside bands</td>
<td></td>
</tr>
<tr>
<td>c. Count 3 – hop on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>d. Count 4 – hop again on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>e. Count 1 – hop on left foot outside bands (far side)</td>
<td></td>
</tr>
<tr>
<td>If the dance pattern called for four hops, the above footwork for two hops would be repeated twice. If the call was 8 doubles, this action listed for two doubles would be repeated four times. All three basic steps can be done in a similar (reverse) manner starting with the bands on the left side (left foot lead)</td>
<td></td>
</tr>
</tbody>
</table>

---

### Transition

#### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students return jump bands and stay with the person they were tinikling with.</td>
<td>✓ Assist with collection of equipment</td>
</tr>
</tbody>
</table>

---

### Think/Pair/Share

#### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leads stretching</td>
<td></td>
</tr>
<tr>
<td>Ask students to think pair share to describe the two new tinikling routines:</td>
<td></td>
</tr>
<tr>
<td>Single Cross</td>
<td></td>
</tr>
<tr>
<td>Square</td>
<td></td>
</tr>
<tr>
<td>Monitor stretching technique and student answers to closure questions</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Dance 7th Grade: Lesson 15

## Lesson Outcomes
- Work in a group to complete a task.
- Create a simple tinikling routine using learned skills.

## Equipment
- Jump ropes
- Jump bands
- CD's
- Dyna-bands
- Boom box
- Pinnies

## Before Class Set Up
- Place jump ropes in 3-4 containers spread out in area
- Place cones around with jump rope task cards attached
- Place Dyna-bands in 2-3 containers and spread out

## Triangle Tag
### Lesson Content
- Students form groups of 4. Three hold hands/wrists in a triangle, facing each other.
- One student in the triangle volunteers to be the target. The fourth player stands outside as the chaser.
- The chaser moves around the triangle attempting to tag the target.
- The three players in the triangle all cooperate to protect the target by moving and shifting.
- The target cannot be legally tagged on the hands or arms or from across the triangle.
- If you have an odd number of students you can have two triangles with targets and one chaser.

### Role of Assistant
- Move around supervising and assisting students who need assistance.
- Help supervise students returning the ropes.

## Movin’ It Routine
### Lesson Content
- Use lively music for the activity.
- Have students get Dyna-bands.
- Students should form 4-5 lines equally spaced apart each consisting of 6-7 students.
- Lead aerobic routine (can start with 5-6 exercises and add additional ones as student progress):
  - Music: Ready To Go & I Like it Like That – Jock Jams Vol. 3
  - Jog in Place: jog on spot 16 times keeping in time to the music by clapping your hands.
  - Horizontal arm pull: with Dyna-band Grip band with both hands shoulder-width apart. Keep palms up. Extend arms in front of body—approximately 4” below shoulder level. Pull arms to side, even with body 8 times (do not hyperextend back).
  - Jumping Cross-overs: place hands on hips and jump feet apart, then jump feet to cross each other. Alternate the front foot each time when crossing feet. Keep in time for 8 crossovers.
  - Arm pull down: grip band with both hands shoulder width apart above the head. Pull arms down and out to side (shoulder level). Slowly raise arms overhead 8 times

### Role of Assistant
- Move around keeping students focused
- Encourage students, give praise

## Transition
### Lesson Content
- When teacher signals that the instant activity is over, call out the number 6, instructing students to form groups of 6.
- Then instruct the groups to get in a line facing the teacher.

### Role of Assistant
- Assist with grouping
### Movin’ It Routine (continued)  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twist Hops: extend arms sideways to shoulder level. Keep feet together as you twist your trunk from waist down. From side to side 8 times.</td>
<td></td>
</tr>
<tr>
<td>Shoulder Extension/Flexion grip the band with both hands in front of body. Space hands approximately 12” apart. Place one hand slightly higher than the other. Align the top arm with same shoulder approximately 45 degrees shoulder flexion. Flex the top shoulder. Simultaneously, extend the bottom shoulder. Hold and slowly return. Work both shoulders 4 each shoulder.</td>
<td></td>
</tr>
<tr>
<td>Elbow to knee touches: hop on right foot while bringing the left knee up to touch right elbow. Switch and do left elbow to right knee. Repeat 8 times.</td>
<td></td>
</tr>
<tr>
<td>Incline Chest Press: Place the band on back across the shoulder blades and beneath each underarm. Grip the band with both hands taking up slack in the band until it rests snugly against the back. Press arms forward and up at a 45-degree angle. Slowly return 8 times.</td>
<td></td>
</tr>
<tr>
<td>Rocker Step: hop twice on left foot while bringing the right knee up and forward. Then hop twice on right foot bringing the left back. Repeat 8 times.</td>
<td></td>
</tr>
<tr>
<td>Double Bicep Curl: Wrap the band around entire hand. Keep wrist straight. Palm is facing up. Stand with one foot forward. Bend knees. Place band behind and just above the knee joint of then front leg. Grip the band with both hands. Curl—keeping wrists straight. Hold and slowly return 8 times 4 beats up, 4 beats down.</td>
<td></td>
</tr>
<tr>
<td>Side Kicks: swing right leg to the right side while hopping twice on the left foot; then swing the left leg to the left side while hopping twice on the right foot. Repeat 8 times.</td>
<td></td>
</tr>
<tr>
<td>Diagonal Tricep Press: Wrap one end of band around each hand. Leave approximately 8-12” between hands. Raise elbows just below shoulder level. Extend (press) arm down an out to one side. Hold and return. Alternate arms 8 times slowly.</td>
<td>✓ Collect Dyna-bands</td>
</tr>
<tr>
<td>Jog in Place: jog on spot 16 times keeping in time to the music by clapping your hands.</td>
<td></td>
</tr>
<tr>
<td>Repeat sequence until music is done</td>
<td></td>
</tr>
<tr>
<td>At the end of activity, return Dyna-bands to TA.</td>
<td></td>
</tr>
</tbody>
</table>

### Create a Tinikling Routine  
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to the students that they will be creating their tinikling routine.</td>
<td>✓ Set-up tag game area</td>
</tr>
<tr>
<td>Students will be working in groups of 4-8</td>
<td>✓ Walk around while supervising students</td>
</tr>
<tr>
<td>The dance must have a minimum of 4 parts, each to a count of 4.</td>
<td></td>
</tr>
<tr>
<td>Students may select parts from the Create-a-Line Dance cards or they can create their own. (if they use their own movements everyone in their group must be able to perform the move).</td>
<td></td>
</tr>
<tr>
<td>All the dances will be to the same music. Play the song throughout the time the students are working (use the repeat function on the stereo).</td>
<td></td>
</tr>
<tr>
<td>Instruct students to be creative and to combine moves from previous taught dances: line, square, and folk.</td>
<td></td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student. **
Student Demonstration
(5 minutes)

LESSON CONTENT
- Students perform their routine while teacher and TA walk around to observe and assess Tinikling routines.
- Ask for groups that are ready and while everyone else is practicing.
- This avoids the pressure of a performance in front of their peers and students sitting around while one group at a time performed.
- Since it was the last day of the unit you could also allowed groups to either create a line dance or a jump band routine.
- Play the music the entire time. (suggested song “Cotton Eye Joe”)

ROLE OF ASSISTANT
- Help teacher assess student routines

Think/Pair/Share
(5 minutes)

LESSON CONTENT
- Student leads stretch.
- Ask for each group to talk about the process of creating a routine:
  - What was good about it, bad about it?
  - What strategies worked, and what would you do different to improve the process?

ROLE OF ASSISTANT
- Can lead or supervise

 Italics indicate the teacher speaking directly to the student.
Jump Rope Task Cards
JUMP ROPE

2 people 1 turns

2 people both turn (one rope)

2x2 (2 people facing same direction, 2 ropes intertwined)

2x2 facing opposite directions

2 people backward, both turn

2 people backwards, one turns
# Softball 7th Grade: Lesson 1

## Lesson Outcomes
- Demonstrate the skills necessary to effectively throw a softball.
- Execute a two-handed catch.

## Equipment
- 24 cones
- 8 Aces Wild task cards
- 1 Super soft softball for every 2 students
- 8 decks of cards
- 8 Frisbees
- 5 sets of bases (adjust with class size)

## Before Class Set Up
- Set up 1 grid for every 5 students.
- Gather necessary equipment.
- Set up a 25 x 25 yard square.

## 1-on-1 Duck, Duck, Goose

<table>
<thead>
<tr>
<th>Instant Activity</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔄 Set Up or Prep Duties</td>
<td>Students find partners and face each other.</td>
<td>✓ Set up a 25 x 25 yard activity area marked with 4 cones.</td>
</tr>
<tr>
<td>☛ Cues or Key Concepts</td>
<td>Partners take turns tapping each other on shoulder, saying, “duck” until 1 partner says “goose.”</td>
<td>✓ Assist students with partnering.</td>
</tr>
<tr>
<td>➜ Variation</td>
<td>Partner who says “goose” runs/walks/crab walks (students can designate before activity).</td>
<td>✓ Set up grids for the HRPA.</td>
</tr>
<tr>
<td>▶️ Challenge</td>
<td>Partner who is “goose” performs a jumping jack or push-up (from crab position), then tags partner.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>➔ Variation: Change form of locomotion that is used by goose and duck while chasing each other (skip, crab walk, shuffle, etc.).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 80s Aerobics

<table>
<thead>
<tr>
<th>Instant Activity</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>🔄 Set Up or Prep Duties</td>
<td>Students form groups of 3-5 and find space in activity area.</td>
<td>✓ Assist students with tasks as needed.</td>
</tr>
<tr>
<td>☛ Cues or Key Concepts</td>
<td>Each group is given a small deck of cards (only include 1 or 2 of each suit), 1 task card and 1 Frisbee (to keep cards organized).</td>
<td>✓ Circulate during activity.</td>
</tr>
<tr>
<td>➜ Variation</td>
<td>Students take turns drawing a card from deck and matching it to task card.</td>
<td>✓ Organize cards in Frisbees.</td>
</tr>
<tr>
<td>▶️ Challenge</td>
<td>Groups then perform activity on task card associated with each drawn card. Card’s suit determines activity and number determines number of reps (e.g., 4 of hearts equals 4 jumping jacks).</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Activities on task card can be fitness-, strength-, and flexibility- or softball-related.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Overhand Throw and 2-Handed Catch**

*(5 minutes)*

**LESSON CONTENT**
- Have students seated for demonstration.
- Demonstrate overhand throw emphasizing key components.
  - **Overhand Throw**: Step toward target with opposite foot and point to target with opposite hand, Draw throwing hand back past ear, Extend throwing arm, Lead with elbow and follow through.
- Have students all stand and shadow practice overhand throw without a ball.
- Demonstrate 2-handed catch.
  - **2-Handed Catch**: Catch ball below waist with hands open with thumbs out, Catch ball above waist with hands open with thumbs in or together, Absorb shock with a slight inward movement of hands (“soft hands”).
- Students shadow proper 2-handed catches for above and below waist.

**ROLE OF ASSISTANT**
- Assist with instruction.
- Help with demonstration.

ACTIVITY #2

**Partner Throw**

*(7 minutes)*

**LESSON CONTENT**
- Students are divided into partners (divide groups from above), 1 Super soft softball per pair.
- Partners should line up facing each other, standing about 8 feet apart.
- Each student should throw to his or her partner using overhand throw.
- Partners should offer positive reinforcement and constructive criticism to each other regarding proper throwing and catching form.
  - **Challenge**: How many catches can each pair make in 20 seconds? Can that score be improved?
  - Every 2 catches, 1 partner takes a step back. If ball is dropped, partners take a step forward. How far apart can each pair go?
  - How many consecutive catches can each pair make?

**ROLE OF ASSISTANT**
- Review proper throwing form for both the underhand and overhand throwing techniques as needed.

ACTIVITY #3

**Around the World**

*(8 minutes)*

**LESSON CONTENT**
- Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.
- Each grid is set up to resemble a softball diamond (see diagram).
- 1 baseman should report to each base.
- Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.
- First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.
- This pattern is repeated until each player returns to his or her original position.
  - **Challenge**: How many catches in a row can each group make?
  - **Challenge**: How many catches can each group make in 1 minute?

**ROLE OF ASSISTANT**
- Set up each grid as a softball diamond complete with all bases.
- Grids can be set up side by side.

 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>✷ Lead class in stretches that focus on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).</td>
<td>✷ Lead students in stretches.</td>
</tr>
<tr>
<td>✷ Ask:</td>
<td>✷ Reinforce key concepts taught during the lesson.</td>
</tr>
<tr>
<td>■ <em>What are the proper steps to performing an overhand throw?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>What are the proper steps to catching a softball?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>In what other activities can you use these skills?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>Practice throwing and catching a ball at home.</em></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>7th Grade</td>
</tr>
<tr>
<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.*
## Softball 7th Grade : Lesson 2

### LESSON OUTCOMES
- Demonstrate groundball-fielding skills.
- Execute fielding a groundball and making an overhand throw.

### EQUIPMENT
- 1 Super soft softball for every 2 students
- FLOW equipment
- 15 different types of balls
- Boom Box with music

### BEFORE CLASS SET UP
- Set up FLOW equipment.
- Gather necessary equipment and place around play space perimeter.
- Gather 15 different types of balls (adjust with class size).

#### 2-Pass
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners as they enter gym.</td>
<td>Spread different types of balls around space.</td>
</tr>
<tr>
<td>Each pair starts at a ball on floor.</td>
<td>Assist with partnering.</td>
</tr>
<tr>
<td>Pair should make 2 overhand tosses, set ball down where they found it, and move to another type of ball.</td>
<td></td>
</tr>
<tr>
<td>Each pair should make passes with all types of balls.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive passes can pair make?</td>
<td></td>
</tr>
<tr>
<td>Variation: Have students use different forms of locomotion to move to locations (skip, crab walk, jog).</td>
<td></td>
</tr>
</tbody>
</table>

#### FLOW
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW</td>
<td>Gather and distribute equipment for FLOW.</td>
</tr>
<tr>
<td>Start/Stop music.</td>
<td></td>
</tr>
<tr>
<td>Assist with equipment clean-up.</td>
<td></td>
</tr>
<tr>
<td>Provide information related to health concepts and critical cues for the more challenging movements.</td>
<td></td>
</tr>
</tbody>
</table>

#### Fielding Grounders
(4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students seated for demonstration.</td>
<td></td>
</tr>
<tr>
<td>Fielding a Grounder: 2 hands open with thumbs out, Field from low to high or from ground up, Head down and watch ball into hands.</td>
<td></td>
</tr>
<tr>
<td>Students shadow practice fielding ground balls.</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.*
### Practice Fielding Grounders

**Activity #2**

**Lesson Content**
- Students find partners, 1 softball per pair.
- Pairs should stand facing each other approximately 8 feet apart.
- Partners underhand roll grounders back and forth and practice good fielding techniques.
- **Challenge:** How many grounders can each pair make in 20 seconds? Can they improve?
- **Challenge:** How many consecutive ground balls can each pair make?
- **Variation:** Pairs can increase difficulty of catches by throwing ball to either side of their partners.

**Role of Assistant**
- Circulate and review the proper techniques for fielding both grounders and fly balls.
- Review fielding and throwing concepts and cues.

### Practice Fielding and Throwing

**Activity #3**

**Lesson Content**
- Use same pairs from above.
- Have students “stop, look, and listen” as you slightly change fielding drill.
- Have students stand about 15-20 feet apart.
- 1 student rolls 3 grounders to his or her partner who fields them and throws back using good overhand throwing techniques.
- Partners switch roles.
- **Challenge:** How many consecutive catches (grounders and throws) can pair make?
- **Variation:** Pairs can increase difficulty by rolling grounders to either side of their partners.

**Role of Assistant**
- Assist with demonstration.
- Encourage proper form of fielding and throwing.
# Softball 7th Grade : Lesson 3

## Instant Activity

### Toss and Catch “Hi-5ers” (5 minutes)

**Lesson Content**
- Students find partners, 1 Super-soft softball per pair.
- Standing 15-20 feet apart, partners throw ball back and forth.
- (Partners have formed 2 parallel lines, facing each other, marked by cones)
- After 3 catches partners jog to each other, meet in middle and exchange Hi-5s, then backpedal to starting places, across from cones.

**Role of Assistant**
- Keep partners in parallel lines.
- Provide positive feedback.
- After practicing, begin challenge.

**Challenge:** How many Hi-5s can each pair make in 30 seconds? Can they improve?

### Side-Slides, Underhand Tosses, Overhand Tosses (5 minutes)

**Lesson Content**
- Students may get new partners. (3 seconds)
- Pairs stand on 1 gym sideline with partners facing each other 5-10 feet apart.
- Pairs begin to side-slide across gym, tossing/catching ball to each other.
- Pairs maintain 5-10 feet between each other while tossing/catching. They should use underhand throws.
- When pairs arrive at other side, they repeat activity back to starting place.
- Pairs will continue back and forth across gym, settling into their own pace.
- After sliding with tosses and catches several times, pairs switch to easy overhand tosses and catches.

**Role of Assistant**
- Assist with line up.
- If a pair loses a ball, they may get their own or any ball that might be near them.
- Initiate challenges.

**Challenge:** How many consecutive underhand catches can each pair make?
**Challenge:** How many consecutive overhand catches can each pair make?

---

**Lesson Outcomes**
- Demonstrate catching a fly ball.
- Execute regular overhand throws.
- Demonstrate base running.

**Equipment**
- 1 Super soft softball per 2 students
- 6 sets of bases (adjust with class size)
- 24 cones
- Set up 1 grid for every 5 students.

**Before Class Set Up**
- Ensure there are 4 grids for every 10 students.

---

*Italics indicate the teacher speaking directly to the student.*
### Partner Fly Ball Throws and Catches
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners from HRPA face each other 35-40 feet apart. Students should be in parallel lines.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Partners throw fly balls to each other.</td>
<td>Keep enough space between partners.</td>
</tr>
<tr>
<td>Students should keep their eyes on ball at all times and move to get under it in order to catch it.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> After 2 throws/catches in a row, partners each take 2 steps backwards. Repeat.</td>
<td></td>
</tr>
</tbody>
</table>

### Practice Fly Balls and Regular Throw Backs
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain same partners from above.</td>
<td>X</td>
</tr>
<tr>
<td>Have students stop, look, and listen as you slightly change fielding drill.</td>
<td></td>
</tr>
<tr>
<td>Partners now stand about 15-20 feet apart.</td>
<td></td>
</tr>
<tr>
<td>1 student throws his or her partner 3 fly balls which are fielded and thrown back using regular overhand throwing technique.</td>
<td></td>
</tr>
<tr>
<td>Partners switch roles.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many consecutive catches both of fly balls and throws backs can each pair make?</td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong> Throw fly balls to either side of partner to increase difficulty.</td>
<td></td>
</tr>
</tbody>
</table>

### Around the World
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.</td>
<td>✓ Set up each grid as a softball diamond complete with all bases.</td>
</tr>
<tr>
<td>Each grid is set up to resemble a softball diamond (see diagram).</td>
<td>✓ Grids can be set up side by side.</td>
</tr>
<tr>
<td>1 baseman should report to each base.</td>
<td></td>
</tr>
<tr>
<td>Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.</td>
<td></td>
</tr>
<tr>
<td>First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.</td>
<td></td>
</tr>
<tr>
<td>This pattern is repeated until each player returns to his or her original position.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many catches in a row can each group make?</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many catches can each group make in 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>Students share with a partner key points from today’s lesson and then share responses with class.</td>
<td>✓ Lead students in stretches.</td>
</tr>
<tr>
<td>Lead class in a series of stretches that focus on upper and lower body.</td>
<td>✓ Review concepts taught during the lesson.</td>
</tr>
<tr>
<td>For review, have all students shadow practice today’s skills.</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>Practice your catching and throwing skills at home.</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

Italics indicate the teacher speaking directly to the student.
# Softball 7th Grade : Lesson 4

## LESSON OUTCOMES
- Demonstrate proper overhand throws.
- Apply various softball skills in a game situation.

## EQUIPMENT
- 1 Super soft softball per 5 students
- Boom Box
- 4 cones for HRPA
- 25-31 cones for mini-fields

## BEFORE CLASS SET UP
- Set up 8-10 skinny-mini fields (see diagram for Activity #2).
- Set up a 25 x 25 yard coned square for HRPA.

## INSTANT ACTIVITY

### Add On
**LESSON CONTENT**
- Music is playing as students enter gym.
- Students begin walking or jogging perimeter of gym.
- When music stops, students are to perform stretch ‘A’ after it is called and modeled by TA.
- Stretch is held for 3 seconds.
- Students begin walking or jogging again when music restarts.
- When music stops, TA calls out stretch ‘B’.
- Students first perform stretch ‘A’ and then perform stretch ‘B’.
- This pattern continues until 6-8 stretches have been completed (A, AB, ABC, etc.).

→ Variation: Muscular strength activities may also be incorporated with stretching activities.

### ROLE OF ASSISTANT
- Start and stop the music.
- Call out stretch or muscular strength activity.
- Model stretch or muscular strength activity.
- Review pattern as needed.

## HEALTH RELATED PHYSICAL ACTIVITY

### 3-Step Mickey
**LESSON CONTENT**
- Player A (“It”) stands in middle of gym or play area. All other students stand on end line facing player A.
- Player A yells “3-step Mickey, 1,2,3 !!!”
- All other students take 3 steps toward player A when they hear command.
- After 3 steps, all players try to run past player A to other end line.
- Player A runs after students as they try to arrive safely at opposite end line.
- Any students who were tagged join player A in middle. Player A repeats call to students.
- After several runs from each end line, last 5 students left are winners.
- Repeat game with new Player A.

→ Variation: Runners wear flags. Once a flag is pulled that student joins “Mickies” in middle.

**ROLE OF ASSISTANT**
- Monitor students.
- All tagged students must join “It”.
- Player A initiates each new run to opposite end line with the call.
- Instruct Player A to wait 15-30 seconds between calls if students become too tired.
- Instruct Player A and tagged students to employ strategies (Stretch across width of gym, choose fastest student to chase, move back towards end line, etc.).

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

#### Lesson 4

<table>
<thead>
<tr>
<th><strong>ACTIVITY #1</strong></th>
<th><strong>ACTIVITY #2</strong></th>
</tr>
</thead>
</table>
| **Throw/Catch Relay**  
*(6 minutes)*  | **5-Person Throw and Run Softball**  
*(15 minutes)*  |

#### LESSON CONTENT

<table>
<thead>
<tr>
<th><strong>ACTIVITY #1</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are placed into groups of 5 (or 6 depending on class size and facility) and each group is given 1 ball.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Have 1 group of students demonstrate.</td>
<td>Review pattern as needed.</td>
</tr>
<tr>
<td>Players number themselves 1-5.</td>
<td>Encourage good throwing and fielding form.</td>
</tr>
<tr>
<td>Players 1, 3, and 5 should line up facing players 2 and 4 with 10 feet between groups. Player 1 throws ball to player 2. Player 1 follows throw and goes to end of opposite line.</td>
<td></td>
</tr>
<tr>
<td>Player 2 catches ball and throws to player 3. Player 2 follows throw and goes to end of opposite line.</td>
<td></td>
</tr>
<tr>
<td>This pattern is repeated until each player is back where he or she started. Repeat for 2 minutes. Relay is started again with players throwing grounders. Continue for 2 minutes.</td>
<td></td>
</tr>
<tr>
<td>Relay is started again with players throwing short fly balls. Continue for 2 minutes.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many consecutive throws can each group make?</td>
<td></td>
</tr>
</tbody>
</table>

#### LESSON CONTENT

<table>
<thead>
<tr>
<th><strong>ACTIVITY #2</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
</table>
| Students remain in same groups as Activity #1 (5 or 6 in a group depending on class size and facility).  | Help set up fields.  
*(See diagram)*  |
| Have 1 group demonstrate game.  | Monitor groups.  |
| Students decide who will be the pitcher, batter, catcher, and 2 outfielders.  | Give help to groups with questions.  |
| Assign groups to grids. Use area about 15 feet wide for each group.  | Monitor rotations.  |
| Batter throws ball to outfield and runs to a cone by the pitcher, circles it, and returns home.  | Give specific corrective feedback.  |
| Batter must throw ball between 2 cones on his or her field.  |  |
| Outfielders field ball and throw it to each player on team finishing with catcher.  |  |
| Fielders try to return ball home before batter gets there.  |  |
| Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.  |  |
| Rotate group clockwise. Repeat until each player gets to bat. Continue to rotate until time ends.  |  |
| Individuals keep track of how many runs he or she scored for each at bat.  |  |

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

---

Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge
Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch.</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>Review concepts taught during the lesson.</td>
</tr>
<tr>
<td>What was the best strategy you used when you were the thrower?</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>What was the best strategy you used when you were in the field on defense?</td>
<td></td>
</tr>
<tr>
<td>When you go home practice a drill or game.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Softball 7th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Shadow correct softball batting swing.</td>
<td>✷ 1 Super soft softball per 5 students</td>
<td>✓ Set up 8-10 skinny-mini fields (see diagram for Activity #2).</td>
</tr>
<tr>
<td>✷ Demonstrate correct hitting technique.</td>
<td>✷ 25-31 cones for mini-fields</td>
<td>✓ Set up a 25 x 25 yard coned square for HRPA.</td>
</tr>
<tr>
<td>✷ Apply softball skills to a game situation.</td>
<td>✷ 5 foam noodles</td>
<td></td>
</tr>
<tr>
<td>✷ 8-10 batting tees/cones</td>
<td>✷ 4 cones for HRPA</td>
<td></td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Noodle Tag

#### LESSON CONTENT (5 minutes)
- As students enter activity area several students are selected to be 'It' (number of 'It' students depends on class size).
- 'It' students are each given a foam noodle.
- Staying within boundaries defined by cones, 'It' students must run and tag other students using a noodle to touch and freeze them.
- Once a student is frozen, he or she must perform 3 jumping jacks before they can re-enter game.
- Replace “It” players as necessary.

#### ROLE OF ASSISTANT
- Circulate and monitor instant activity.
- Assist teacher as needed.

### Mosquito Tag

#### LESSON CONTENT (6 minutes)
- 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 kneeling student above his/her head 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 a 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, mosquitoes live and can tag students in line before they can clap again.

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

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

**Bat Swing Shadowing**

*(4 minutes)*

**LESSON CONTENT**

- Students follow along during instruction and demonstration. They practice swing without a bat for safety reasons.
- Batting Stance and Swing (For right-handers; left-handers do opposite): Hold bat with right hand closed and on top of closed left hand, Bring hands back behind right ear, Raise right elbow, Feet are shoulder width apart with knees slightly bent, Left side of body is facing front, Step forward with left foot and swing hands forward and across body, Bat level with ground while watching ball, Follow through with swing.
- Students following along during instructions.

**ROLE OF ASSISTANT**

- Monitor students.
- Give specific corrective feedback.
- Circulate room looking for errors.
- Students shadow swing at own pace. Move and assist students where needed.

**ACTIVITY #2**

**5-Person Batting Practice**

*(10 minutes)*

**LESSON CONTENT**

- Students form groups of 5.
- Students decide who will be the pitcher, batter, catcher, and 2 outfielders.
- Students set up as in 5-Person Throw and Run.
- Each batter hits ball off cone or batting tee.
- After 3 hits, students rotate clockwise.
- Batter must hit ball between 2 cones that form field boundaries.

**ROLE OF ASSISTANT**

- Assist with grouping.
- Help groups that don’t understand instructions.
- Give specific corrective feedback.

**ACTIVITY #3**

**5-Person Hit and Run Softball**

*(12 minutes)*

**LESSON CONTENT**

- Use same groupings and set-up as above.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

**COOL DOWN/CLOSURE**

*(3-5 minutes)*

**LESSON CONTENT**

- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What did students change to get more solid hits?
  - What did students change to get more runs for themselves?
- Challenge students to practice a drill or game at home (use this whenever possible).

**ROLE OF ASSISTANT**

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

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

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

## LESSON OUTCOMES
- Apply softball skills in a modified game situation.

## EQUIPMENT
- 1 Super soft softball for every 5 students
- 24 cones
- 3-4 pinnies
- 8-10 batting tees/cones
- 1 foam softball for every 2 students

## BEFORE CLASS SET UP
- Set up 8-10 skinny-mini fields.
- HRPA: Set up 30 x 30 yard square if outside
- Designate “Cave” area with several cones in one corner.

## INSTANT ACTIVITY
### Hot Potato Tag
**LESSON CONTENT**
- Students find a partner and 1 ball.
- Partners stand approximately 10 feet apart facing each other.
- Partners throw foam ball back and forth to each other.
- When music stops, partner holding foam ball is tagger and his or her partner should run away.
- Tagger must perform a task of their choice (jumping jacks, push-ups, etc.) and then chase their partners.
- If caught and tagged, partners must perform a task of their choice.
- If not caught, chasing continues until music begins again.
- When music begins, partners toss foam ball.

**ROLE OF ASSISTANT**
- Set up a 25 x 25 yard square if outside.
- Set ball receptacles near entrance to space.
- Fill receptacles with foam balls.
- Play music.

**Variation:** If class is outdoors, use a whistle instead of music.

### Release Tag
**LESSON CONTENT**
- 1 corner of gym is a “Cave.” If outside, use cones to designate cave area.
- 3 “Its” try to tag other classmates.
- When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.
- Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.
- If “freer” is tagged while trying to free captives, he or she becomes a captive.
- After 3 minutes, change taggers and start game over.

**ROLE OF ASSISTANT**
- Assist students with questions.
- Make certain “captives” are tagged when they are freed.
- As captives are released they may be tagged immediately again.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Assist students with questions.
- Make certain “captives” are tagged when they are freed.
- As captives are released they may be tagged immediately again.

Italics indicate the teacher speaking directly to the student.
### Lesson 6: Softball

#### 500 (10 minutes)

**Lesson Content**
- Students are placed into groups of 5:1 batter and 4 fielders.
- To start game, batter hits ball off cone or batting tee into field or they can throw the ball up and hit it themselves.
- Fielders attempt to become batter by reaching 500 points.
- fielders earn points by fielding ball.
- Points are listed below:
  - Fly ball = 200 points
  - First bounce = 100 points
  - Ground ball = 50 points
  - If a ball is dropped, fielder doesn't earn any points.
- When a fielder reaches 500 points, he or she trades places with batter.

**Role of Assistant**
- Review directions and point system as needed.
- Assist in setting up fields. Fields are set up as skinny-mini-fields used in 5-Person Hit and Run softball.

#### 5-Person Hit and Run Softball (12 minutes)

**Lesson Content**
- Use same groupings as above.
- Students decide who will be pitcher, batter, catcher, and 2 outfielders.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

**Role of Assistant**
- Give help to groups with questions.
- Monitor rotations. Give specific corrective feedback.

#### 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 class.)
  - How would a batter stay up longer in 500?
  - How would a batter stay up longer in 5-Person Hit and Run?
- Lead class in a series of stretches that focus on upper and lower body.
- For review, have all students shadow practice today's skills.
- Challenge students to practice a drill or game at home (use this whenever possible).

**Role of Assistant**
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.

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

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

* ✓

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**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge
**Keep Away**

<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 students with grouping.</td>
</tr>
<tr>
<td>3 partners find open space and arrange themselves such that there is 1 player between other 2 players.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>2 players on ends toss the ball to each other using both underhand and overhand techniques.</td>
<td>Assist teacher as needed.</td>
</tr>
<tr>
<td>Player in the middle will try to deflect or intercept ball.</td>
<td></td>
</tr>
<tr>
<td>Players should rotate such that each student has an opportunity to be in middle position.</td>
<td></td>
</tr>
</tbody>
</table>

**Fitness Circuit**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6. Combine groups from Instant Activity above.</td>
<td>Set up circuit.</td>
</tr>
<tr>
<td>There are 6 stations to rotate through. The stations include:</td>
<td>Start and stop music.</td>
</tr>
<tr>
<td>Shoulder presses (using dyna-bands)</td>
<td>Assist students with station activities as needed.</td>
</tr>
<tr>
<td>Jump rope</td>
<td></td>
</tr>
<tr>
<td>Lunges</td>
<td></td>
</tr>
<tr>
<td>Lateral shuffle (between cones 8-10 feet apart)</td>
<td></td>
</tr>
<tr>
<td>Seated Row (using dyna-bands)</td>
<td></td>
</tr>
<tr>
<td>Ball Squats (using a physio-ball)</td>
<td></td>
</tr>
<tr>
<td>Students stay at each station for 45 seconds and are given 15 seconds between each station to rotate.</td>
<td></td>
</tr>
</tbody>
</table>
# Bucketball

## Object of game:
Score as many runs as possible before all thrown balls are collected in a bucket by defense.

Divide class into 3 equal teams.

Team 1 will bat first with teams 2 and 3 in the field. Players in the field must spread out to cover a large area.

Each player “batting” has 1 tennis ball.

If batting team has 9 players then it is announced that defense must collect 9 tennis balls.

Batting team lines up on first base line with last player touching home plate.

On your cue, “throw!” each player on batting team has 2 seconds to throw their tennis ball.

After they throw, they all run the bases.

A team scores a run every time their last player crosses a base.

They keep running until defense yells they have collected all thrown balls (in this case 9 tennis balls).

A bucket to collect thrown balls is kept about 10 feet behind third base on left field line. Defense needs a reliable student to count tennis balls and yell when they are all in.

After balls are collected and runs counted, team 1 goes to field and team 2 comes to bat. Continue through teams until period ends. Team with most runs wins.

### Rules:
- For each ball miscounted, add 2 runs (they say time before all balls are in)
- Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
- Balls must be thrown by offense in 2-3 seconds or that ball won't count and defense can collect one less ball.

## Cool Down/Closure
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
- Name two skills needed to properly field a grounder.
- Name the most important skill needed to properly catch a fly ball.
- Lead class in a series of stretches that focus on upper and lower body.
- For review, have all students shadow practice today’s skills.
- Challenge students to practice a drill or game at home (use this whenever possible).

## Role of Assistant
- Review directions and point system as needed.
- For each ball miscounted, add 2 runs (they say time before all balls are in)
- Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
- Balls must be thrown by offense in 2-3 seconds or that ball won't count and defense can collect one less ball.
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.

---

> Italics indicate the teacher speaking directly to the student.
# Softball 7th Grade : Lesson 8

## LESSON OUTCOMES
- Will be able to demonstrate teamwork during "Modified Softball" game.

## EQUIPMENT
- 1 Super soft softball for every 2 students
- Several bats
- 4 bases per field
- 4 cones
- Several bats
- 4 bases per field

## BEFORE CLASS SET UP
- Set up all equipment off to the side near teacher.
- Gather a box of enough super softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.

## INSTANT ACTIVITY
### Toss and Catch Hi-5ers
(5 minutes)

#### LESSON CONTENT
- Students find partners, 1 Super-soft softball per pair.
- Standing 15-20 feet apart, partners throw ball back and forth.
- (Partners have formed 2 parallel lines, facing each other, marked by cones)
- After 3 catches partners jog to each other, meet in middle and exchange Hi-5s, then backpedal to starting places, across from cones.

#### ROLE OF ASSISTANT
- Keep partners in parallel lines.
- Provide positive feedback.
- After practicing, begin challenge.

#### CHALLENGE
- How many Hi-5s can each pair make in 30 seconds? Can they improve?

---

### 3-Step Mickey
(10 minutes)

#### LESSON CONTENT
- Player A ("It") stands in middle of gym or play area. All other students stand on end line facing player A.
- Player A yells "3-step Mickey, 1,2,3 !!!"
- All other students take 3 steps toward player A when they hear command.
- After 3 steps, all players try to run past player A to other end line.
- Player A runs after students as they try to arrive safely at opposite end line.
- Any students who were tagged join player A in middle. Player A repeats call to students.
- After several runs from each end line, last 5 students left are winners.

#### ROLE OF ASSISTANT
- Monitor students.
- All tagged students must join "It".
- Player A initiates each new run to opposite end line with the call.
- Instruct Player A to wait 15-30 seconds between calls if students become too tired.
- Instruct Player A and tagged students to employ strategies (Stretch across width of gym, choose fastest student to chase, move back towards end line, etc.).

#### VARIATION
- Runners wear flags. Once a flag is pulled that student joins "Mickies" in middle.

---

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

#### Modified Softball

**LESSON CONTENT**
- Students form groups of 6-8 (depending on facility space).
- Each team pitches to its own players.
- No more than 2 pitches to each batter.
- Team coming to bat can bat only when whole team is behind “dugout” cone and seated.
- If a team pitches before everyone is in dugout, that results in an out.
- Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out for batting team.
- For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on.

**ROLE OF ASSISTANT**
- Monitor players.
- Keep players on task.
- Call outs/safe.

#### Cool Down/Closure

**LESSON CONTENT**
- Ask students:
  - *Why is it important to work together as a team when playing, “Modified Softball?”*
- Lead class in a series of stretches that focus on upper and lower body.
- Challenge students to practice a drill or game at home (use this whenever possible).

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.
# Softball 7th Grade: Lesson 9

## LESSON OUTCOMES
- Modified softball

## EQUIPMENT
- 1 Super soft softball for every 2 students
- Several bats
- 3 noodles
- 4 bases per field

## BEFORE CLASS SET UP
- Set up all equipment off to the side near teacher.
- Gather a box of enough super soft softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.

### Partner Fielding (5 minutes)

**LESSON CONTENT**
- As students enter activity area they find partners and retrieve a Super soft softball.
- Each pair should line up across from each other approximately 15 feet apart.
- Partners should throw a ball back and forth using a variety of throws including fly balls, ground balls and pop-ups.
- As partners become more successful, they should begin increasing amount of distance between them.

**ROLE OF ASSISTANT**
- Assist students in partnering.
- Assist teacher as needed.

### Mosquito Tag (8 minutes)

**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 kneeling student above his/her head 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 a 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, mosquitoes live and can tag students in line before they can clap again.

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

---

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

**Modified Softball**

*(20 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6-8 (depending on facility space).</td>
<td>Monitor players.</td>
</tr>
<tr>
<td>Each team pitches to its own players.</td>
<td>Keep players on task.</td>
</tr>
<tr>
<td>No more than 2 pitches to each batter.</td>
<td>Call outs/safe.</td>
</tr>
<tr>
<td>Team coming to bat can bat only when whole team is behind “dugout” cone and seated.</td>
<td></td>
</tr>
<tr>
<td>If a team pitches before everyone is in dugout that results in an out.</td>
<td></td>
</tr>
<tr>
<td>Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out for batting team.</td>
<td></td>
</tr>
<tr>
<td>For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on.</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 students:</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>» Name 3 skills to use when catching a softball above the waist.</td>
<td>Review concepts taught during the lesson.</td>
</tr>
<tr>
<td>» Name 3 skills to use in the batter’s stance and swing.</td>
<td></td>
</tr>
<tr>
<td>Lead class in a series of stretches that focus on upper and lower body.</td>
<td></td>
</tr>
<tr>
<td>Challenge students to practice a drill or game at home (use this whenever possible).</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Softball** 7th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Apply throwing and catching skills to a modified game.  
- FLOW | 1 bucket  
12-20 tennis balls  
Boom Box with music  
4 softball bases  
FLOW equipment  
5 foam noodles | ✓ Set up FLOW equipment.  
✓ Gather necessary equipment and place around play space perimeter.  
✓ Prepare 1 softball field with a bucket of 12-20 tennis balls. |

### INSTANT ACTIVITY

#### Noodle Tag

**LESSON CONTENT**
- As students enter activity area several students are selected to be ‘It’ (number of ‘It’ students depends on class size).
- ‘It’ students are each given a foam noodle.
- Staying within boundaries defined by cones, ‘It’ students must run and tag other students using a noodle to touch and freeze them.
- Once a student is frozen, he or she must perform 3 jumping jacks before they can re-enter game.
- Replace “It” players as necessary.

**ROLE OF ASSISTANT**
- Circulate and monitor Instant Activity.
- Assist teacher as needed.

### HEALTH RELATED PHYSICAL ACTIVITY

#### FLOW

**LESSON CONTENT**
- FLOW

**ROLE OF ASSISTANT**
- Gather and distribute equipment for FLOW.
- Start and stop music.
- Assist with equipment clean-up.
- Provide information related to health concepts and critical cues for the more challenging movements.

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

*Italics indicate the teacher speaking directly to the student.*
**Bucketball**  
**(15 minutes)**

**LESSON CONTENT**
- **Object of game:** Score as many runs as possible before all thrown balls are collected in a bucket by defense.
- **Divide class into 3 equal teams.**
- **Team 1 will bat first with teams 2 and 3 in the field.** Players in the field must spread out to cover a large area.
- **Each player “batting” has 1 tennis ball.**
- **If batting team has 9 players then it is announced that defense must collect 9 tennis balls.**
- **Batting team lines up on first base line with last player touching home plate.**
- **On your cue, “throw!” each player on batting team has 2 seconds to throw their tennis ball.**
- **After they throw, they all run the bases.**
- **A team scores a run every time their last player crosses a base.**
- **They keep running until defense yells they have collected all thrown balls (in this case 9 tennis balls).**
- **A bucket to collect thrown balls is kept about 10 feet behind third base on left field line.** Defense needs a reliable student to count tennis balls and yell when they are all in.
- **After balls are collected and runs counted, team 1 goes to field and team 2 comes to bat.** Continue through teams until period ends. Team with most runs wins.
- **Rules:**
  - For each ball miscounted, add 2 runs (they say time before all balls are in)
  - Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
  - Balls must be thrown by offense in 2-3 seconds or that ball won’t count and defense can collect one less ball.

**ROLE OF ASSISTANT**
- Review directions and point system as needed.

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

**LESSON CONTENT**
- **Ask students:**
  - *What was your favorite position in softball?*
  - *What is the hardest skill in softball for you?*
  - **Lead class in a series of stretches that focus on upper and lower body.**
  - **Challenge students to practice a drill or game at home (use this whenever possible).**

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.
# Lacrosse 7th 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 the proper grip.</td>
<td>■ 16 cones</td>
<td>✓ Set up a small area for Flash Tag.</td>
</tr>
<tr>
<td>■ Scoop the ball.</td>
<td>■ 1 ball per group</td>
<td>✓ HRPA: Have cones and task cards set up and jump ropes, pins, and balls in containers.</td>
</tr>
<tr>
<td>■ Cradle the ball while running.</td>
<td>■ 4 steps</td>
<td>✓ Have steps on side in play area.</td>
</tr>
<tr>
<td></td>
<td>■ Lacrosse balls, tennis balls, koosh balls</td>
<td>✓ Spread out sticks and balls in containers in play area.</td>
</tr>
</tbody>
</table>

### Instant Activity

#### Flash Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Object of game: to add quickly and then tag partner.</td>
<td>■ Move around area.</td>
</tr>
<tr>
<td>■ Students form pairs and stand facing each other.</td>
<td>■ Play against a few students.</td>
</tr>
<tr>
<td>■ Each student makes a fist and shakes it 3 times (palm facing down). On the third shake, each partner sticks out any number of fingers (1-5).</td>
<td>■ Remind students to speed walk during activity.</td>
</tr>
<tr>
<td>■ Students add their number of fingers with their partner’s number of fingers and try to call out sum first.</td>
<td></td>
</tr>
<tr>
<td>■ Student who correctly calls out answer first wins and a 1-on-1 tag game begins with winners trying to get away from their partners. Partners must speed walk during tag game.</td>
<td></td>
</tr>
<tr>
<td>■ Losing partner must catch and tag winner to end tag game. Partners then start 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 to play with.</td>
<td></td>
</tr>
</tbody>
</table>

### Health Related Physical Activity

#### Aerobic Stations (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students in groups of 3 or 4; 1 group at each station</td>
<td>✓ Set up stations throughout the area with each station representing a different aerobic step.</td>
</tr>
<tr>
<td>■ 3 or 4 students are at each station, music plays, and students perform steps until music stops, and then move to next station (every 30-45 seconds; start at 30 and move to 45 over time).</td>
<td>✓ Aerobic bowling station set-up:</td>
</tr>
<tr>
<td>■ Create or have a CD using timed segmented tape of 30 sec. w/ music and 10 sec. without music to indicate transition between stations.</td>
<td></td>
</tr>
<tr>
<td>■ Basic aerobic stations:</td>
<td>✓ Move around area.</td>
</tr>
<tr>
<td>■ Stride Jump: stand with 1 foot in front of other, jump up and switch feet, landing with other foot in front, repeat</td>
<td></td>
</tr>
<tr>
<td>■ Elbow to Knee: lift right knee and touch it with left elbow, lift left knee and touch it with right elbow, repeat</td>
<td></td>
</tr>
<tr>
<td>■ Bounce and Twist: bounce up and down with feet together, twisting on each landing, repeat</td>
<td></td>
</tr>
<tr>
<td>■ Downhill Skier: with feet together, jump side to side, repeat</td>
<td></td>
</tr>
<tr>
<td>■ Superball/jump rope: with feet together, bounce straight up and down, repeat with or without jump rope</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Aerobic Stations (continued) (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knee Slap with step: step up onto step, lift right knee and touch it with both hands, lift left knee and touch it with both hands then step down, repeat.</td>
<td></td>
</tr>
<tr>
<td>Pendulum Swing: swing legs from side to side, landing on 1 foot at a time, repeat.</td>
<td></td>
</tr>
<tr>
<td>Lunge: start with both feet together; jump right, landing with right foot forward and left foot extended back, jump left, landing with left foot forward and right foot extended back, repeat. Make sure to instruct students to have critical element here of knee lined up directly over ankle as this is very important to knee health.</td>
<td></td>
</tr>
<tr>
<td>Leg Kicks: bounce up and down; alternate kicking right and left leg out in front.</td>
<td></td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td></td>
</tr>
<tr>
<td>Run in Place</td>
<td></td>
</tr>
<tr>
<td>Aerobic Bowling:</td>
<td></td>
</tr>
<tr>
<td>1 student will stand 2 feet behind pin</td>
<td></td>
</tr>
<tr>
<td>On your signal, first bowler rolls ball at pin (15-20’ away).</td>
<td></td>
</tr>
<tr>
<td>If pin is knocked over or off line it is bowler’s responsibility to set it back up properly, and then replace student behind pin.</td>
<td></td>
</tr>
<tr>
<td>Student behind pin retrieves ball and runs it back to next student in line. Bowler runs to stand 2 feet behind pin.</td>
<td></td>
</tr>
<tr>
<td>Curl ups</td>
<td></td>
</tr>
<tr>
<td>Trojan push-ups</td>
<td></td>
</tr>
</tbody>
</table>

### Scooping (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student gets a lacrosse stick and a ball.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to hold stick; hands should be hip-width apart on stick.</td>
<td></td>
</tr>
<tr>
<td>Put foot to side of stick beside ball.</td>
<td></td>
</tr>
<tr>
<td>Bend knees and put head of stick on ground with opening facing upwards.</td>
<td></td>
</tr>
<tr>
<td>Slide stick towards ball making it roll into pocket. Slide stick right through ball.</td>
<td></td>
</tr>
<tr>
<td>Lift stick and straighten knees.</td>
<td></td>
</tr>
<tr>
<td>Have students shadow practice scooping without a ball.</td>
<td></td>
</tr>
<tr>
<td>Scatter balls, koosh, hacky sacks, etc., all over playing area and give students 2 minutes to practice scooping balls up and putting them down. Ask students to count how many balls they were able to successfully scoop up.</td>
<td></td>
</tr>
</tbody>
</table>

**Variation:** Rolling and Scooping. Initially, tip of stick is placed on ball. Secondly, stick is moved backwards, making ball roll towards body. Ball is then picked up using scooping method.

**Variation:** have students practice scooping a second time and ask them to see if they can beat their first round score.
### Scooping Shuttle Line Drill

**ACTIVITY #2**

**LESSON CONTENT**
- Students form groups of 6 and divide into 2 groups of 3 lining up 15-20 feet apart facing each other. 1 ball per group of 6.
- First student in first line (player A1) rolls ball to first student in second line (player B1) and runs to end of second line.
- Player B1 runs, scoops ball, then rolls it to player A2 and runs to end of first line.
- Player A2 scoops ball then rolls it back to player B2 and so on.
- **Challenge:** How many scoops can each group do in 1 minute? Can each group improve?

**ROLE OF ASSISTANT**
- Move around area, keeping opposite from the teacher.
- Help students having difficulty.
- Give encouragement to students.
- Give tips and reminders to students having trouble scooping
- Set up cones across the play area (Can also set up cones for the students to weave in and out of).

### Cradling

**ACTIVITY #3**

**LESSON CONTENT**
- Students remain in groups of 3 with 1 ball per group.
- Cradling is a natural motion; hands and arms should be “pumping” as students run, creating a natural cradling motion.
- Without balls, students shadow practice cradling motion with their sticks.
- Students run down around cone and back with ball in their stick, and then hand the ball to next student in line.
- Continue for 2 minutes, seeing how many turns students can get.
- Demonstrate how to keep stick on side of body away from a defender and turning or pivoting.
- Tell students that a defender is on right side of play area.
- Have students run down to cone with sticks in their left hands; when they reach cone they must pivot to left, switching sticks to their right hands as they run back.
- Demonstrate how to switch hands with stick and run back.
- Practice for 2 minutes, seeing how many turns students can get. After 2 minutes ask how many students were able to do 5 or more turns.
- Small group makes for more practice and more activity.

**ROLE OF ASSISTANT**
- Give encouragement and praise to students.
### 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 2 key components needed to scoop the ball with the lacrosse stick?
  - What are 2 key components needed to cradle with the lacrosse stick?
  - Which did you find to be more difficult, scooping or cradling?

**ROLE OF ASSISTANT**
- Collect equipment.
- Encourage students to share answers.
- Give praise to students who answer.

 Italics indicate the teacher speaking directly to the student.
Lacrosse 7th Grade : Lesson 2

LEGGON OUTCOMES
- Run with the lacrosse stick and ball.
- Cradling.
- Scoop the ball.
- Perform a pivot with the ball in the Lacrosse stick.
- Pass and catch with the Lacrosse stick.

EQUIPMENT
- Lacrosse sticks for each student
- Lacrosse balls, tennis balls, koosh balls
- 4 cones
- Pinnies

BEFORE CLASS SET UP
- Spread out sticks and balls out for IA.
- Stack steps along side of play area.
- Set up cones to mark Cannonball Run.

INSTANT ACTIVITY
Rolling & Scooping
(5 minutes)

LESSON CONTENT
- Students find partners and sticks, 1 ball per pair.
- Partners practice rolling and scooping 10 times each. Students could walk /jog and roll & scoop
- Partners stand 5 feet apart and 1 student throws ball 5 times (without using stick) to partner as partner tries to catch ball using stick, then switch roles.
- If both partners successfully catch ball 5 times then they both move 1 step back and repeat.

ROLE OF ASSISTANT
- Move around area, make sure each student has a stick, ball and partner for activity.
- Give tips and reminders to students having trouble passing and catching.

HEALTH RELATED PHYSICAL ACTIVITY
Cannonball Run
(5 minutes)

LESSON CONTENT
- Place a cone at each corner and 2 along each sideline of a rectangular track that is size of a basketball court.
- Students form 4-5 equal teams, 1 stick per student. Teams form lines.
- Students have to pass ball down a line and scoop it when it drops. Last student in row keeps ball.
- 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 ball. Students stay in this order and do not pass to each other.
- On your signal, last runners sprint forward on inside of track, passing all team members. As runners reach front of line, they yell “Cannonball!” This is a signal for whole team to turn sideways and slide step along as ball is passed from player to player to the last runner. (Music can and should be used as signal.)
- Last runner, when receiving ball runs to front of line and continues cannonball pass.
- Continue at a steady pace, taking turns until music stops. No team is permitted to pass another during run.

ROLE OF ASSISTANT
- Pass out sticks and balls to last student.
- Keep opposite from the teacher to shout out praise and encouragement.
- Remind students to shout out “Cannonball.”

Italics indicate the teacher speaking directly to the student.

Lacrosse 7th Grade | Lesson 2
**Cannonball Run (continued)**

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

**Pivot Points (continued)**

**LESSON CONTENT**
- Pivoting is a critical skill involving stopping quickly and pivoting on 1 foot (180 degrees) to shake a defender while cradling the ball. The key is to always keep the ball on the side of the body away from the defender, so when you pivot, you must switch the stick to the other hand.
- Students form groups of 3 facing long side of playing area.
- Students run to cone with their sticks and balls in their right hands, then stop, do an inside pivot, step back on right foot, switching sticks from right to left hand, then run to next cone, stop and pivot, continuing to end line.
- As soon as first student reaches first cone and pivots, next student runs. Students may not pass each other.
- When third student finishes, first student starts again, starting with stick in left hand.

**Challenge:** How many times can each group go down and back in 3 minutes?

* Italics indicate the teacher speaking directly to the student.*
**Catching & Passing**  
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catching: Upper body must face (be square to) incoming ball, Hold stick in an upward position with pocket wide open to ball, Reach out for ball with head of stick and catch ball in front of body, Like catching a baseball, give with ball at contact to cushion force, Cradle ball (twisting action) immediately after catching it.</td>
<td>Remind students throwing the balls to make a good toss so that it's easier for their partner to catch the ball.</td>
</tr>
<tr>
<td>Passing: Draw upper hand backward several inches and then follow through with a snapping motion of wrist, Pull handle downward with lower hand, making a small arc. After release, stick should be pointing at target in a nearly horizontal position.</td>
<td>Give tips and reminders to students having trouble passing and catching.</td>
</tr>
<tr>
<td>Students find partners, 2 sticks and 1 ball per pair.</td>
<td>◆ Set up grids for next activity and collect the extra sticks and balls.</td>
</tr>
<tr>
<td>Drill 1: Student with ball puts his or her stick down and throws ball to partner for 1 minute.</td>
<td></td>
</tr>
<tr>
<td>Partner catches and throws ball back using his or her stick.</td>
<td></td>
</tr>
<tr>
<td>After one minute, have students switch roles. Repeat drill twice.</td>
<td></td>
</tr>
<tr>
<td>Drill 2: have student not using a stick pick it up and see if they can have a catch using their sticks.</td>
<td></td>
</tr>
<tr>
<td>After 5 consecutive catches, tell students to take 1 step back.</td>
<td></td>
</tr>
<tr>
<td>Go for 1-2 minutes.</td>
<td></td>
</tr>
<tr>
<td>Drill 3: Have students continue to throw to their partners, but this time have catching partners attempt to catch ball while moving.</td>
<td></td>
</tr>
<tr>
<td>After 5 passes partners switch roles.</td>
<td></td>
</tr>
<tr>
<td>For passing drill, partners face each other other 10 feet apart.</td>
<td></td>
</tr>
<tr>
<td>Partner without ball puts his or her stick down.</td>
<td></td>
</tr>
<tr>
<td>Drill 4: For 1 minute, student with ball throws it, using his or her stick, to partner; partner rolls ball back so that student with stick can scoop ball.</td>
<td></td>
</tr>
<tr>
<td>After 1 minute, have students switch roles.</td>
<td></td>
</tr>
<tr>
<td>Go for 2-3 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Lacrosse Pirates**  
(5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal of the game is to maintain possession of the ball.</td>
<td>◆ Move around area to help supervise.</td>
</tr>
<tr>
<td>Students form groups of 3, 1 stick per student and 1 ball per group of 3. Each group in a grid of 6' x 6'.</td>
<td>◆ Give encouragement and praise to students.</td>
</tr>
<tr>
<td>Select 1 person per group to be pirate and have the pirate put on a pinnie</td>
<td>✓ Supervise students returning equipment.</td>
</tr>
<tr>
<td>1 ball per 2 free players.</td>
<td></td>
</tr>
<tr>
<td>Free players start by passing ball around to other free players, while Pirates try to steal passes.</td>
<td></td>
</tr>
<tr>
<td>If a Pirate steals or knocks down a pass, free player who threw ball changes places with Pirate.</td>
<td></td>
</tr>
<tr>
<td>If a free player drops a pass, he or she remains a free player.</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>Review technique of catching ball, reminding students to “give” when ball goes into pocket.</td>
<td>◆ Demonstrate technique of “giving” when the ball goes in the pocket.</td>
</tr>
<tr>
<td>Remind students of importance of getting loose balls on ground; team that scoops up most balls usually wins.</td>
<td>◆ Encourage students to demonstrate.</td>
</tr>
<tr>
<td>Ask students to demonstrate proper techniques for throwing and catching. Ask a series of tactical questions based on last game, such as:</td>
<td></td>
</tr>
<tr>
<td>What was the best way to keep possession of the ball?</td>
<td></td>
</tr>
<tr>
<td>What did you have to do to keep away or keep the ball away from the pirate? What difference did having a defender / pirate make?</td>
<td></td>
</tr>
<tr>
<td>Where did you hold the stick to keep away from the pirate?</td>
<td></td>
</tr>
<tr>
<td>What did you do to support the teammate with the ball?</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
Lacrosse 7th Grade Lesson 2

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

* Italics indicate the teacher speaking directly to the student.*
Lacrosse 7th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Run with the lacrosse stick and ball.</td>
<td>□ Lacrosse sticks for each student</td>
<td>✓ Spread out lacrosse sticks and balls in containers in play area.</td>
</tr>
<tr>
<td>□ Scoop the ball.</td>
<td>□ FLOW equipment</td>
<td>✓ Have FLOW equipment out on the side of play area.</td>
</tr>
<tr>
<td>□ Pass and catch with the lacrosse stick.</td>
<td>□ Cones</td>
<td>✓ Have cones ready to divide activity area into 6 sections.</td>
</tr>
</tbody>
</table>

INSTANT ACTIVITY

Passing and Catching
(5 minutes)

LESSON CONTENT
- Students find partners, 1 sticker per student and 1 ball per pair.
- Students practice throwing and catching with partners.
- Every 5 consecutive catches both partners move 1 step back.

ROLE OF ASSISTANT
- Move around area and make sure each student has a stick, ball and partner for activity.
- Give tips and reminders to students having trouble passing and catching.

FLOW
(15 minutes)

LESSON CONTENT
- Decide which equipment and stations to use
- When setting up FLOW, explain to the students what area of fitness each station represents
- FLOW rotation 1 1/2 - 2 minutes per station with 20 seconds (or less) in between to move/set-up.
- Students should be evenly grouped for 6 stations with no more than 3 students per station. Teaching assistant should stay near stations that require extra supervision.
- When the music begins, students perform the task at the given station for the duration of the music
- Music stops, reset all equipment, move to the next station, and begin tasks when music starts again
- After 6 rotations, end FLOW and have the students help put equipment away and form groups of 6.

ROLE OF ASSISTANT
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.
- Supervise students as they return FLOW equipment.

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

Italics indicate the teacher speaking directly to the student.
**Musical Lacrosse**  
*(7-8 minutes)*

**LESSON CONTENT**
- Students form groups of 5 or 6, 1 ball per group, and 1 stick per student.
- Each group stands in a circle, passing ball around in a star by passing it to second student to their right or left.
- Students use a high grip since passes are short and quick.
- After 2-3 minutes, play music.
- Students should keep pattern going and ball moving quickly.
- When music stops (each minute or so) student with ball goes to another group.

**ROLE OF ASSISTANT**
- Move around; tell students which group they go to when the music stops.
- Set up area for team toss tag.
- Assist with collecting equipment.

**Challenge:** (Stop music) How many passes can each group catch in 1 minute? Can each group improve?

**Have students return sticks and lacrosse balls to proper space on perimeter.**

**ACTIVITY #2**

**Team Toss Tag**  
*(10 minutes)*

**LESSON CONTENT**
- Divide gym into as many sections as there are members on a team. For example, if there are 6 teams, divide gym into 6 sections. 1 tagger per section.
- Put a colored pinnie on each tagger. Taggers cannot leave their sections. Other students can move anywhere they want in gym.
- Taggers can only tag students in their section, and can only tag with a foam ball. Taggers must work together, passing ball to help each other tag students.
- To begin, give 2 taggers a foam ball. As students run between sections to avoid being tagged, taggers must pass ball to fellow taggers in the other sections in order to tag students.
- Once tagged, a student must freeze. To re-enter game, student has to receive a hi-5 from another student.
- After 1 - 2 minutes switch tagging team

**ROLE OF ASSISTANT**
- Give out pinnies.
- Help teacher referee the game.
- Collect the pinnies and the balls.

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

**LESSON CONTENT**
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - In lacrosse, why is it important to keep moving if you do not have the ball? And where should you move to be a supportive player?
  - How does the tag game relate to team sports such as lacrosse?

**ROLE OF ASSISTANT**
- Can lead discussion or encourage students to think of answers.
## Lacrosse 7th Grade : Lesson 4

### Lesson Outcomes
- Scoop the ball.
- Pass and catch with the lacrosse stick.
- Shoot the ball at a target with the lacrosse stick.
- Move, catch, and pass in a small area.
- Use / create space to get open to support teammate with ball.

### Equipment
- 10 cones
- Timed segmented tape
- Lacrosse sticks for each student
- 4 folding goals
- 10 exercise mats (to use as targets)
- Jump & Jog task cards
- CD/tape player
- Lacrosse balls, tennis balls, koosh balls
- 2 lacrosse goals

### Before Class Set Up
- Spread out sticks and balls in containers around play area for IA.
- Have cones ready to mark area for HRPA.
- Set up targets against walls or fence.

<table>
<thead>
<tr>
<th>Instant Activity</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing and Catching</strong> (5 minutes)</td>
<td>Students find partners, 1 stick per student and 1 ball per pair.</td>
<td>Move around area and make sure each student has a stick, ball and partner for activity. Give tips and reminders to students having trouble passing and catching.</td>
</tr>
<tr>
<td><strong>Jump and Jog Fitness</strong> (10 minutes)</td>
<td>Have students keep 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.</td>
<td>Set up 6-8 cones in a large circle or square with jump rope variation task cards fastened on. Keep opposite from the teacher to help supervise. Shout out praise and encouragement. Collect equipment. Put goals out for shooting activity.</td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td>Students break down stations quickly, get a stick and ball and meet teacher at ___________ for activity 1 instructions.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #1: Shooting (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration by teacher / TA on shooting. Students in scatter formation.</td>
<td>Help students get their sticks and balls.</td>
</tr>
<tr>
<td>There are 2 basic types of shots: Outside shots, normally taken 10-15 yards from goal</td>
<td>Demonstrate shooting or help supervise the students.</td>
</tr>
<tr>
<td>Inside shots, any shot taken from 10 yards or less</td>
<td>Move around area assisting students having difficulty shooting.</td>
</tr>
<tr>
<td>Shots count whether they are in the air or bounce in.</td>
<td>Offer praise to students for good, accurate shots.</td>
</tr>
<tr>
<td>Power and accuracy are 2 major components of shooting.</td>
<td></td>
</tr>
<tr>
<td>Shooting: Draw upper hand backward several inches and then follow through with a snapping motion of wrist, Pull handle downward with lower hand, making a small arc, after release, stick should be pointing at target in a nearly horizontal position.</td>
<td></td>
</tr>
</tbody>
</table>

- Have students form groups of 3, 1 stick and ball per student.
- Drill 1: Have targets and goals set up throughout playing area and have students practice shooting against wall or at goals (use exercise mats against wall or fence if needed).

### ACTIVITY #2: 3-on-3 Keep Away (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stay in groups of 3 practicing throwing and catching.</td>
<td>Set up cones for 3-on-3 while students are practicing throwing and catching (10’ x 10’ area).</td>
</tr>
<tr>
<td>After 2 minutes, have groups of 3 combine to play 3-on-3.</td>
<td>Move around area encouraging students to move to open space or stick with their opponent.</td>
</tr>
<tr>
<td>Goal: Maintain possession of the ball.</td>
<td>Help students see where the open space is.</td>
</tr>
<tr>
<td>Each team attempts to complete 10 consecutive passes before ball is intercepted or dropped.</td>
<td>Remind students there is no contact.</td>
</tr>
<tr>
<td>Ball may not be thrown to same team member more than 2 consecutive times.</td>
<td></td>
</tr>
<tr>
<td>No body contact allowed.</td>
<td></td>
</tr>
<tr>
<td>Receiver of pass may take 3 steps.</td>
<td></td>
</tr>
<tr>
<td>Rules of 3 are in effect: 3 “alligators” to throw ball</td>
<td></td>
</tr>
<tr>
<td>3 feet away from student with ball</td>
<td></td>
</tr>
<tr>
<td>All 3 students must catch ball in order for score to count</td>
<td></td>
</tr>
<tr>
<td>Possession changes for interceptions or if ball touches floor.</td>
<td></td>
</tr>
<tr>
<td>The score of the game is number of catches made before defense gets ball. 1 point / successful catch. Or, it is after 10 consecutive passes by offense.</td>
<td></td>
</tr>
<tr>
<td>After 3 minutes have teams switch and play a different team.</td>
<td></td>
</tr>
<tr>
<td>This would be a great time to introduce cuts, fakes and jab steps to get away from defender and into open space to support teammate with ball.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Cool Down/Closure

**COOL DOWN/CLOSURE**

(3 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 think and answer.</td>
</tr>
<tr>
<td>✚ What are 3 of the cues to remember when shooting?</td>
<td></td>
</tr>
<tr>
<td>✚ What are some strategies or skills needed for the 3-on-3 Keep Away game? What did you have to do to get open to get a pass? What did you have to do to pass when you had the ball? How did you protect the ball from the defender? As a defender, do you guard the person or the space?</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Lacrosse 7th Grade Lesson 4

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
### Lacrosse 7th Grade: Lesson 5

<table>
<thead>
<tr>
<th>Lesson Outcomes</th>
<th>Equipment</th>
<th>Before Class Set Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoot at a goal.</td>
<td>Lacrosse sticks for each student</td>
<td>Set up and spread out 10 – 15 goals or targets for IA.</td>
</tr>
<tr>
<td>Catching and passing in a small area while moving.</td>
<td>Lacrosse balls, tennis balls, koosh balls</td>
<td>Set up cones for HRPA.</td>
</tr>
<tr>
<td>Perform the give and go.</td>
<td>10 cones</td>
<td></td>
</tr>
<tr>
<td>Use give and go in game situation (position game)</td>
<td>2 lacrosse goals</td>
<td></td>
</tr>
</tbody>
</table>

#### Instant Activity

**Shooting** (5 minutes)

**Lesson Content**
- Students find partners, 1 stick per student and 1 ball per pair.
- 1 partner stands to right of his or her partner and passes ball; catcher immediately shoots ball at "goal."
- After 5 shots partners switch roles.
- After each has taken 5 shots, passer moves to left side of catcher and begins drill again.
- Have students walk / jog / run to receive and shoot.

**Role of Assistant**
- Move around.
- Give praise and encouragement to students.
- Collect sticks and balls.

#### Health Related Physical Activity

**Stick handling: “The Snake”** (5-7 minutes)

**Lesson Content**
- Students form groups of 6, 1 stick and 1 ball per student.
- Groups line up and begin jogging, staying in line.
- At your signal, last student in line runs slalom between other students and takes first place in line.
- Challenge: like a Cannonball run, how many times can team members run through their line?

**Role of Assistant**
- Shout out encouragement and praise to students.
- Keep opposite from the teacher.
- Set up goals for Shooting Relay.

### Activity #1

**Shooting Relay** (10 minutes)

**Lesson Content**
- Divide students into groups of 3, facing goals.
- Each team has 2 balls. (If there are enough balls for every student, give them all out.)
- Place a cone to indicate a starting line.
- On your signal, first student in each team runs towards goal and shoots 1 shot.
- After taking a shot, students must retrieve their own balls, then run back to their lines.
- Each team needs to shout out number of goals scored whenever their team scores.
- Next student starts when previous student has passed cone.
- Stop every 2 minutes, telling students to try to improve their scores.
- Repeat 3 times then add variation.

- Variation 1: Place an obstacle (cone) in goal making it more difficult to score.
- Variation 2: Place hoop with holder in front of goal.

**Role of Assistant**
- Make sure each student has a ball and stick.
- Set up 4-6 goals (more if there are many students) around area.
- Move around, assist students.
- Give praise and encouragement to students.

---

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

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**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**
### ACTIVITY #2: Give and Go

**LESSON CONTENT**
- Students stay in their groups of 3 with 2 balls per group.
- Student A1 passes ball to B1 and keeps moving forward.
- B1 passes ball immediately back to A1, who then shoots ball on goal and runs to end of B line.
- Player B1 retrieves ball and runs to end of A line.
- After 2-3 minutes, have line B switch to left side so that students learn to receive a pass and shoot on opposite side.

**ROLE OF ASSISTANT**
- Move around the area helping students having difficulty.
- Remind students to pass ball in front of student who is going to shoot.
- Offer praise and encouragement.

### ACTIVITY #3: Position Lacrosse

**LESSON CONTENT**
- Group of 3 join with another groups of 3 to play a 3 v 3 game. Extra balls placed inside goal.
- Team starting with ball (Rock, Paper, Scissors to determine) passes it back and forth trying to score.
- Rules of 3 apply.
- Once a student has ball, he or she may not run, but can only pivot and pass.
- Ball on floor is a turnover to other team.

**ROLE OF ASSISTANT**
- Help set up fields – grids ~20’ X 20’ with one goal at each grid.
- Move around area.
- Encourage students to make good passes and to stay with their opponents.
- Help collect equipment. Students return equipment to appropriate space.

### COOL DOWN/CLOSURE

**LESSON CONTENT**
- PQP questioning:
  - P = Praise - Name something you liked about Position Lacrosse.
  - Q = Question - What didn’t you understand about the activity?
  - P = Polish - What is 1 way you could make this activity better?

**ROLE OF ASSISTANT**
- Encourage students to think and answer.

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>To define and perform the skill of marking (defending one on one).</td>
<td>Cones</td>
<td>Set up cones / hoops as goals throughout the play area for IA.</td>
</tr>
<tr>
<td>Catching and passing in a small area while moving.</td>
<td>Jump ropes</td>
<td>Have steps stacked on the side of the area ready for HRPA.</td>
</tr>
<tr>
<td>Performing lacrosse skills in a game-like situation.</td>
<td>Lacrosse sticks and balls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pinnies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team Marathon task cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foam balls or basketballs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoops</td>
<td></td>
</tr>
</tbody>
</table>

#### Pass & Shoot  
(5 minutes)

**LESSON CONTENT**
- Students find partners, 1 stick per student, and 1 ball per pair.
- 1 partner passes to his or her partner with stick, who shoots quickly at a hoop against wall. Partner can be moving or stationary.
- 1 partner takes 5 shots, and then partners switch roles and continue.

**ROLE OF ASSISTANT**
- Move around.
- Give praise and encouragement to students.

#### Team Marathon  
(10 minutes)

**LESSON CONTENT**
- Students form groups of 4; Each group will have a hoop with 4 basketballs and 4 jump ropes and a task card.
- Each group will complete following activities:
  - Run a lap
  - 25 jumps with a jump rope
  - Dribble a ball 50 times
  - 10 push-ups (can be modified)
  - 10 jump twists
  - Run a lap
  - 15 jumping jacks
  - Jump rope 25 times
  - Snap fingers 20 times

**ROLE OF ASSISTANT**
- Helps students get equipment.
- Move around to demonstrate or help students.
- Praise and encourage students.
- Set up cones for next activity.

**HEALTH RELATED PHYSICAL ACTIVITY #1**
- Run a lap
- Walk across area toe to toe then run back
- Move a ball around 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
- 20 sit-ups (can be modified)
- Flap chicken wing arms 15 times
- Jump over rope 25 times
- Jump rope 20 times
- Bounce pass ball around group 7 times
- Yell “we love PE” 3 times
- Run a lap
- Put all equipment back in hoop.

*Italics indicate the teacher speaking directly to the student.*
### Shadow Tag  
**LESSON CONTENT**  
- Students form pairs with 1 partner standing with back to other partner, who stands an arm’s length away (if there is an odd number of students have 1 group of 3 rotating the front student).  
- On your signal front partner tries to get away from “shadow.”  
- Signal after 20-30 seconds; if shadow can reach out and tag their partner, those partners have to perform 5 exercises (push-ups, sit-ups, jumping jacks, etc.).  
- If shadow can’t reach partner then they do exercises.  
- Partners switch roles and continue playing.

**ROLE OF ASSISTANT**  
- Set up 4 cones (20 x 20 depending on class size).  
- Prepare music, if using.  
- Remind students to do exercise.

### Hooper Lacrosse  
**LESSON CONTENT**  
- Students for groups of 8; 6 on each team with lacrosse sticks, and 2 will each have a hoop. 2 groups of 8 play against each other. 1 team wears pinnies.  
- Students from each team with hoops go to their team’s end zone. These students are their teams “hoopers.”  
- Hoopers have a hoop and must keep both hands on hoop at all times.  
- Each team attacks its own end zone in order to score.  
- Rules of 3 are in effect.  
- Students cannot run with ball.  
- A team scores when it passes a ball into its end zone through one of its hoops before ball hits ground.  
- After a score (or a time limit) student who scored changes places with a hooper.  
- Other team gets possession after a score or dropped ball.  
- Stress movement without ball, proper passing techniques, cooperation, and teamwork!

**ROLE OF ASSISTANT**  
- Hand out pinnies.  
- Move around to the different games to help supervise.  
- Remind students to count out 3 “alligators” loudly so teammates can hear them.  
- Collect equipment.

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### 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 think and answer.</td>
</tr>
<tr>
<td>What is marking?</td>
<td></td>
</tr>
<tr>
<td>What made for a successful game?</td>
<td></td>
</tr>
<tr>
<td>Was it better to use long passes, short passes, or a combination of both?</td>
<td></td>
</tr>
<tr>
<td>What happened if some students did not get open for a pass? So what do you need to do to get open?</td>
<td></td>
</tr>
<tr>
<td>How important was spacing your teammates when you were in control of the ball?</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Lacrosse 7th Grade: Lesson 7

## Instant Activity

### Push-Up Position Hockey

**Lesson Content**
- Students find partners and face each other in push-up position about 5 feet apart.
- Using a bean bag or ball, partners try to slide or roll object between each other’s hands.
- Partner may stop object with 1 hand only.
- Students play until one student scores three goals, then students look for new partner to play against.

**Role of Assistant**
- Move around area to supervise students.
- Play against a student.
- Collect equipment.

### FLOW (15 minutes)

**Lesson Content**
- Teacher decides which equipment and stations to use.
- When setting up FLOW, explain to the students what area of fitness each station represents.
- FLOW rotation 1 ½-2 minutes per station with 20 seconds (or less) in between to move/set-up.
- Students should be evenly grouped for 6 stations with no more than 3 students per station. Teaching assistant should stay near stations that require extra supervision.
- When the music begins, students perform the task at the given station for the duration of the music.
- Music stops, reset all equipment, students move to the next station, and begin tasks when music starts again.
- After 6 rotations, end FLOW and have the students help put equipment away students and stay in groups of 6.

**Role of Assistant**
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.
- Supervise students as they return FLOW equipment.

## Lesson Outcomes

- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

## Equipment

- Bean bags or koosh balls
- Music
- Lacrosse sticks and balls
- FLOW equipment
- CD player
- Cones

## Before Class Set Up

- Have koosh balls or bean bags in buckets spread out in playing area for IA.
- FLOW equipment needs to be ready on the side of play area.
### 3-Person Passing Drill

**Lesson Content**
- Students form groups of 3, 1 stick/student; 1 ball per group.
- Demonstration of drill
- Groups jog/run down field or court in 3 lanes.
- Center student passes ball to right, right student passes to center, center student passes to left and pattern continues down court or field.
- Students must be moving forward down court and anticipating pass coming to them.
- Repeat drill several times so that every student gets a chance to be in center.

**Role of Assistant**
- Remind students to catch and pass.

### 2-on-1 Pass and Support

**Lesson Content**
- Students stay in groups of 3.
- Demonstration of drill
- O2 starts with the ball
- As soon as students are ready, defender attacks ball, O1 only moves to either side, O2 draws defender and passes.
- Keep the defender stationary and passive at first and then increase to moving
- Play for 6 passes or until defensive player wins ball.

**Role of Assistant**
- Move around area to help supervise students.
- Encourage passer to fake one way and pass the other.
- Encourage receiver to move quickly to open lane.
- Give praise and encouragement.

### 3-on-3

**Lesson Content**
- Students remain in groups of 3 and play against another group of 3.
- Students will play 3-on-3 with rules of 3 in effect:
  - 3 passes before goal attempt
  - All 3 students must touch ball before attempting a goal
  - Use a narrow goal or trash can goal,

**Role of Assistant**
- Move around area to help supervise students.
- Encourage passer to fake one way and pass the other.
- Encourage receiver to move quickly to open lane.
- Give praise and encouragement.

### Cool Down/Closure

**PQP questioning:**
- **P** = Praise - Name something you liked about the 3-on-3 game.
- **Q** = Question - What didn’t you understand about the activity?
- **P** = Polish - Name 1 way you could make this activity better.

**Role of Assistant**
- Encourage students to think and answer.
LESSON OUTCOMES
- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

EQUIPMENT
- Steps
- Koosh/soft Balls
- Pinnies
- Goals
- Hoops
- Lacrosse balls and sticks
- Music and boom box

BEFORE CLASS SET UP
- Have steps out on side, ready for HRPA.
- Spread out sticks and balls over the outside of the area for IA.
- Set up grids for IA

INSTANT ACTIVITY
Instant Activity
- Students find partners, 1 stick per student.
- Partners find space in defined playing area and play catch.
- Assign 3-4 students to play defense; their job is to intercept passes without making contact with other students.
- When defenders take or knock down a ball, the student who threw the ball switches places with defender.
- Defenders may NOT make contact with another student or stick.

Lesson Content
- Set up cones to define playing area.
- Assign the students to be defenders.
- Move around area giving praise and encouragement to the passers and the defenders.

Role of Assistant
- Moves around to demonstrate moves and give out praise and encouragement.
- Set up cones in grids (20 X 20) for 3-on-1.
- Supervise students putting steps back.

Activity continues

HEALTH RELATED PHYSICAL ACTIVITY
- Beginner Body Sculpting:
  - Hamstring heel press 12 repetitions
  - Alternating lunge B
  - Plié 12 repetitions
  - Outer leg lift 8 repetitions
  - Triceps push up 10 repetitions
  - Abdominal lift 12 repetitions
  - Abdominal cross over 12 repetitions

- Step Aerobics (continued)

- Repeater knee lift
- Repeater heel lift
- Repeater leg lift
- Alternating tap up
- Alternating knee lift
- Alternating leg lift
- Alternating heel lift
- Alternating wide-step tap down
- Over the top
- Straddle down
- Alternating tap up/straddle down
- Across top
- Alternating lunge A

- Step Aerobics

- Students get steps and form rows.
- Workout 1: Beginner
  - Basic right
  - Basic left wide step
  - Alternating tap down
  - Turn
  - Tap up/tap down

- Helps students get steps.

Activity continues

 Italics indicate the teacher speaking directly to the student.
## 3-on-1 (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4, 1 lacrosse stick per student and 1 ball per group.</td>
<td>Move around area to help supervise students.</td>
</tr>
<tr>
<td>Using Grids, groups have a squared area in which to play.</td>
<td>Encourage passer to fake one way and pass the other.</td>
</tr>
<tr>
<td>Students should be aware of best place for offensive support and provide 2 options for passer.</td>
<td>Encourage receiver to move quickly to open lane.</td>
</tr>
<tr>
<td>O1 starts with ball and passes to O2.</td>
<td>Give praise and encouragement.</td>
</tr>
<tr>
<td>As ball is passed, O3 moves to support O2, who will make next pass.</td>
<td></td>
</tr>
<tr>
<td>Defender, O4 must attack ball.</td>
<td></td>
</tr>
<tr>
<td>Students must move to support passer and not get stuck with defender between themselves and ball.</td>
<td></td>
</tr>
<tr>
<td>Students should move quickly and call out position.</td>
<td></td>
</tr>
<tr>
<td>Passer waits for defender to come towards him or her before passing.</td>
<td></td>
</tr>
<tr>
<td>After every 2 minutes, defender switches with a passer.</td>
<td></td>
</tr>
</tbody>
</table>

---

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group of 4 get with another group of 4 for 4 v 4 game.</td>
<td></td>
</tr>
</tbody>
</table>

---

## 4-Goal Lacrosse (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to move team down playing area and throw ball so that it goes through any of 4 hula hoops.</td>
<td>Set up 4 koosh balls or small sponge/Nerf balls, 4 hula hoops hung at eye level at each end of playing area.</td>
</tr>
<tr>
<td>Students form teams for 3-on-3 or 4-on-4. Each team needs to be wearing a different color pinnie.</td>
<td>It is best to tape or mark off an area around the hoops (like a crease in hockey) that is off-limits to all players. 5-10 feet may be a good distance.</td>
</tr>
<tr>
<td>Each team starts with a ball at their hoop.</td>
<td></td>
</tr>
<tr>
<td>Must make 3 successful passes before a shot is taken and all teammates must touch ball before shot is taken</td>
<td></td>
</tr>
<tr>
<td>If offense regains possession after ball is dropped, 3 pass sequence starts over.</td>
<td></td>
</tr>
<tr>
<td>Students may only hold ball for 3 seconds and they cannot run with the ball</td>
<td></td>
</tr>
<tr>
<td>Defense must stay 3 feet away from opponent.</td>
<td></td>
</tr>
<tr>
<td>After a score, team scored against puts ball in play and 3 pass sequence starts over.</td>
<td></td>
</tr>
<tr>
<td>If a player on another team catches ball, that team gets possession.</td>
<td></td>
</tr>
<tr>
<td>For any ball on floor, first student to cover it gets possession.</td>
<td></td>
</tr>
<tr>
<td>No goalies.</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.*
## 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 think and answer.</td>
</tr>
<tr>
<td>Why should you wait for the defender to come to you before passing?</td>
<td></td>
</tr>
<tr>
<td>When would you not want to wait for the defender to come to you?</td>
<td></td>
</tr>
<tr>
<td>What were 2 strategies your team came up with for 4-Goal Lacrosse?</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Lacrosse 7th Grade Lesson 8

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

*Italics indicate the teacher speaking directly to the student.*
Take Down  
(5 minutes)

LESSON CONTENT
- Students find partners.
- Partners face each other and take 2 steps back.
- Object is to try to tag partner’s knees 3 times (a “take down”).
- As soon as a take down is scored, partners begin again.
- Have students switch partners on your signal or have Success/Try Again zones.

ROLE OF ASSISTANT
- Move around area to supervise students.
- Play against students.

4 Corners  
Push-Up Circuit  
(8-10 minutes)

LESSON CONTENT
- Students form groups of 4-6.
- Students move around rectangle for 1 minute then stop at corners in order (e.g., if students started at corner #3 their next corner is #4).
- A different push-up activity is performed at each corner.
- Activities for long sides of rectangle include jogging, power skipping, basketball shuffle, and carioca/grapevine.
- Start students in several different areas of rectangle so there is less of a chance of bunching. Evenly space students at each corner.
- Push-up Tag
  - 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 and tapped it does not count. Partners hand must be on ground and tapped to count
  - Once a partner makes 3 taps before his or her partner does, they win the round and they can start another round

ROLE OF ASSISTANT
- Set up 4 cones in a 20 x 20 area depending on class size, with task cards on each cone.
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter.
- Move around to demonstrate exercises.
- Give out praise and encouragement.
- Supervise students returning cones and task cards.

LESSON OUTCOMES
- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

EQUIPMENT
- Cones
- Music
- Bean Bags
- Pinnies
- 4-corner push up task cards
- CD player
- Small balls

BEFORE CLASS SET UP
- None

Activity continues
### 4 Corners

**Push-Up Circuit (continued)**

(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Variations: If you feel students are having difficulty, have them work in 3 different levels:</td>
<td>X</td>
</tr>
<tr>
<td>▪ On hands and knees</td>
<td></td>
</tr>
<tr>
<td>▪ Modified push-up position with weight on thighs, back straight, heels almost touching backside</td>
<td></td>
</tr>
<tr>
<td>▪ Push-up position with back straight, only hands and toes on ground</td>
<td></td>
</tr>
<tr>
<td>▪ Grab It</td>
<td></td>
</tr>
<tr>
<td>▪ Objective: cooperation and quick thinking.</td>
<td></td>
</tr>
<tr>
<td>▪ Equipment: 1 bean bag for every 2 players.</td>
<td></td>
</tr>
<tr>
<td>▪ Students get in push-up position</td>
<td></td>
</tr>
<tr>
<td>▪ Students low-5 with right hands, left hands, then right hands again; after third low-5, students attempt to grab bean bag</td>
<td></td>
</tr>
<tr>
<td>▪ Once beanbag has been grabbed, turn is over and beanbag is returned to its starting position</td>
<td></td>
</tr>
<tr>
<td>▪ Tennis Ball Roll Push-Ups</td>
<td></td>
</tr>
<tr>
<td>▪ 1 student is in push-up position while partner is behind him/her also in a push-up position with feet touching partner’s holding a tennis ball</td>
<td></td>
</tr>
<tr>
<td>▪ Partner with tennis ball rolls it under student in push-up position and push-up student catches it and rolls it back to partner each time the partners switch hands used</td>
<td></td>
</tr>
<tr>
<td>▪ Alphabet Push-Ups with a Partner</td>
<td></td>
</tr>
<tr>
<td>▪ 2 students are in push-up position across from each other about an arm’s length apart</td>
<td></td>
</tr>
<tr>
<td>▪ The students high-5 each other using opposite hands while working their way through ABC’s. This can then be modified and low-5s can be used</td>
<td></td>
</tr>
<tr>
<td>★ To make activity more difficult, have students go through alphabet backwards</td>
<td></td>
</tr>
</tbody>
</table>

### Heads or Tails Tag

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students choose which body position they want to be (Heads-1 hand on top of head; Tails-1 hand attached to gluteus).</td>
<td></td>
</tr>
<tr>
<td>▪ When you toss coin in air, students declare whether they are a Head or Tail.</td>
<td></td>
</tr>
<tr>
<td>▪ If coin lands heads, heads are taggers and they try to tag all tails, or vice versa.</td>
<td></td>
</tr>
<tr>
<td>▪ Once tagged, a student freezes and can only be un-frozen by a teammate who will give frozen student a hi-5 and then both perform 3 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>▪ After 30 seconds give students a signal to freeze, then toss coin again for another round.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X Set up large area (20 x 20 or 30 x 30) and a large coin is needed. The coin can be quarter or a large handmade one.</td>
<td></td>
</tr>
<tr>
<td>✓ Walk around area supervising students.</td>
<td></td>
</tr>
<tr>
<td>✓ Join game.</td>
<td></td>
</tr>
<tr>
<td>✓ Offer encouragement and praise.</td>
<td></td>
</tr>
</tbody>
</table>

### 3-Person Passing Drill

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students form groups of 3, 1 stick per person and 1 ball per group.</td>
<td></td>
</tr>
<tr>
<td>▪ Groups run down field or court in 3 lanes.</td>
<td></td>
</tr>
<tr>
<td>▪ Center student passes ball to right, right student passes to center, center passes to left and pattern continues down court or field.</td>
<td></td>
</tr>
<tr>
<td>▪ Students must be moving forward down court and anticipating pass coming to them.</td>
<td></td>
</tr>
<tr>
<td>▪ Repeat drill several times so that every student gets a chance to be in center.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Remind students to catch and pass.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### Ultimate Lacrosse
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: for each team to pass ball down playing area to a teammate behind goal line.</td>
<td>✓ Hand out pinnies.</td>
</tr>
<tr>
<td>Students form groups of 4; 2 groups of 4 play each other.</td>
<td>✓ Move around to the different games to help supervise.</td>
</tr>
<tr>
<td>Rules of 3 are in effect:</td>
<td>✓ Remind students to count out 3 “alligators” loudly so teammates can hear them.</td>
</tr>
<tr>
<td>Only 3 “alligators” to hold ball</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Only 3 steps after receiving ball</td>
<td>✓ Remind TA’s of their focus.</td>
</tr>
<tr>
<td>3 feet away when playing defense</td>
<td></td>
</tr>
<tr>
<td>Team must complete 3 passes before attempting pass across goal</td>
<td></td>
</tr>
<tr>
<td>3 passes must be consecutive; if a ball is dropped, team must start 3 passes again.</td>
<td></td>
</tr>
<tr>
<td>Allow students either 3 steps to cross goal line or that teammate must be across goal line when catching scoring pass.</td>
<td></td>
</tr>
<tr>
<td>Any missed pass or dropped ball is an automatic turnover.</td>
<td></td>
</tr>
<tr>
<td>Play for 5 minutes, and then switch teams to play against a different group of students.</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>PQP questioning:</td>
<td>✓ Encourage students to think and answer.</td>
</tr>
<tr>
<td>P = Praise - Name something you liked about Ultimate Lacrosse.</td>
<td></td>
</tr>
<tr>
<td>Q = Question - What didn’t you understand about the activity?</td>
<td></td>
</tr>
<tr>
<td>P = Polish - Name 1 way you could make this activity better.</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

*Italics indicate the teacher speaking directly to the student.*
## Lacrosse 7th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate support for the passer by moving to open spaces.  
- Catching and passing in a small area while moving.  
- Performing lacrosse skills in a game-like situation. | - Lacrosse sticks for every student  
- Task cards for Team Marathon  
- 6 jump ropes per hoop  
- Goals for lacrosse game | ✓ Spread many different types of koosh, lacrosse, and whiffle balls around the gym.  
✓ Have hoops, 3 basketballs, and 3 jump ropes per hoop ready on the sideline for HRPA. |

### Lacrosse 2 Pass-with Defender (5 minutes)

#### LESSON CONTENT
- Students find partners.  
- Assign students as defenders (4-5) who disrupt passes.  
- Object of game: to scoop up any ball, complete 2 passes with partner, set ball down and move to another ball.  
- Establish a goal (how many different balls, different types of passes, etc.) or time limit.

#### ROLE OF ASSISTANT
- Move around area to supervise students.  
- Remind students of the rules.  
- Encourage students to make good quick passes.  
- Encourage defenders.

#### Variation
- Play as a team game with 2 teams on each side of gym. On “Go,” students make 2 passes then roll ball to other side of gym. Object is for students to get rid of all balls on their side.

### Team Marathon (10 minutes)

#### LESSON CONTENT
- Students form groups of 6;  
- Each group will have a hoop with 6 basketballs and 6 jump ropes.  
- Each group will complete following activities:  
  - Run a lap  
  - 25 jumps with a jump rope  
  - Dribble a ball 50 times  
  - 10 push-ups (can be modified)  
  - 10 jump twists  
  - Run a lap  
  - 15 jumping jacks  
  - Jump rope 25 times  
  - Snap fingers 20 times  
  - Run a lap  
  - Walk across area toe to toe then run back  
  - Pass a ball around waist 15 times  
  - Grapevine step 10 times (5 right, 5 left)  
  - Give a hi-5 to each team member  
  - Punch up above head 20 times alternating right and left hand  
  - Run a lap  
  - 15 toe raises

#### ROLE OF ASSISTANT
- Make sure each group has the equipment needed.  
- Move around to demonstrate and give out praise and encouragement.  
- Join a group and do activity with them.

---

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### Team Marathon (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawl through tunnel formed by others legs</td>
<td></td>
</tr>
<tr>
<td>Touch all 4 walls (if outside set up four 28” cones to touch)</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td></td>
</tr>
<tr>
<td>20 sit-ups (can be modified)</td>
<td></td>
</tr>
<tr>
<td>Flap chicken wing arms 15 times</td>
<td></td>
</tr>
<tr>
<td>Jump over rope 25 times</td>
<td></td>
</tr>
<tr>
<td>Jump rope 20 times</td>
<td></td>
</tr>
<tr>
<td>Bounce pass ball around team 7 times</td>
<td></td>
</tr>
<tr>
<td>Yell “we love PE” 3 times</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td></td>
</tr>
<tr>
<td>Put all equipment back in hoop</td>
<td></td>
</tr>
</tbody>
</table>

### Lacrosse Pirates
(5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, 1 stick per student and 1 ball per group of 3.</td>
<td></td>
</tr>
<tr>
<td>Select 1 person per group to be pirate and have the pirate put on a pinnie</td>
<td></td>
</tr>
<tr>
<td>1 ball per 2 free players.</td>
<td></td>
</tr>
<tr>
<td>Free players start by passing ball around to other free players, while Pirates try to steal passes.</td>
<td></td>
</tr>
<tr>
<td>If a Pirate steals or knocks down a pass, free player who threw ball changes places with Pirate.</td>
<td></td>
</tr>
<tr>
<td>If a free player drops a pass, he or she remains a free player.</td>
<td></td>
</tr>
<tr>
<td>Only when a Pirate makes contact with ball and it is not caught does the free player and Pirate change.</td>
<td></td>
</tr>
</tbody>
</table>

### Lacrosse Game (Indoor or Outdoor)
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing field should be approximately 100 yards x 60 yards for a full game. Small games should be played 4-on-4 or 3 on 3, playing on a small field. Play across field 50 yards x 25 yards.</td>
<td>✓ Move around to the different games to help supervise.</td>
</tr>
<tr>
<td>Player to player defense</td>
<td>✓ Remind students of the rules.</td>
</tr>
<tr>
<td>You or TA referee the game(s)</td>
<td>✓ Encourage students to make good quick passes.</td>
</tr>
<tr>
<td>You signal for a foul or out of bounds ball, all players must stand. Game is resumed by your second signal.</td>
<td>✓ Supervise students returning equipment</td>
</tr>
<tr>
<td>Boundary lines are not necessary, natural boundaries may be used, with closest student gaining possession. If 2 opponents are equidistant from ball, a throw is taken.</td>
<td></td>
</tr>
<tr>
<td>Fouls:</td>
<td></td>
</tr>
<tr>
<td>Body contact</td>
<td></td>
</tr>
<tr>
<td>Stick checking</td>
<td></td>
</tr>
<tr>
<td>Touching the ball with the body</td>
<td></td>
</tr>
<tr>
<td>Anything dangerous</td>
<td></td>
</tr>
<tr>
<td>If a foul is committed, a free position (student is given the ball) is awarded to student fouled against. All students must be 3 feet away from fouled student. On your whistle, ball carrier may run, pass, or shoot.</td>
<td></td>
</tr>
<tr>
<td>Game begins and restarts with 1 team in possession.</td>
<td></td>
</tr>
<tr>
<td>Do not play with a goalkeeper.</td>
<td></td>
</tr>
<tr>
<td>For beginners, on a ground ball, closest student picks it up.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Lacrosse Game (Indoor or Outdoor) *(continued)* *(15 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Basic Rules for Indoor Sideline Lacrosse:</td>
<td></td>
</tr>
<tr>
<td>■ 8 students on a team. 4 students from each team are in playing area. Other 4 are spread out on sideline.</td>
<td></td>
</tr>
<tr>
<td>■ Game begins with a team in possession of ball on sideline farthest from goal.</td>
<td></td>
</tr>
<tr>
<td>■ 3 completed passes must occur before a shot on goal can be taken. (This can be adjusted for skill level of students.)</td>
<td></td>
</tr>
<tr>
<td>■ Students in playing area may use their teammates on sidelines but ball cannot be passed down sideline nor can sideline students score a goal.</td>
<td></td>
</tr>
<tr>
<td>■ A small goal may be used (recommended since there is no goalie). Basketball backboards also can be used and provide for safety since students are not shooting through others.</td>
<td></td>
</tr>
<tr>
<td>■ After a goal is scored (or in case of a time limit), students rotate off to sideline and next 4 students come into playing area.</td>
<td></td>
</tr>
<tr>
<td>■ Fouls result in a free position for student fouled against. All students must be 10 feet away from fouled student. On your whistle, ball carrier may run, pass, or shoot.</td>
<td></td>
</tr>
<tr>
<td>■ Fouls:</td>
<td></td>
</tr>
<tr>
<td>■ Body contact</td>
<td></td>
</tr>
<tr>
<td>■ Stick checking</td>
<td></td>
</tr>
<tr>
<td>■ Ball touching body</td>
<td></td>
</tr>
<tr>
<td>■ Covering ball with stick</td>
<td></td>
</tr>
<tr>
<td>■ Anything dangerous</td>
<td></td>
</tr>
<tr>
<td>■ If ball goes over the end lines, closest student gains possession; if opponents are equidistant from ball, a throw is taken.</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>■ PQP questioning:</td>
<td></td>
</tr>
<tr>
<td>■ P = Praise - Name something you liked about Ultimate Lacrosse.</td>
<td></td>
</tr>
<tr>
<td>■ Q = Question - What didn’t you understand about the activity?</td>
<td></td>
</tr>
<tr>
<td>■ P = Polish - Name 1 way you could make this activity better.</td>
<td></td>
</tr>
<tr>
<td>■ Which game did you like better, Ultimate Lacrosse or Coed Lacrosse/Outside/Indoor Sideline Lacrosse?</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

Italics indicate the teacher speaking directly to the student.
Lacrosse Appendix A

HRPA Task Cards
STRIDE JUMP

Stand with right foot in front

Jump up and switch feet; land with left foot in front

Repeat
ELBOW TO KNEE

Lift right knee and touch with left elbow; lower knee

Lift left knee and touch with right elbow; lower knee

Repeat
BOUNCE & TWIST

Bounce up and down with feet together; twisting each time you land

Repeat
DOWNHILL SKIER

With feet together, jump right, left

Repeat
SUPERBALL

Jump rope with feet together

Bounce straight up and down using just feet & ankles

Repeat
KNEE SLAP ON STEP

Step up on step lift right knee touching knee with both hands

Step up on left foot touching left knee with both hands

Step down right foot; left foot

Repeat
LUNGE

Start with both feet together

Jump to the right landing with the right foot forward and the left foot back

Jump to the left landing with the left forward and the right foot back

Repeat
LEG KICKS

Bounce up and down

Alternate kicking right leg out in front; then left leg

Repeat
RUN IN PLACE
AEROBIC BOWLING

One partner stands 2’ behind the pin and retrieves the ball.

On the signal, the first bowler rolls ball at pin.

If the pin is knocked down, the bowler is responsible for replacing the pin then replaces partner behind pin.

Partner with the ball goes to line to roll the ball at pin.
Push Up 4 Corners Task Cards
<table>
<thead>
<tr>
<th>Push-up Position</th>
<th>Count Push-ups</th>
<th>Challenge</th>
</tr>
</thead>
</table>

**PUSH UP TAG**
GRAB IT

Push up Position
Low-5 with Left
Low-5 with Right
Low-5 with Left
TENNIS BALL ROLL
PUSH-UP

Push up Position

Roll under

Throw over
ALPHABET PUSH-UPS

Push up Position

High-5 or Low-5 with alphabet forwards

High-5 or Low-5 with alphabet backwards
# Frisbee  
7th Grade : Lesson 1

<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  
- Throw a “catchable toss”  
- Execute a basic one-hand catch  
- Execute a basic sandwich catch | - Music for HRPA  
- Cones/ polyspots  
- One Frisbee per 2 students  
- Equipment for HRPA: Cones, Jump Ropes, Exercise Mats, Dynabands, Aerobic Steps | - Frisbees spread around perimeter of play space  
- Set up for Circuit course  
- Cone/polyspot grids with space in-between for activities #2 and #3 |

## Two Pass-without defenders  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Spread Frisbees around the gym. Each person has a partner.  
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down, jog to another Frisbee and repeat.  
★ Challenge: How many catches can you make as a partnership? | - Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.  
- During Instant Activity, assistant gets Fitness Circuit stations set-up around the perimeter of one side of the play space. |

## Fitness Circuit  
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Divide students into 8 groups and assign each group a station as follows:  
  - Jump Rope  
  - Push-ups  
  - Jumping Jacks  
  - Curl-ups or Crunches  
  - Lunges  
  - Shoulder Press (using Dynabands)  
  - Step-ups (using aerobic steps or bleachers)  
  - Row (using Dynabands)  
- Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds). | - Setup HRPA stations  
- Start and stop music as needed  
- Work with groups that may need additional help |

### Instant Activity
- Italics indicate the teacher speaking directly to the student.
### Frisbee Grip, Throw, and Catch
**Lesson Content:**
- Students seated for explanation and demonstration.
- Demonstrate the following skills:
  - **Grip Cue:** Pinch disk’s edge with thumb and middle finger, forefinger along edge of the disc.
  - **Backhand Throw Cue:** Stand sideways to target. With front edge of the disc lower than the back edge, pivot, step toward target with the same-sided foot (no opposition), and release with snap of wrist. Transfer weight forward and follow through toward, pointing at the target.
  - **Sandwich Catch Cue:** Watch disk into the hands. Spread fingers apart, one hand on top one on bottom. Clap hands together as you catch the disc.
  - **One-Handed Catch Cue:** Watch Frisbee into the hand, step toward disk, and thumb up for pass below waist. Thumb down for pass above waist. “Give” with catching hand when receiving.
- Add catchable toss instructions / discussion / demonstration
  - Students practice (shadow) the actions of the above skills without a Frisbee.

### Triangle Pass
**Lesson Content:**
- Groups of four with one Frisbee. Cones or polypots to mark corners of triangle.
- Students form a triangle with two players in a line at one corner with a Frisbee.
- Partner A with Frisbee passes to partner B and follows their pass replacing partner B. B passes to C following pass to replace C. C passes to D runs to replace D. Group continues the sequence.
- Challenge: How many catchable tosses can be made to each partner?
  - One point for each catchable toss.
  - One point for each catch.
- Have partners take one step back after every three consecutive successful tosses/catches.
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of four divide into teams of 2.</td>
<td>Assistant help students set up their courts and understand the game.</td>
</tr>
<tr>
<td>Offense attempts to move, pass and catch Frisbee while defending team attempts to knock down or intercept the Frisbee.</td>
<td>Move to different areas to assist and offer feedback to students.</td>
</tr>
<tr>
<td>The thrower can pivot for an open lane to pass, but cannot run with the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>When a Frisbee is dropped or knocked down, it is put in play by the opposing team at that spot and play continues.</td>
<td></td>
</tr>
<tr>
<td>Teams count out loud with each catch. One point awarded for every three consecutive catches, then the Frisbee is placed down and the opposing team begins on offense from that spot.</td>
<td></td>
</tr>
<tr>
<td>Defense is awarded one point for a knock down, two points for an interception.</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>Collect equipment</td>
<td>Help gather Frisbees and equipment.</td>
</tr>
<tr>
<td>Have students do a think-pair-share while stretching.</td>
<td></td>
</tr>
<tr>
<td>What are the keys to a one-handed catch?</td>
<td></td>
</tr>
<tr>
<td>What are the keys to making a catchable toss?</td>
<td></td>
</tr>
<tr>
<td>Practice catching and throwing a Frisbee after school with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
Frisbee

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
# Frisbee 7th Grade: Lesson 2

## Lesson Outcomes
- Demonstrate basic forehand grip and throw
- Demonstrate “leading” a teammate with the throw
- Demonstrate running and pivoting to change direction in order to receive a pass
- Demonstrate defensive guarding

## Equipment
- One Frisbee for each pair of students
- Music for IA
- Four Corners Task Cards

## Before Class Set Up
- Frisbees spread around perimeter of play space
- Four Corners set-up
- Activity area set-up in grids

## Instant Activity

### Four Corners (5 minutes)

#### Lesson Content
- Students enter the activity area and begin walking/jogging around the outside of the 4 cones in a CW or CCW direction.
- Stop students and explain that when the music begins, they will read and follow the task on each cone. Tasks are performed traveling to the next cone. When music pauses (10 seconds), students stop where they are and Teacher or TA leads the class in a basic stretch.
- Activities for the long sides of the rectangle could include jogging, power skipping, basketball shuffle, & grapevine step.
- Activities for the short sides could include squat lunge, crab walk, broad jumps, & high knees, pump step.

#### Role of Assistant
- Supervise, make sure students follow directions and stay on task.
- Assist with set-up and equipment for IA and HRPA.

## Health Related Physical Activity

### High 10 Everybody’s It (6 minutes)

#### Lesson Content
- Object of game: to tag and free as many people as possible.
- Use 4 Corners setup or form a 25 x 25 yd. square with cones.
- 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.

#### Variation: When student is tagged, he/she moves outside the boundary and performs an exercise before returning to the game (5 push-ups, 5 crunches, arm circles, etc).

#### Role of Assistant
- Assistant supervising inner circle while teacher is supervising outer circle.
- Toward the end, assistant can begin setting up Dribble Speedway on opposite end of play space (see diagram).

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

**Review Frisbee Grip, Throw, and Catch**  
**LESSON CONTENT**  
- Students shadow and demonstrate each skill during review.  
- Quickly review the following skills:  
  - Grip Cue.  
  - Backhand Throw Cue.  
  - Sandwich Catch Cue.  
  - One-Handed Catch Cue.  
- **Introduce the Forehand Grip and Throw Cues:**  
  - Similar to backhand grip except with middle finger inside the rim and index toward the center of the disc. Stand with opposite side toward the target, knees bent, feet shoulder-width and throwing arm slightly behind the back leg.  
  - Bring the arm back so that the disc is next to the back leg and weight is shifted slightly back. Keep forearm down slightly so that disc is at about a 45 degree angle.  
  - Step toward target with opposite leg, snapping the wrist forward as the weight is transferred toward the front leg. The arm moves only a short distance and power comes from the snap of the wrist.  
  - Follow through by pointing toward the target with the throwing hand.  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students shadow and demonstrate each skill during review.</td>
<td>- During activity, assistant can find a group that is demonstrating good passing form.</td>
</tr>
<tr>
<td>- Quickly review the following skills.</td>
<td>- Ask this group if they would demonstrate for class.</td>
</tr>
<tr>
<td>- Grip Cue.</td>
<td>- Teacher and assistant must watch all students for safety.</td>
</tr>
<tr>
<td>- Backhand Throw Cue.</td>
<td></td>
</tr>
<tr>
<td>- Sandwich Catch Cue.</td>
<td></td>
</tr>
<tr>
<td>- One-Handed Catch Cue.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Introduce the Forehand Grip and Throw Cues:</strong></td>
<td></td>
</tr>
<tr>
<td>- Similar to backhand grip except with middle finger inside the rim and index toward the center of the disc. Stand with opposite side toward the target, knees bent, feet shoulder-width and throwing arm slightly behind the back leg.</td>
<td></td>
</tr>
<tr>
<td>- Bring the arm back so that the disc is next to the back leg and weight is shifted slightly back. Keep forearm down slightly so that disc is at about a 45 degree angle.</td>
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</tr>
<tr>
<td>- Step toward target with opposite leg, snapping the wrist forward as the weight is transferred toward the front leg. The arm moves only a short distance and power comes from the snap of the wrist.</td>
<td></td>
</tr>
<tr>
<td>- Follow through by pointing toward the target with the throwing hand.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2

**Partner Passing Play**  
**LESSON CONTENT**  
- Students find a partner and each pair gets one Frisbee.  
- Quickly review passing and catching techniques.  
- Remind students to emphasize catchable throws to their partners.  
- Partners stand 10 feet from each other. One person forms a 2-hand target.  
- Pass to each other practicing all basic throws and catches, with the emphasis on accuracy and good throwing and catching skills.  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find a partner and each pair gets one Frisbee.</td>
<td>- During activity, assistant can find a group that is demonstrating good form.</td>
</tr>
<tr>
<td>- Quickly review passing and catching techniques.</td>
<td>- Choose a pair that is having success and ask if they would demonstrate.</td>
</tr>
<tr>
<td>- Remind students to emphasize catchable throws to their partners.</td>
<td></td>
</tr>
<tr>
<td>- Partners stand 10 feet from each other. One person forms a 2-hand target.</td>
<td></td>
</tr>
<tr>
<td>- Pass to each other practicing all basic throws and catches, with the emphasis on accuracy and good throwing and catching skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges:</th>
<th>- Every 3 catches, you and your partner move your body to a lower position. How low can you go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How many accurate throws and successful catches can you and your partner make? Can you improve?</td>
<td></td>
</tr>
<tr>
<td>- Move a step back with every three successful completions. When there is a miss, move back in and start over.</td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
Move & Catch
(5-7 minutes)

**LESSON CONTENT**
- Have the students Stop – Look – Listen to the next partner activity.
- Teacher chooses one pair to help demonstrate the activity:
  - Player without Frisbee runs three to five steps, pivots and changes direction, turning and looking for a pass.
  - Thrower remains stationary and passes the Frisbee slightly ahead of the partner who is running, so that the catch can be made on the run. Begin with basic backhand throw. With success, have students attempt the forehand throw.
  - Emphasize that the passer steps in the direction of the pass slightly ahead of where the receiver is running so that the catch is made on the run.
- **Challenge:** How many consecutive catches can you and your partner make? (Be sure that partners are adequately spread out and are aware of other groups to assure safety).

**ROLE OF ASSISTANT**
- If large class, Assistant can help the class in another area of the play space.
- Help students with spacing so that they have adequate room to practice passing and catching on the run.

2 on 2 Keep Away
(8-10 minutes)

**LESSON CONTENT**
- Introduce guarding and playing “soft defense.”
  - Good athletic stance, feet shoulder width apart, hands up.
  - Defender keeps body between the offensive player and the Frisbee.
  - When guarding the thrower, keep body about three feet away from the thrower.
  - One pair returns their Frisbee to the perimeter.
  - Offense attempts to move, pass and catch Frisbee while defending team attempts to knock down or intercept the Frisbee.
  - The thrower can pivot for an open lane to pass, but cannot run with the Frisbee.
  - When a Frisbee is dropped or knocked down, it is put in play by the opposing team at that spot and play continues.
  - Teams count out loud with each catch. One point awarded for every three consecutive catches, then the Frisbee is placed down and the opposing team begins on offense from that spot.
  - Defense is awarded one point for a knock down, two points for an interception.

**ROLE OF ASSISTANT**
- Assist with organization of activity.
- Monitor activity for safety.
- Help students understand the concept of “soft defense”.
- Assist in keeping games moving.

Transition

**LESSON CONTENT**
- Have each pair of students join another pair to form groups of 4.

**ROLE OF ASSISTANT**
- Assist students in transition.

Cool Down/Closure
(3 minutes)

**LESSON CONTENT**
- Collect equipment
  - Have students turn to a partner and without a Frisbee, show partner how to grip, pass, and catch a Frisbee.
  - What are the critical elements of playing “soft defense?”
  - Play catch with a Frisbee at home, with a friend.

**ROLE OF ASSISTANT**
- Assistant help gather Frisbees and equipment.
**Frisbee 7th Grade : Lesson 3**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate leading a receiver with the Frisbee throw</td>
<td>Music for FLOW</td>
<td>✔️ Frisbees spread out around perimeter of play space</td>
</tr>
<tr>
<td>Demonstrate short, accurate passes</td>
<td>FLOW Equipment</td>
<td>✔️ FLOW Stations</td>
</tr>
<tr>
<td>Demonstrate defensive guarding</td>
<td>One Frisbee per 2 students</td>
<td>✔️ 10 X 10 yard grids for each 6 students</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two Pass-With Defenders</strong> (5 minutes)</td>
<td>Spread Frisbees around the activity area. Each person has a partner.</td>
<td>Remind students about playing “soft defense.”</td>
</tr>
<tr>
<td></td>
<td>The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.</td>
<td>Change “defenders” every min.</td>
</tr>
<tr>
<td></td>
<td>Choose 4-5 students to move around the play space and try to defend against the pass.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLOW</strong> (15 minutes)</td>
<td>FLOW</td>
<td>✔️ Gather and distribute equipment for FLOW.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️ Assist with equipment clean-up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️ Supervise specific stations that need direct supervision.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️ Participate in activities for short bouts.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3 Pass Game</strong> (15 minutes)</td>
<td>Groups of 6, assigned to a grid, divided into teams of 3.</td>
<td>✔️ Set-up grids.</td>
</tr>
<tr>
<td></td>
<td>Each game with 1 Frisbee.</td>
<td>✔️ Help with groupings.</td>
</tr>
<tr>
<td></td>
<td>Object of the game is for each team to complete 3 passes.</td>
<td>✔️ Assist with rules.</td>
</tr>
<tr>
<td></td>
<td>Players may not run with the Frisbee.</td>
<td>✔️ Offer feedback and instruction on moving without the Frisbee to find an open space on offense, and cutting off passing lanes on defense.</td>
</tr>
<tr>
<td></td>
<td>1 point for every 3 consecutive catches. After 3 catches, the Frisbee is placed down and the other team begins from that spot.</td>
<td>✔️ Encourage students to make short, accurate passes.</td>
</tr>
<tr>
<td></td>
<td>If pass is incomplete, the teams change possession at that spot.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principle of 3’s is in effect:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must pass the Frisbee in 3 seconds (“One Alligator, Two Alligator, Three Alligator”).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must complete 3 passes to score a point.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defender stands 3 feet away from passer (soft defense).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 different students must catch the Frisbee in order to score a point.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: Play games for 3 minutes. Teams rotate one grid in a counterclockwise direction.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
Cool Down/Closure
(3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>One person from each game return the Frisbee.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>What is the best way to complete a pass to a partner who is running? (Throw the Frisbee slightly ahead of the runner).</td>
<td></td>
</tr>
<tr>
<td>What enabled your team to maintain possession of the Frisbee during your game?</td>
<td></td>
</tr>
<tr>
<td>Playing with a friend at home, practice throwing and catching while running.</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.*
# Frisbee 7th 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 defensive positioning and cutting down a passing lane</td>
<td>▶ Music</td>
<td>✓ Set out Frisbees around perimeter of play space</td>
</tr>
<tr>
<td></td>
<td>▶ One Frisbee per 2 students</td>
<td>✓ Have task cards out and ready for HRPA</td>
</tr>
<tr>
<td></td>
<td>▶ HRPA Task Cards</td>
<td>✓ Set up grids for Frisbee Football, using lines, cones or polyspots to mark boundaries and goal lines.</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Two Pass-without Defenders

**Lesson Content**
- Spread Frisbees around the play space. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down, jog to another Frisbee and repeat.
- Challenge: How many catches can you make as a partnership?

**Role of Assistant**
- The teacher and assistant circulate around area to give ideas for improvement and success with passing.

### Transition

**Lesson Content**
- One partner returns Frisbee to the perimeter.
- Students create groups of 4.

**Role of Assistant**
- Assist students with quickly forming groups.

### Squad Leader Fitness

**Lesson Content**
- 4-8 students per squad. Each squad receives a “Squad Leader Challenge” task card.
- Students within the squad take turns acting as the squad leader.
- Once a task is completed, a new squad leader reads the next task.
- Squads will be performing different tasks through the gym based on the order of tasks.
- Students start over if they complete all tasks before other groups.

**Variation(s):** Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

**Role of Assistant**
- Assist with grouping.
- Participate (short spurts) with several groups as you supervise.

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

*Italics indicate the teacher speaking directly to the student.*
### Activity #1

**3 v. 1**

*(5 minutes)*

**Lesson Content:**
- Groups of 4, one Frisbee, four cones or polypsots to mark off a square.
- Three students (XXX, see diagram) stand in opposite corners. The other person (D) plays defense and stands in the middle of square.
- One partner has the Frisbee and passes it to another partner who moves toward the open corner.
- D tries to cut down the passing lane to deflect or intercept the Frisbee to prevent it from getting to the receiver.
- Students may NOT move until thrower begins to release the Frisbee.
- If Frisbee is deflected or intercepted, thrower switches places with the defender.
- If X successfully catches Frisbee in the empty corner, then that person pivots and passes it to the new empty corner and game continues.

**Defensive cue:** cut the passing lane in half by sliding in good athletic position, with arms out, ready to deflect the pass.

**Role of Assistant:**
- Teacher and assistant help students with equipment and group set up.
- Teacher explains game by using one group to demonstrate for class.
- Keep students in designated play space and be sure they are rotating person in the middle.

---

### Activity #2

**Frisbee Football**

*(10 minutes)*

**Lesson Content:**
- Teams of 4 v. 4, with one Frisbee.
- Expand the square into the larger grid for the game.
- Frisbee football is an all-passing football game.
- The throw-off is conducted by the “kicking team” throwing the Frisbee down field/court to the receiving team.
- The receiving team must either catch the Frisbee in the air, or pick it up off the ground to advance it from that spot.
- A fumbled or dropped Frisbee is considered dead with the offensive team retaining possession as long as they have downs remaining.
- The offensive team has four downs to score. Each pass attempt is a down.
- No running with the Frisbee. Passing and catching the Frisbee is the only way to advance down the field.
- After 4 downs without a score the Frisbee goes to the other team at that spot.
- Interceptions are considered a turnover and the intercepting team begins with a first down at that spot.
- Touchdown is awarded for a Frisbee caught behind the opposing team’s goal line.
- After a touchdown, the defensive team starts at its own goal line.
- Principle of 3’s can be applied here:
  - 3 passes to 3 different people before you can score.
  - Defender must stand 3 feet from thrower.
  - 3 seconds to pass.

**Role of Assistant:**
- Monitor games and help students make decisions regarding rules.
- Remind students to rotate through positions.
- Provide positive specific and corrective feedback.

---

*Italics indicate the teacher speaking directly to the student.*
## Frisbee Football (continued)
### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Frisbee Football Grid" /></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>Collect equipment.</td>
<td></td>
</tr>
<tr>
<td>What does a defender have to do to cut down a passing lane?</td>
<td></td>
</tr>
<tr>
<td>With your partner describe how to move in order to get open for a pass.</td>
<td></td>
</tr>
<tr>
<td>Practice passing and catching the Frisbee with friends after school.</td>
<td></td>
</tr>
</tbody>
</table>

Assistant help get gather cones and Frisbees.

*Italics indicate the teacher speaking directly to the student.*
### Two Pass-With defenders

**Lesson Content**
- Spread Frisbees around the activity area. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.
- Choose 4-5 students to move around the play space and try to defend against the pass.

**Role of Assistant**
- The teacher and assistant circulate around area to give ideas for movement and success with passing.
- Assistant can participate as a defender.
- Monitor the activity for safety.

### Fitness Circuit

**Lesson Content**
- Divide students into 8 groups and assign each group a station as follows:
  - Jump Rope
  - Push-ups
  - Jumping Jacks
  - Curl-ups or Crunches
  - Lunges
  - Shoulder Press (using Dynabands)
  - Step-ups (using aerobic steps or bleachers)
  - Row (using Dynabands)
- Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds).

**Role of Assistant**
- Setup HRPA stations.
- Start and stop music as needed.
- Assist with grouping.
- Participate with several groups as you supervise.

### Transition

**Lesson Content**
- Students form groups of 3.
- Each group has 1 Frisbee.

**Role of Assistant**
- Assist with set-up of grids.
- Help distribute equipment.

---

*Italics indicate the teacher speaking directly to the student.*
### Lesson Content: Role of Assistant

| Groups of 3, each group with one Frisbee. |
|Teacher introduces the concept of faking and juking to get open for a pass. |
|Moving toward defender, plant one foot. |
|Using a head fake, quickly pivot and change direction, turning to look for a pass. |
|One student is the defender, one receiver, and one passer (see Diagram). |
|On “go,” defender attacks Frisbee, receiver moves to an open space, passer draws defender, pivots and passes. |

| PASSER is stationary and can only pivot. |
|Defender guards the Frisbee only and must stay at least 3 feet away from passer, playing a soft defense. |
|Goal of activity is for receiver to move to an open position to receive the pass. |
|On “go” from the Passer, the Defender moves toward the Passer to defend the Frisbee and cut down on the passing lane. |
|Passes must be around the defender and not over the defender’s head. |
|Receiver must move to get open. |
|After 5 passes rotate positions. |

**Challenge:** Students in the middle scores a point whenever a pass is knocked down or not completed.

### Cool Down/Closure

| Collect equipment |
|Students share questions with a partner (think/pair/share) while they stretch. |

- **What are the keys to throwing accurately?**
- **Why is it important to move to an open space?**
- **Play Frisbee games you’ve learned after school.**

Assistant helps collect Frisbees, cones and other equipment.

---

**R**=Receiver  
**D**=Defender  
**P**=Passer
### Instant Activity

<table>
<thead>
<tr>
<th>Four Corners</th>
<th>FLOW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Students enter the activity area and begin walking/jogging around the outside of the 4 cones in a CW or CCW direction.</td>
<td>FLOW</td>
</tr>
<tr>
<td>Stop students and explain that when the music begins, they will read and follow the task on each cone. Tasks are performed to the next cone.</td>
<td></td>
</tr>
<tr>
<td>Activities for the long sides of the rectangle could include jogging, power skipping, basketball shuffle, &amp; grapevine step.</td>
<td></td>
</tr>
<tr>
<td>Activities for the short sides could include squat lunges, crab walk, broad jumps, &amp; high knees, pump step.</td>
<td></td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Supervise, make sure students follow directions and stay on task.</td>
<td></td>
</tr>
<tr>
<td>For IA, set 4 cones in each corner on one half of the play spaces with a task card on each cone.</td>
<td>Gather and distribute equipment for FLOW.</td>
</tr>
<tr>
<td>Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter.</td>
<td>Start/Stop music if needed.</td>
</tr>
<tr>
<td>FLOW Stations out and accessible for students.</td>
<td>Assist with equipment clean-up.</td>
</tr>
<tr>
<td>Set up grids with lines, cones or polyspots for End Line Frisbee.</td>
<td>Supervise specific stations that need direct supervision.</td>
</tr>
<tr>
<td></td>
<td>Participate in activities for short bouts.</td>
</tr>
</tbody>
</table>

---

**LENSON OUTCOMES**

- Move to open space to receive Frisbee
- Demonstrate basic defensive position and guarding

**EQUIPMENT**

- Cones for IA
- FLOW Equipment
- One Frisbee per 3 students
- 4 Corner Task Cards
- Music for FLOW
- Cones or polyspots for grids

**BEFORE CLASS SET UP**

- For IA, set 4 cones in each corner on one half of the play spaces with a task card on each cone.
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter.
- FLOW Stations out and accessible for students.
- Set up grids with lines, cones or polyspots for End Line Frisbee.

---

*Italics indicate the teacher speaking directly to the student.*
**End Line Frisbee**

**3 v 3**

(15 minutes)

### LESSON CONTENT

- Students form groups of 6 and then make 2 teams of 3.
- Set up several games across the width of the play space, approx. 15' X 20' (see Diagram), marked off with cones.
- Offensive players move to an open space to receive a pass.
- Point is scored if the Frisbee is caught beyond the goal line by the offensive team.
- Principle of 3’s:
  1. Three passes to three different players before scoring.
  2. Must guard the Frisbee 3 feet away (soft defense).
- All incomplete passes or interceptions result in teams changing possession of the Frisbee at that spot.
- Thrower cannot move with the Frisbee, except to pivot for an open passing lane.
- If the Frisbee is thrown out of bounds it is put in play by the opposing team at that spot on the sideline.
- Frisbee is put back into play at the goal line after a score.
- Goal area can be marked off with a line, with cones or polyspots.

### ROLE OF ASSISTANT

- Teacher and assistant move among groups and offer ways to improve defense.
- Second time to visit group, offer praise if defense is working well, and more information if not doing as well as expected.
- Remind players on offense to move without the Frisbee in order to find open space.
- Encourage short passes when on offense.

### Cool Down/Closure

(5 minutes)

### LESSON CONTENT

- Collect equipment.
- While stretching have students do a think-pair-share.
  - **Describe good defensive positioning when guarding someone in Frisbee End-Line.**
  - **What does it take to score? What do teammates have to do to help their team score?**
  - **Play End Line Frisbee with friends after school.**

### ROLE OF ASSISTANT

- Assist in gathering equipment.
- Reinforce concepts taught in lesson.

** Italics indicate the teacher speaking directly to the student. **
# Frisbee 7th Grade: Lesson 7

## Lesson Outcomes
- Demonstrate how to create passing lanes to get open for a pass.
- Demonstrate how to guard an offensive player while on defense.

## Equipment
- One Frisbee per 2 students
- HRPA Task Cards
- Cones
- Music for HRPA

## Before Class Set Up
- Spread Frisbees around perimeter of the area.
- 25 x 25 yard cone square
- 10 x 10 yard grids for each 6 students
- Have cones and HRPA task cards ready for HRPA

## High 10 Everybody’s It (5 minutes)

### 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, or use boundaries of basketball court when inside.
- 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
- Encourage participation.
- Assistant can participate in this activity for short bouts.
- Be aware of safety issues as students enter the play space.

## Partner Race Track Fitness (6-8 minutes)

### Lesson Content
- Have students get a partner.
- Partner 1 jogs; partner 2 performs inner circle activity.
- Inner circle includes the task card - See Partner Race Track Fitness Task Card.
- Once activity begins, students switch on paused music (NOT when one lap is completed!) from jogging to inner circle activity and vice versa.
- Students DO NOT need to go back to original partner!!
- When music stops, jogger stops, finds nearest cone and chooses next activity down the line...inner circle partner begins jogging.

### Role of Assistant
- Assist with set up.
- Assistant can supervise inner circle while teacher is supervising outer circle.

## Transition

### Lesson Content
- Students form groups of 6 and then divide into two groups of 3.

### Role of Assistant
- Assist students in transition.

---

*Cues or Key Concepts ➔ Variation ★ Challenge
Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1  
**2 v. 1 Keep Away**  
(7-10 minutes)  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group of 3 is assigned a grid and needs 1 Frisbee.</td>
<td>Direct students and explain activity as needed.</td>
</tr>
<tr>
<td>Designate one person to be in the middle (interceptor).</td>
<td>Encourage moving quickly, finding open space, playing “soft defense.”</td>
</tr>
<tr>
<td>On your signal, the 2 outside students pass the Frisbee to each other without the interceptor intercepting it or knocking it down.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>The student stays in the middle until you blow the whistle (after 1 minute) to rotate.</td>
<td>Congratulate improvement.</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>
<tr>
<td>Challenge: Students in the middle score a point whenever a pass is not completed or when a pass is thrown over their heads. Keep track of defensive points only.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2  
**3 Pass Game**  
(15 minutes)  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students from adjacent grids come together to form teams of 3 v. 3.</td>
<td>Set-up grids.</td>
</tr>
<tr>
<td>Object of the game is for each team to complete 3 passes.</td>
<td>Help with groupings.</td>
</tr>
<tr>
<td>1 point for every 3 consecutive catches. After 3 catches, the Frisbee is placed down and the other team begins from that spot.</td>
<td>Assist with rules.</td>
</tr>
<tr>
<td>If pass is incomplete, the teams change possession at that spot.</td>
<td>Encourage quick transitions when Frisbee changes possession.</td>
</tr>
<tr>
<td>Principle of 3's is in effect:</td>
<td>Encourage and reinforce fair play and good sportsmanship.</td>
</tr>
<tr>
<td>Must complete 3 passes to score a point.</td>
<td></td>
</tr>
<tr>
<td>Defender stands 3 feet away from passer (soft defense).</td>
<td></td>
</tr>
<tr>
<td>3 different students must catch the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Play games for 5 minutes. Teams leading move up a grid and those behind move down.</td>
<td></td>
</tr>
<tr>
<td>Variations: If you need to speed up the game, the Frisbee must be passed within 3 seconds.</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>Collect equipment.</td>
<td>Assistant helps collect Frisbees and cones.</td>
</tr>
<tr>
<td>Ask students: How did you support your teammates when playing Offense? Defense?</td>
<td></td>
</tr>
<tr>
<td>Play Frisbee games with your friends after school.</td>
<td></td>
</tr>
</tbody>
</table>

\* Italics indicate the teacher speaking directly to the student. \*
Frisbee 7th Grade: Lesson 8

**Lesson Outcomes**
- HRPA task Cards
- One Frisbee for each pair of students
- Cones to mark off game boundaries

**Equipment**
- Move to an open space on offense
- Pass to students who are moving

**Before Class Set Up**
- Set out Frisbees around perimeter of play space
- Cones ready with Task Cards for HRPA
- Set-up activity area for 3 on 3 games with end zones.

---

**Instant Activity**

**Two Pass-With defenders** (5 minutes)

**Lesson Content**
- Spread Frisbees around the activity area. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.
- Choose 4-5 students to move around the play space and try to defend against the pass.

**Role of Assistant**
- As soon as most students are in area, assistant moves to help groups.
- Monitor activity for safety.

**Transition**

**Lesson Content**
- After returning Frisbees, have students form groups of 6.

**Role of Assistant**
- Assist students with quick grouping.
- Have task cards ready for each group.

**Squad Leader Fitness** (10-12 minutes)

**Lesson Content**
- 6 students per squad. Each squad receives a “Squad Leader Challenge” task card.
- Students within the squad take turns acting as the squad leader.
- Once a task is completed, a new squad leader reads the next task.
- Squads will be performing different tasks through the gym based on the order of tasks.
- Students start over if they complete all tasks before other groups.

**Variation(s)**: Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

**Role of Assistant**
- Participate with several groups as you help supervise.

---

Italics indicate the teacher speaking directly to the student.
### End Line Frisbee

**3 v 3**  
(15-20 minutes)

**LESSON CONTENT**  
- Students form groups of 6 and then make 2 teams of 3.
- Set up several games across the width of the play space, approx. 15' X 20' (see Diagram), marked off with cones.
- Offensive players move to an open space to receive a pass.
- Point is scored if the Frisbee is caught beyond the goal line by the offensive team.
- Principle of 3's:
  - 3. Three passes to three different players before scoring
  - 4. Must guard the Frisbee 3 feet away (soft defense)
- All incomplete passes or interceptions result in teams changing possession of the Frisbee at that spot.
- Thrower cannot move with the Frisbee, except to pivot for an open passing lane.
- If the Frisbee is thrown out of bounds it is put in play by the opposing team at that spot on the sideline.
- Frisbee is put back into play at the goal line after a score.
- Goal area can be marked off with a line, with cones or polystops.

**ROLE OF ASSISTANT**  
- Teacher and assistant move among groups and offer ways to improve defense.
- Second time to visit group, offer praise if defense is working well, and more information if not doing as well as expected.

**ACTIVITY #1**

End Line Frisbee  
(continued)

**LESSON CONTENT**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>G</td>
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<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>XO</td>
</tr>
</tbody>
</table>

**ROLE OF ASSISTANT**

- After 5 minutes, rotate teams one grid counterclockwise.

### Cool Down/Closure

**5 minutes**

**LESSON CONTENT**

- Collect equipment.
- Ask students:
  - What are creative ways for you to get open for a pass in Frisbee? (cut, fake)
  - What are the keys to passing to a teammate who is moving? (lead him/her)
  - Play End Line Frisbee with your friends after school.

**ROLE OF ASSISTANT**

- Assistant helps collect Frisbees and cones.

---

*Italics indicate the teacher speaking directly to the student.*
Pass, Move and Catch  
(5 minutes)

LESSON CONTENT  ROLE OF ASSISTANT
- 2 players with 1 Frisbee.  
- Partners find an open space and begin standing parallel to each other about 10 yards apart, facing the same direction.  
- The partner with the Frisbee says, “Go” and throws the Frisbee to his or her partner who is running, leading him or her with the pass.  
- The partner catching the Frisbee stops, pivots and passes back to their partner who is running down the field or court for the next pass.  
- Partners continue passing to a moving target, challenging themselves to see how accurately they can lead their receiving partner with the throw and how well they can catch a Frisbee while moving.  
- One point is scored for each catch.  
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with passing.

FLOW  
(15 minutes)

LESSON CONTENT  ROLE OF ASSISTANT
- FLOW  
- Gather and distribute equipment for FLOW.  
- Start/Stop music if needed.  
- Assist with equipment clean-up.
### Activity #1

**Frisbee Football**

#### Lesson Content

- Frisbee football is an all-passing football game.
- The throw-off is conducted by the “kicking team” throwing the Frisbee down field/court to the receiving team.
- The receiving team must catch the Frisbee in the air, or pick it up off the ground to advance it.
- A fumbled Frisbee is considered dead with the offensive team retaining possession as long as they have downs remaining.
- The offensive team has four downs to score.
- No running with the Frisbee. Passing and catching the Frisbee is the only way to advance down the field.
- After 4 downs the Frisbee goes to the other team.
- Interceptions are considered a turnover.
- Touchdown is a Frisbee caught behind the line.
- Principle of 3’s
  - 3 passes to 3 different people before you can score.
  - Defender must stand 3 feet from thrower.
  - 3 steps.
  - 3 seconds to pass.
  - After 3-5 minutes, have teams rotate courts in a counterclockwise direction.

#### Role of Assistant

- Have cones available to help students set up their game.
- Assistant moves around to different areas to help students with rules and to help games move along.
- Assist students with rotating to a different court.

### Cool Down/Closure

#### Lesson Content

- Collect equipment.
- Students do a think, pair share while they stretch.
  - What skills did you use when playing Offense?
  - What skills did you use playing Defense?
  - Play Frisbee football after school.

#### Role of Assistant

- Assistant helps collect Frisbees and cones.
Frisbee 7th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use all previously learned Frisbee skills during a game.</td>
<td>One Frisbee per 2 students</td>
<td>✓ Frisbees spread around perimeter of play space</td>
</tr>
<tr>
<td>Demonstrate self-monitoring during a modified game of Ultimate Frisbee.</td>
<td>Jump Ropes</td>
<td>✓ Set out equipment for Circuit</td>
</tr>
<tr>
<td></td>
<td>Exercise Mats</td>
<td>✓ Depending upon the size of the space available, mark grids for Modified Ultimate Frisbee, using lines, cones or polyspots.</td>
</tr>
<tr>
<td></td>
<td>Two cones per 2 students during IA</td>
<td></td>
</tr>
<tr>
<td>Music for HRPA</td>
<td>Cones to mark off Frisbee Football games</td>
<td></td>
</tr>
</tbody>
</table>

---

INSTANT ACTIVITY

**Partner Passing Play** *(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and each pair gets one Frisbee.</td>
<td>Assist students in making goals (using cones) and using appropriate amount of space.</td>
</tr>
<tr>
<td>Remind students to emphasize catchable throws to their partners.</td>
<td></td>
</tr>
<tr>
<td>Partners stand 10 feet from each other. One person forms a 2-hand target.</td>
<td></td>
</tr>
<tr>
<td>Pass to each other practicing all basic throws and catches, with the emphasis on accuracy and good throwing and catching skills.</td>
<td></td>
</tr>
<tr>
<td>Challenges:</td>
<td></td>
</tr>
<tr>
<td>How many accurate throws and successful catches can you and your partner make? Can you improve?</td>
<td></td>
</tr>
<tr>
<td>Every 3 catches, you and your partner move your body to a lower position. How low can you go?</td>
<td></td>
</tr>
<tr>
<td>Move a step back with every three successful completions. When there is a miss, move back in and start over.</td>
<td></td>
</tr>
</tbody>
</table>

**Fitness Circuit** *(7-10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into 8 groups and assign each group a station as follows:</td>
<td>Start and stop music as needed.</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Push-ups</td>
<td></td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td>Participate with several groups as you supervise.</td>
</tr>
<tr>
<td>Curl-ups or Crunches</td>
<td></td>
</tr>
<tr>
<td>Lunges</td>
<td></td>
</tr>
<tr>
<td>Shoulder Press (using Dynabands)</td>
<td></td>
</tr>
<tr>
<td>Step-ups (using aerobic steps or bleachers)</td>
<td></td>
</tr>
<tr>
<td>Row (using Dynabands)</td>
<td></td>
</tr>
<tr>
<td>Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds).</td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH RELATED PHYSICAL ACTIVITY**

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*Italics indicate the teacher speaking directly to the student.*
Modified Ultimate Frisbee
(20-25 minutes)

LESSON CONTENT

- Two teams of 4-6 players within each grid.
- Teams line up on their own goal line.
- Defensive team begins play by throwing off to the offense.
- Once the offense retrieves the Frisbee, play is continuous.
- The Frisbee can be passed by the offense in any direction.
- Players may not run with the Frisbee.
- Thrower has 3 seconds to pass the Frisbee to teammates who attempt to find an open space for a pass.
- The defender must play a “soft defense” at least three feet away from the thrower.
- No contact is allowed.
- An incomplete or an intercepted pass, or a pass that goes out of bounds results in a change of possession at that spot.
- One point can be awarded for either receiving a throw beyond the opposing team’s goal line, as in traditional Ultimate, or the Principle of Three’s can be used:
  - 3 passes to 3 different people scores one point.
- After 3-4 minutes end games and have teams rotate courts counterclockwise.

ROLE OF ASSISTANT

- Mark off several grids with lines, cones or polyspots.
- Assist with groupings.
- Help clarify rules.
- Assist changing of fields after each game.

Cool Down/Closure
(5 minutes)

LESSON CONTENT

- Collect equipment.
- Have students do a think-pair-share while stretching.
  - What are the basic skills needed to be successful in an Ultimate Frisbee game?
  - What are the two basic types of passes used in Ultimate Frisbee?
  - Play Ultimate Frisbee with your friends at home.

ROLE OF ASSISTANT

- Assistant helps collect Frisbees and cones.

Modified Ultimate Frisbee Grid

 Italics indicate the teacher speaking directly to the student.