Acknowledgements

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How to Use this Handbook

This handbook contains the intervention unit plans.

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

Sections 2–19, Unit Plans
This section contains the four core unit plans (i.e., fitness, basketball, soccer, and handball) and seven optional unit plans. Unit-specific appendices precede the last lesson in some units. All task cards for other than HRPA activities are included in the appendix of each Unit.

Section 20, General Appendices
The general appendices contain the following sections:
1. HPRA Task Cards
2. In-class Messages
Increasing MVPA Through Repetition

There have been concerns raised by some site intervention teachers regarding the repetition of drills, activities, and games across the HEALTHY curriculum. We feel it necessary to address these concerns through an explanation of the Curriculum's purpose, its function, and its role in the study.

Based on teacher observations from previous pilot studies, the purpose of repetition is to provide increased opportunity for MVPA (moderate to vigorous physical activity) and improve motor skill levels. Repetition, especially in skill drills and lead-up games, allows the teacher to give brief instructions to get students active and practice. If students have participated in similar activities in a different unit, they can quickly move to participation. Shorter explanations, less demonstrations, and student familiarity all contribute to more activity time, an increased opportunity for higher heart rates and improved motor skill.

The function of repetition is provided in the structure of High Skills Progression. Throughout the lesson plans, especially in team sports, the high skills progression (HSP) drills and games were repeated for more activity time. High Skills Progression is a game skills teaching strategy that utilizes small group instruction thus promoting opportunities for student participation in moderate to vigorous physical activity (MVPA). It is designed to allow physical educators in presenting skills in a developmentally appropriate progression while keeping students actively engaged and having more fun. This method can be and has been utilized in a wide variety of team sports. There are common elements found in many unit plans such as: similar grid organizational system, utilization of stationary partner activities, moving with or without an object as partners and in groups of 3, and finally, 3 on 3 type games.

In addition there is repetition in the health related physical activities throughout a 10-lesson unit plan. The repetition is designed for increasing MVPA through shorter explanations, less demonstrations, and student familiarity.

The majority of students in this study and others have not previously found this teaching style boring; as HSP incorporates both challenges and competition. The HEALTHY study has found the normal implementation of HSP a winning strategy for skill development while keeping activity levels high. Teachers should expect to see the HSP elements embedded throughout lessons, especially in teamsports.
FLOW

FLOW (Fitness Laboratory on Wheels)

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

FLOW Equipment

FLOW stations are set-up for 60 students to participate simultaneously. If there are more than 60 students per class, you can create additional stations, or have half the class doing FLOW and other half working on a different activity.

The stations, activities, and equipment are merely suggestions and invite individual teacher creativity and innovation.

Safety is constantly in the forefront of considerations in FLOW. Some equipment needs specific safety direction, and some stations may require extra supervision.

Teacher and Teacher Assistant Role

The teacher and teacher assistant are crucial to the success of FLOW implementation. Teachers and assistant are encouraged to:

Select equipment, task for each component, amount of time at each station (1-2 ½ minutes), and music to be used.
Place the equipment for efficient access to set up for FLOW
Provide instruction to the students on:
1. The specific task to be performed at each station
2. Safe use of the equipment and consequences for unsafe usage
3. Procedures for set up and take down of equipment
4. Start and stop cues
5. Rotation pattern or direction

 Maintain a proper station movement sequence through all stations. Timed and/or to music. Direction (rotation pattern), duration (time per station and time for change), and delineation (which activity at each station).
Reinforce technique, effort, and improvement among students.

Organizing FLOW Sets

When planning FLOW, avoid placing especially demanding stations back-to-back. It is best to alternate cardio and power stations to allow recovery. For example: mini steppers, medicine ball, agility ladder, basketball dribble, jump rope, duck walker.

It is helpful to assign permanent colors to each fitness component and use the same color cone with the FLOW station that develops that area of fitness. This helps with organization and student association between the concept and the activity. For example:

Cardiovascular I – red
Upper Body Strength/Muscular strength – blue
Power/Agility/Speed/Flexibility – orange
Set-Up

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

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

Examples of FLOW Organization

### LINES

<table>
<thead>
<tr>
<th>(R)</th>
<th>(B)</th>
<th>(Y)</th>
<th>(G)</th>
<th>(O)</th>
<th>(V)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### CLUSTER

- Red (R) → Violet (V) → Yellow (Y) → Green (G) → Orange (O) → Red (R)
- Blue (B) → Green (G) → Orange (O) → Yellow (Y) → Red (R) → Blue (B)

### SQUARE: 48 Students

- (R) → (V) → (O) → (G) → (Y) → (B) → (R)
- (V) → (O) → (G) → (Y) → (B) → (R) → (V)
Implementation

- Have students partner, get equipment, move to proper area, set up equipment, and perform warm-up stretches until the teachers give the start signal.
- On signal, (music, whistle, verbal cue), all students begin prescribed activity at station. Length of time allotted to each station and time between stations is dependent upon the student's stamina and preparedness for FLOW. Generally, time per station is 1-2 minutes, with 15 seconds to move to next station.
- On next signal, students replace equipment, move to the next station and begin activity.
- Continue process until all 6 stations have been visited. If using FLOW for an entire period some classes may be able to go through circuit twice or more.
- At the end of the activity, have students return all the equipment and the cone from their station to the area prescribed by you or your teacher assistant.

FLOW Components and Equipment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dumbbell Activities:
- Graphic of person holding weight in proper “ready” position for curl (arms down with elbows at hip bones). Next graphic is person in the “up” position of a curl (Weight parallel to shoulder). Arrow to demonstrate movement of arm.
- Graphic of person with arms bent, weights at shoulder height. Next graphic is person with weights overhead. Arrows to demonstrate movement up and down.
- Graphic of person with weights down at side, feet shoulder width apart. Next graphic is person raising weights even with shoulders, using straight arms. Arms can be in front of body and/or to side.
# Fitness 7th Grade: Lesson 1

## Lesson Outcomes
- Identify aerobic and anaerobic activities.
- Participate in cardiovascular activities.
- Demonstrate basic aerobic moves.

## Equipment
- Music/Boom Box
- 1 Jump Rope per 2 students
- 1 Basketball/Soccer ball or other skill related equipment per 2 students
- Task Card

## Before Class Set Up
- Set up coned square or circle at least 30 X 30 yards.

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### Partner Shadow
**Lesson Content**
- Students find a partner.
- The students within the pair take turns modeling a locomotor movement (running, jogging, skipping, jumping, hopping, walking) while the partner copies the movements.
- Partner roles switch every 30 seconds.
- Change the levels of locomotion that are used (i.e. deep squat, half-squat, or on toes) to get other muscle groups involved.

### Jump and Jog Fitness
**Lesson Content**
- The teacher places a jump rope next to each cone station on the inside of the circle.
- Students remain in pairs.
- One student from each pair goes to the outer circle, while the other student goes into the inner space to find a jump rope.
- When the music begins, the students on the outside of the circle begin jogging (students may also speed walk, skip, slide etc.) around the circle in a clockwise fashion while the students in the inside jump rope.
- When the music stops, partners switch places from outer circle to the inner space and vice versa.
- As this is repeated, students at the jump rope stations should choose a different jump rope skill each time they rotate.

### Role of Assistant
- Assist students in partnering.
- Make suggestions of movements when needed.
- Set-up a large circle or square area using cones with an inner area that has several cone stations.
- Attach one task card to each cone.
- Keep the cones for the next activity.
Aerobic Moves  
(10-12 minutes)

LESSON CONTENT
<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group students in 5 or 10.</td>
</tr>
<tr>
<td>Students will go to an Aerobic Moves task card and perform aerobic move listed for 45 seconds then rotate to the next task card. Students will do each task card twice.</td>
</tr>
<tr>
<td>Explain to students what aerobic and anaerobic is. Aerobic is the use of oxygen or sustained activity. Anaerobic is little or no oxygen or activities that occur in short bouts. Aerobic is often referred to as cardiovascular. Types of aerobic activities include basketball, aerobic dance, swimming and jogging. Types of anaerobic activities are football, weight lifting and push-ups.</td>
</tr>
<tr>
<td>Attach one Aerobic Moves Task Card to each cone</td>
</tr>
<tr>
<td>Demonstrate exercises</td>
</tr>
</tbody>
</table>

ACTIVITY #1

Sports Jamboree 
(10-15 minutes)

LESSON CONTENT
<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign students numbers 1 through 5 and instruct them to walk around the perimeter of the basketball court or 30X30 field.</td>
</tr>
<tr>
<td>As the teacher blows the whistle, he/she will call out a number and specify an activity. For example, the teacher may call out, “Fives and basketball.”</td>
</tr>
<tr>
<td>Students with the specified number run into the court and complete a sports skill. Examples of sports skills include: Dribble a basketball down the court and score as many baskets as possible. Dribble a soccer ball as quickly as possible back and forth between two cones previously set-up by the teacher. Toss a ball into the air and catch it as many times as possible. While the specified group number is completing their sports skills, the remainder of the class keeps moving in different ways, such as jogging, galloping, and skipping. After 30 seconds of the sports skill, all the students move back to the perimeter of the basketball court. All students return to walking around the perimeter until the whistle is blown again.</td>
</tr>
<tr>
<td>Set-up area (mark perimeter with cones)</td>
</tr>
<tr>
<td>Offer encouragement</td>
</tr>
<tr>
<td>Remind students of activity and number called if necessary</td>
</tr>
</tbody>
</table>

Transition

LESSON CONTENT
<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number the students in their groups from 1 – 5 for next activity (if groups of 10, split into groups of five)</td>
</tr>
</tbody>
</table>

ACTIVITY #2

Variations:
- Students may use a specific type of locomotion to move around the perimeter (i.e. shuffle, hop, jog, etc).
- The sports skill can incorporate several types of skills (i.e. volleyball, soccer, etc).
<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
<th>(3-5 minutes)</th>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or assistant lead the class in stretches that focus on the upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).</td>
<td>Lead students in stretches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At the end of the activities, the teacher asks the class:</td>
<td>Reinforce key concepts taught during the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What activities made your heart rate increase? (jogging, running, jumping rope)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are these activities called? (Cardiovascular/Aerobic)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are some ways you can practice these activities at home?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Fitness 7th Grade: Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Participate in cardiovascular activities.  
- Identify aerobic vs. anaerobic activities.  
- Demonstrate basic aerobic exercises. | - 1 foam ball per student  
- CD Player, Music  
- 6 cones  
- Jump ropes  
- 1 basketball per 6 students | - Put foam balls in bins for easy retrieval  
- Set up CD Player  
- 35 X 25 rectangle with mid lines marked with cones. |

### Popcorn
**Instant Activity**

**Lesson Content**
- As students enter the gym, they pick up a foam ball.
- Students should try keeping the ball airborne without letting it hit the floor.
- Students can use their knees, feet, hands or any other body part to keep the ball up.
- Have students count how many times they can keep the ball going and encourage them to better their number.

**Variations:**
- Use balloons or beach balls.
- You can set parameters for body parts like...if you use your hands, the ball has to go head height or higher.

**Role of Assistant**
- Supervise students.
- Offer encouragement and keep students focused.

### Hyper Space
**Instant Activity**

**Lesson Content**
- Set up a 4 cones rectangle 35 X 25 with mid line marked.
- Divide class into 2 to 6 teams, one on each side of the area with a dividing midline.
- The object is to get to the other side without being tagged by a member of the other team.
- If a student is tagged, they must go to their sideline, do 3 exercises (jumping jacks, push-ups, sit-ups, etc.) and then return to their side to start again.
- Students keep score of how many times they made it across.

**Variation:**
- Use flags for students to pull when crossing. They pick-up their pulled flag, go to the sideline and do 3 exercises before they return to their side of the line.

**Role of Assistant**
- Assist with grouping.
- Assist students with tasks as needed.
- Start/stop music.

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![Image](https://via.placeholder.com/150)
### Line Aerobics

**LESSON CONTENT**
- Students get in rows or squad lines.
- Each person on the front row leads an exercise for 15 to 20 seconds (remind students of moves learned yesterday).
- After all students in the front row have 2 turns, have them rotate to the back row.
- Row 2 is now in the front leading the class.
- Repeat until all students have had an opportunity to lead.
- Students having difficulty leading, have them do jumping jacks.

**Variation:**
→ For multiple/large classes, have 3 or 4 groups/sections.

**Types of Aerobic Moves**
- Jogging in place
- Grapevine – a hamstring curl can be added at the end of each grapevine.
- Jumping jacks
- Step Touch
- Hamstring curls
- Knee Lifts
- Shuffle step

**Jump variations**
- Seat kicks: jump up and kick you buttocks with your heel
- Front kicks: kick legs out front
- Skier kick: jump from side to side
- Bell Jumps: jump forward and back
- X-jumps: jump to cross and uncross legs
- Pantomime jumping rope

**ROLE OF ASSISTANT**
- Help get students in line properly.
- Stay within group to ensure compliance to skill and staying in place after stopping.
- Music should be 140-160bpm for floor-hi/lo aerobics.

### Cool Down/Closure

**LESSON CONTENT**
- Stretch, focusing on the lower body.
- Review the definitions of:
  a. aerobic (with oxygen and/or sustained activity)
  b. anaerobic (little or no oxygen and/or short burst activities)
- Ask students to provide examples.
- Challenge the students to create a new move and/or show family members moves learned.

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

---

### Shoot & Run for Fitness

**LESSON CONTENT**
- Students in groups of 6 with one basketball
- Each group at a basket (can share baskets if necessary)
- On signal the first student attempts a free throw, if made the student retrieves the ball and passes it to the next student
- If the shot is missed, the group runs to their designated fitness area to complete the first activity listed
- After everyone in the group performs the activity they return to the basket and the next student in line shoots

**Example Fitness spot cards:**
- Ten push-ups
- Ten crunches
- Jump rope forward 50 jumps
- Jog around area three times
- Ten biceps curls each arm
- Jump rope 25 times backward

**ROLE OF ASSISTANT**
- Help get students in line properly.
- Move around groups to ensure compliance to skill

---

*Italics indicate the teacher speaking directly to the student.*
# Fitness 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>- Participate in cardiovascular activities.</td>
<td>- Step Aerobics task cards</td>
<td>✓ Prepare foam balls for student retrieval.</td>
</tr>
<tr>
<td>- Demonstrate step aerobic moves.</td>
<td>- 1 foam ball per 2 students</td>
<td>✓ Take Step Aerobic benches out – keep on perimeter of activity area.</td>
</tr>
<tr>
<td>- Teamwork.</td>
<td>- 1 Step Aerobic bench per student</td>
<td>✓ Assemble Step Aerobic task cards.</td>
</tr>
</tbody>
</table>

## Instant Activity

### Jog and Jump

**LESSON CONTENT**

- Students jog to a corner and perform 3 jumps – teacher's choice (i.e. jumping jacks, fake jump rope, jump up and down, etc.)

**ROLE OF ASSISTANT**

- Set-up cones in a 20x20 yard grid
- Assist students with getting to cone and doing prescribed activities
- Maintain movement by moving from cone to cone encouraging the students

## Health Related Physical Activity

### Chase the Ball

**LESSON CONTENT**

- Students partner up and get a ball. Both stand together at the end of the activity area.
- One student throws the ball towards one end of the gym or marked area (if outside) and both students chase it down before it hits the wall/bleachers or passes the cones (if outside).
- If the ball hits the wall/bleachers or passes the cones before students can retrieve it, they must do 5 sit-ups or push-ups.
- Students partner pass back home and repeat.
- Students are not to throw at others.
- Variation:
  - Any exercise can be used (i.e. jumping jacks).
  - Each ball retrieval can be a point for that student.

**ROLE OF ASSISTANT**

- Distribute balls.
- Remind students of the object of the game.

---

*Italics indicate the teacher speaking directly to the student.*
### Line Walk/Jog
**ACTIVITY #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students form groups of 8-10.</td>
<td>Help students form groups.</td>
</tr>
<tr>
<td>The students form a straight line. The teacher signals the students to begin walking in a straight line. There is no particular pattern for the line, except that it needs to stay as straight as possible.</td>
<td>Make sure students stay in a line.</td>
</tr>
<tr>
<td>When the entire line is moving, the last person in line jogs up to the front of the line and is now the leader.</td>
<td>Explain the directions as needed.</td>
</tr>
<tr>
<td>As soon as that person arrives in the front of the line, the next last person in line jogs to the front and so on. Continue until the teacher signals to stop.</td>
<td>Circulate through groups</td>
</tr>
<tr>
<td>After a 2-minute warm-up, increase the speed of the line to a jog, which will require a faster jog to reach the front of the line. Continue at this speed for 2 minutes.</td>
<td></td>
</tr>
<tr>
<td>After jogging, increase speed to a faster jog, which will require a sprint to the front of the line.</td>
<td></td>
</tr>
<tr>
<td>After 2 minutes, decrease the speed of the line back to a jog and later to a walking pace.</td>
<td></td>
</tr>
<tr>
<td>Students will soon see that the closer they stay together, the less distance they must run. This activity is also good for developing teamwork and cooperation.</td>
<td></td>
</tr>
</tbody>
</table>

### Step Aerobic Moves or Video
**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to pick up one bench and place in activity area.</td>
<td>Help get students in groups.</td>
</tr>
<tr>
<td>Each student stands behind a stepper.</td>
<td>Stay within group to ensure compliance to rules.</td>
</tr>
<tr>
<td>Models step moves at the beginning of each move.</td>
<td>Encourage and praise students.</td>
</tr>
<tr>
<td>Task cards are posted and students should follow the order listed.</td>
<td>Scatter task cards in activity area.</td>
</tr>
<tr>
<td>Teacher will cue students to change every 60 seconds. Students remain with their stepper and follow sequence listed.</td>
<td>Start/stop aerobic dance video, or call out the dance steps from the written script.</td>
</tr>
<tr>
<td>Repeat sequence.</td>
<td>Demonstrate step aerobic moves as needed.</td>
</tr>
<tr>
<td>Variation:</td>
<td>Start/stop music.</td>
</tr>
<tr>
<td>A video or written script with accompanying music may be substituted. Written scripts have been included.</td>
<td>Step aerobics music should be 128bpm to 140bpm.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
**COOL DOWN/CLOSURE**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch focusing on the upper and lower body.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Discuss with a partner the benefits of cool-down:</td>
<td>Clean up and storage of equipment.</td>
</tr>
<tr>
<td>a. lowers heart rate</td>
<td></td>
</tr>
<tr>
<td>b. stretches tight muscles, etc.</td>
<td></td>
</tr>
<tr>
<td>After school today participate in an aerobic activity.</td>
<td></td>
</tr>
</tbody>
</table>

---

*Italics indicate the teacher speaking directly to the student.*
## Fitness 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>Participate in basic fitness skills related to muscular strength, aerobic endurance and flexibility.</td>
<td>CD player with music</td>
<td>Get task cards, jump ropes, foam ball and hula hoops ready for HRPA.</td>
</tr>
<tr>
<td></td>
<td>1 foam ball per 3 students</td>
<td>Have Team Marathon task cards and Aerobic task cards ready for groups of 3.</td>
</tr>
<tr>
<td></td>
<td>Team Marathon Task cards</td>
<td>4 cones form a 30 X 30 yard square for running laps.</td>
</tr>
<tr>
<td></td>
<td>1 jump rope per 3 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 hula hoop per 3 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 softball per 3 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 cone per 2 to 8 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 Aerobic task card per 3 students</td>
<td></td>
</tr>
</tbody>
</table>

### Locomotor Movement (3-5 minutes)

**LESSON CONTENT**

- Students walk, jog, skip, gallop, shuffle, etc. around activity area.

**ROLE OF ASSISTANT**

- Start/stop the music
- Call out muscular strength activity
- Model muscular strength activity
- Review pattern as needed

**Variation:**

- Students can change movement on teacher's signal.

### Team Marathon (continued) (8 minutes)

**LESSON CONTENT**

- Students perform the activities listed on the task cards.
- There are 6 sections – each section has an activity for all group members to do together and one activity for each person in the group to do by themselves (these individual activities correspond to the number of each person within the group).
- For example: Section 1
  - All: Run 1 lap
  - 1's: jump rope 20 times.
  - 2's: 30 self toss and catches
  - 3's: 15 push-ups
- In the above example: all the group members will run 1 lap together, then #1 will jump rope, while #2 self tosses and catches, and #3 completes push-ups.
- As members finish, they immediately move on to section 2 of the task card.

**ROLE OF ASSISTANT**

- Assist students in task card activities as needed

**Variation:**

- Pinnies can be used with each corresponding number.
- Activities may be completed for time instead of repetitions.
- Activities may be adapted to the ability level of the students in the class.

---

*Italics indicate the teacher speaking directly to the student.*
### Activity #1: Trio Hi/Lo Aerobics (10-15 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use groups from previous activity. Aerobic Task Cards will be available to help students.</td>
<td>Move around area, help students stay focused on activity, offer suggestions to groups, offer encouragement and praise.</td>
</tr>
<tr>
<td>Students will create a routine using at least 6 moves from above for 48 counts.</td>
<td></td>
</tr>
<tr>
<td>Encourage students to come up with their own move.</td>
<td></td>
</tr>
<tr>
<td>Each move should consist of 8 or more counts.</td>
<td></td>
</tr>
<tr>
<td>After students have come up with a routine, group students in 6s or 9s and have each group show/teach the others their routine. Students may also combine routines to make one long one.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #2: Push-ups & Abs (8 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group students in 6 and have them pair off.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Students can choose if they want to do push-ups or abs first. Allow students to do modified push-ups.</td>
<td>Demonstrate push-up and crunch moves.</td>
</tr>
<tr>
<td>Students are to create a synchronized push-up or abdominal routine using at least 4 types of moves for 15 seconds each.</td>
<td>Provide suggestions to students.</td>
</tr>
<tr>
<td>For push-ups, students should face each other in push-up position and demonstrate the same type of push-up routine.</td>
<td></td>
</tr>
<tr>
<td>Examples: Shake right hands; Shake left hands; right high five; left high five; lift right foot; lift left foot; Students can create their own.</td>
<td></td>
</tr>
<tr>
<td>For crunches (abs), students can be side by side or feet to feet and demonstrate the same type of crunch.</td>
<td></td>
</tr>
<tr>
<td>Examples: right leg lifted toward the ceiling; left foot lifted toward the ceiling; both feet; bicycle, etc. Students can create their own.</td>
<td></td>
</tr>
<tr>
<td>Have students switch roles.</td>
<td></td>
</tr>
<tr>
<td>Challenge – Ask students to perform each move for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch focusing on the upper and lower body.</td>
<td>Lead students in stretches, review concepts taught during the lesson.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>What are the benefits of stretching?</td>
<td></td>
</tr>
<tr>
<td>Explain how stretching improves flexibility (the range of motion at the joints).</td>
<td></td>
</tr>
<tr>
<td>At home make sure you stretch after playing active games.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
# Fitness 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>Enhance muscular strength and endurance, aerobic endurance, and flexibility.</td>
<td>FLOW</td>
<td>✓ Get jump ropes ready for distribution.</td>
</tr>
<tr>
<td>1 jump rope per student</td>
<td>8 cones</td>
<td>✓ Set up cones with Jump Rope skills task cards.</td>
</tr>
<tr>
<td>CD player with music</td>
<td></td>
<td>✓ Take out FLOW Equipment and set up around perimeter of activity area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Get CD player out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Set-up a 35 X 25 yard area with a marked mid line for Hyper Space.</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Jump Rope

**LESSON CONTENT**
- Students get a rope and begin jumping.

**ROLE OF ASSISTANT**
- Circulate and monitor instant activity
- Assist teacher as needed

### FLOW

**LESSON CONTENT**
- FLOW (see FLOW section)

**ROLE OF ASSISTANT**
- Move FLOW equipment to activity area – have students assist.
- Start/Stop music
- Assist with equipment clean-up

## ACTIVITY #1

### Hyper Space

**LESSON CONTENT**
- Set-up a 4 cones rectangle 35 X 25 with mid line marked.
- Divide class into 2 teams one on each side of the area with a dividing midline.
- The object is to get to the other side without being tagged.
- If a student is tagged, they must go to their sideline, do 3 exercises (jumping jacks, push-ups, sit-ups, etc.) and then return to their side to start again.
- Students keep score of how many times they made it across.

**ROLE OF ASSISTANT**
- Help teacher group students.

**Variation:**
- Use flags for students to pull when crossing. They pick-up their pulled flag go to the sideline and do 3 exercises before they return to their side of the line.

---

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

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

---

**Fitness**
- 7th Grade
- Lesson 5
### Cool Down/Closure

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch focusing on the upper and lower body.</td>
<td>Lead students in stretches</td>
</tr>
<tr>
<td>Ask students what muscular strength and muscular endurance are.</td>
<td>Clean up and storage of equipment</td>
</tr>
<tr>
<td>Muscular strength is how much force a muscle can exert (i.e. bench press).</td>
<td></td>
</tr>
<tr>
<td>Muscular endurance is how long the muscle can perform before fatigue (i.e.</td>
<td></td>
</tr>
<tr>
<td>timed sit-ups).</td>
<td></td>
</tr>
<tr>
<td>Explain that these concepts work together.</td>
<td></td>
</tr>
<tr>
<td>Ask students to try doing 3 muscular strength and/or endurance activities at</td>
<td></td>
</tr>
<tr>
<td>home.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Partner Shadow
### (3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs.</td>
<td>Distribute balls.</td>
</tr>
<tr>
<td>The students within the pair take turns modeling a locomotor movement (running, jogging, skipping, jumping, hoping, walking) while the partner follows.</td>
<td>Start/stop music.</td>
</tr>
<tr>
<td>Partner roles switch every 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

Variations:
- Change the location levels of locomotion that is used (i.e. get low, medium, or high) to get other muscle groups involved.

## Buzzerk
### (10-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group students in 5s.</td>
<td>Set up cones facing each other 8 to 10 feet apart.</td>
</tr>
<tr>
<td>Two groups of 5 play each other, one team ‘bats’ (they really throw the ball) first.</td>
<td>Assist teacher with grouping.</td>
</tr>
<tr>
<td>Each team lines up behind a cone. Teams are facing each other 6 to 10 feet apart.</td>
<td>Circulate through groups.</td>
</tr>
<tr>
<td>Each student has a number from 1-5</td>
<td></td>
</tr>
<tr>
<td>Batter #1 from Team A (batting team) throws ball in an area that makes it difficult for Team B to retrieve. Everyone on Team B (field team) is trying to get the ball; after throwing, the batter runs around his/her team until fielding team completes task.</td>
<td></td>
</tr>
<tr>
<td>Batting team must yell out the number of times the batter runs around their team. Once the fielding team retrieves the ball, they get in a line and the ball is passed over and under to the last person on the fielding team, who yells for the runner to “Stop.” This person throws the ball to the next batter on the batting team. Repeat until all “batters” have thrown the ball. Teams switch after all 5 have thrown.</td>
<td></td>
</tr>
</tbody>
</table>

Variations:
- Score can be kept by the teams; after 1-2 minutes, switch teams so they play other teams, score can be cumulative against all teams or just against individual teams.
**Squad Leader Challenge**  
(10-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the same groups from previous activity.</td>
<td>Assist students with tasks as needed.</td>
</tr>
<tr>
<td>Each squad receives a “Squad Leader Challenge” task card.</td>
<td>Offer encouragement and positive reinforcement.</td>
</tr>
<tr>
<td>Students within each squad take turns acting as the squad leader.</td>
<td></td>
</tr>
<tr>
<td>The squad leader guides their squad through one task on the task card.</td>
<td></td>
</tr>
<tr>
<td>Once a task is completed, a new squad leader reads the next task.</td>
<td></td>
</tr>
<tr>
<td>Squads perform different tasks through the gym based on the order of tasks.</td>
<td></td>
</tr>
<tr>
<td>Students start over if they complete all tasks before the other groups are finished.</td>
<td></td>
</tr>
</tbody>
</table>

Variations:
- Incorporate sport skills as tasks.
- Allow squads, with the teacher’s guidance, to develop their own routines (i.e. teacher provides specific options that the students can choose from).

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch focusing on the upper and lower body.</td>
<td>Lead students in stretches</td>
</tr>
<tr>
<td>Challenge the students to practice a drill or game at home (use this whenever possible).</td>
<td>Review concepts taught during the lesson</td>
</tr>
<tr>
<td></td>
<td>Clean up and storage of equipment</td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
# Fitness 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>- Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</td>
<td>- Exercise bands - 1 per student</td>
<td>✓ Set up Jump Rope stations around perimeter of activity area.</td>
</tr>
<tr>
<td></td>
<td>- 1 jump rope per student</td>
<td>✓ Put foam balls in containers for IA distribution.</td>
</tr>
<tr>
<td></td>
<td>- Jump Rope Circuit Task Cards</td>
<td>✓ Get CD Player out.</td>
</tr>
</tbody>
</table>

### Popcorn

**Instant Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- As students enter the gym, they pick up a foam ball.</td>
<td>Assist students with grouping.</td>
</tr>
<tr>
<td>- Students should try keeping the ball airborne without letting it hit the floor.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>- Students can use their knees, feet, hands or any other body part. Have students count how many times they can keep the ball going and encourage them to better their number.</td>
<td>Assist teacher as needed.</td>
</tr>
<tr>
<td><strong>Variation:</strong></td>
<td></td>
</tr>
<tr>
<td>- Use balloons or beach balls.</td>
<td></td>
</tr>
<tr>
<td>- You can set parameters for body parts like…if you use your hands, the ball has to go head height or higher</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise Band Aerobics

**Instant Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students get an exercise band and move to an open space</td>
<td>Cue music – 4/4 time</td>
</tr>
<tr>
<td>- Slowly stretch using the bands:</td>
<td>Pass out bands</td>
</tr>
<tr>
<td>- Hands held wide, stretch up and hold</td>
<td>Help demonstrate</td>
</tr>
<tr>
<td>- Keeping hands above head bend to the right side and hold; repeat to the left</td>
<td>Walk around, encourage and praise students</td>
</tr>
<tr>
<td>- Back flat and knees slightly bent, bend forward and hold</td>
<td></td>
</tr>
<tr>
<td>- Start music and have students step in place to the beat followed by:</td>
<td></td>
</tr>
<tr>
<td>- 4 steps forward</td>
<td></td>
</tr>
<tr>
<td>- 4 steps back</td>
<td></td>
</tr>
<tr>
<td>- grapevine right</td>
<td></td>
</tr>
<tr>
<td>- grapevine left</td>
<td></td>
</tr>
<tr>
<td>- repeat 4 times</td>
<td></td>
</tr>
<tr>
<td>- Add band activities:</td>
<td></td>
</tr>
<tr>
<td>- 4 front pulls</td>
<td></td>
</tr>
<tr>
<td>- 4 pulls up right; 4 pulls up left</td>
<td></td>
</tr>
<tr>
<td>- Repeat four times</td>
<td></td>
</tr>
<tr>
<td>- Repeat progression for duration of music</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Jump Rope Circuit
### (10-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Divide students into groups of 8-10 and assign each group to a station.</td>
<td>■ Play music.</td>
</tr>
<tr>
<td>■ Each station should have jump ropes and task cards to explain the jump rope skill for that station.</td>
<td></td>
</tr>
<tr>
<td>■ Students rotate through the stations on teacher’s signal (45-60 second intervals).</td>
<td></td>
</tr>
<tr>
<td>■ Students take ropes with them to the next station.</td>
<td></td>
</tr>
<tr>
<td>■ Use task cards or create your own on dry erase boards.</td>
<td></td>
</tr>
</tbody>
</table>

## Aerobic Circle
### (10-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Begin the activity by playing music with a strong 4/4 beat.</td>
<td>■ Start/Stop music</td>
</tr>
<tr>
<td>■ Students form 2-8 circles facing each other in arms length apart from one another.</td>
<td>■ Lead aerobics for 16 beats and encourage students to take turn leading</td>
</tr>
<tr>
<td>■ One student leader (or teacher) must instruct the members of the group in an aerobic activity by performing the activity in the center of the circle.</td>
<td></td>
</tr>
<tr>
<td>■ Students are allowed to take turns being the leader for 16 beats.</td>
<td></td>
</tr>
<tr>
<td>■ After 16 beats, the leader leaves the middle of the circle to allow another student to lead.</td>
<td></td>
</tr>
<tr>
<td>■ Examples of aerobic activities allowed for the game include:</td>
<td></td>
</tr>
<tr>
<td>■ Jogging: while clapping hands over their head, behind their head, in front of their body, under their right leg, and under their left leg</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students stretch focusing on the upper and lower body.</td>
<td>■ Lead students in stretches</td>
</tr>
<tr>
<td>■ Ask students about activities done in the Jump Rope circuit and encourage them to incorporate at home.</td>
<td>■ Review concepts taught during the lesson</td>
</tr>
<tr>
<td></td>
<td>■ Collect equipment</td>
</tr>
</tbody>
</table>
Lesson Outcomes
- Participate in activities that will improve muscular strength, aerobic endurance and flexibility.

Equipment
- 1 foam ball per 2 students
- 1 Frisbee per 5 students
- 8 jump ropes
- 8 hula hoops
- 8 cones
- Dry Erase boards
- Write out tasks for Aerobic Relay on Dry Erase boards.
- Gather necessary equipment
- Foam balls in containers

Lesson Content
**Partner Toss** (3-5 minutes)
- Students form pairs.
- Each pair will receive a foam ball and will find open space in the activity area.
- Have each pair engage in a partner toss game.
- The activity begins by tossing the ball directly to each other and then progressing to tossing the ball to either side of their partner such that the partner will have to take 1-2 steps before catching the ball.
- The pair should try to incorporate both the underhand and the overhand throws along with the underhand and overhand catches.
- Assist students with partnering
- Reinforce proper tossing form

**Chase the Ball** (6-8 minutes)
- Keep same partner. Stand side by side to begin.
- One student throws the ball towards one end of the gym or marked area (if outside) and both students chase it down before it hits the wall/bleachers or passes the cones (if outside).
- If the ball hits the wall/bleachers or passes the cones before students can retrieve it, they must do 5 sit-ups or push-ups.
- Students partner pass back home and repeat
- Any exercise can be used (i.e. jumping jacks).
- Each ball retrieval can be a point for that student.
- Assist students with tasks as needed.
- Circulate during activity.

Before Class Set Up
- Write out tasks for Aerobic Relay on Dry Erase boards.
- Gather necessary equipment
- Foam balls in containers

Instant Activity
- Partner Toss
- Chase the Ball
**Activity #1: Buzzerk**

**Lesson Content**
- Form groups of 5.
- Two groups of 5 play each other, one team ‘bats’ (they really throw the ball) first.
- Each team lines up behind a cone. Teams are facing each other 6 to 10 feet apart.
- Each student has a number from 1-5.
- Batter #1 from Team A (batting team) throws ball in an area that makes it difficult for Team B to retrieve. Everyone on Team B (field team) is trying to get the ball; after throwing, the batter runs around his/her team until fielding team completes task.
- Batting team must yell out the number of times the batter runs around their team. Once the field team retrieves the ball, they get in a line and the ball is passed over and under to the last person on the field team. This person throws the ball to the next batter on the batting team. Repeat until all “batters” have thrown the ball. Teams switch after all 5 have thrown.

**Variations:**
- Score can be kept by the teams; after 1-2 minutes, switch teams so they play other teams, score can be cumulative against all teams or just against individual teams.

**Role of Assistant**
- Assist with grouping

---

**Activity #2: Aerobic Relay**

**Lesson Content**
- Maintain groups of 5.
- Set-up cones for guide points on the aerobic relay course.
- Instruct students to use a right high-five slap for exchanging runners.
- Groups continue relay until teacher signals to stop-How many times can each group go through the activities in the relay, 2 or more?
- Select a relay task from the examples listed below:
  - Run to cone and skip back
  - Gallop to cone and jump rope 3X and run back
  - Grapevine shuffle to cone jump through hula hoop 3X and run back
  - Slide to cone and toss football up, turn 180 degrees and catch football 3X
  - Run to cone and dribble basketball 3X and run back

**Role of Assistant**
- Offer encouragement to students
- Judge the relays

---

**Cool Down/Closure**

**Lesson Content**
- Students stretch focusing on the upper and lower body.
- For a review of the activities learned, have all students shadow practice today’s skills

**Role of Assistant**
- Lead students in stretches
- Review concepts taught during the lesson
- Clean up and storage of equipment

*Italics indicate the teacher speaking directly to the student.*
Jog and Jump

**Instant Activity**

**Lesson Content**
- Students jog to each corner of activity area and perform 3 jumps of their choice (i.e. jumping jacks, broad jump, fake jump rope, jump up and down, etc.)

**Role of Assistant**
- Assist students in partnering

Team Toss Tag

**Lesson Content**
- Divide the gym into as many sections as there are members on a team. For example, use a team of six taggers dividing the gym or field into six sections.
- Put a colored pinnie on each tagger. The taggers cannot leave their section.
- The other students can move anywhere they want in the gym or on the field.
- Taggers can only tag students in their section and can only tag with the foam ball.
- The taggers have to work together, passing the ball to help each other tag students.
- To begin, give two taggers a foam ball. As the students run to the other sections to avoid being tagged, the taggers must pass the ball to their teammate tagger in the other sections in order to tag a student.
- Once tagged, the student must “freeze” and hold 1 hand up. In order to re-enter the game, the student has to receive a hi-5 from another student.

**Variations:**
- Add more or fewer tagger sections; add more balls; or use 4-6 students to free those who have been tagged; Imagine playing on a football/soccer field divided up and using footballs or other throwing objects.

**Equipment**
- 1 foam ball per 2 students
- FLOW equipment
- Pinnies

**Before Class Set Up**
- Set up FLOW outside perimeter of gym or field.

---

**Equipment Before Class Set Up**

- Demonstrate basic fitness skills related to muscular strength, aerobic endurance, and flexibility.
- Enhance muscular strength, muscular and aerobic endurance and flexibility.
- Leadership.

**Fitness 7th Grade : Lesson 9**

**Lesson Outcomes**

- Enhance muscular strength, muscular and aerobic endurance and flexibility.
- Leadership.

**Activity #1**

**Health Related Physical Activity**

**Lesson Content**
- FLOW (see FLOW section)

**Role of Assistant**
- Gather and distribute equipment for FLOW
- Start/Stop music
- Assist with equipment clean-up

---

*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>- Students stretch that focusing on the upper and lower body.</td>
<td>- Lead students in stretches</td>
</tr>
<tr>
<td>- Find creative ways to stay active when you go home today.</td>
<td>- Review concepts taught during the lesson</td>
</tr>
<tr>
<td></td>
<td>- Clean up and storage of equipment</td>
</tr>
</tbody>
</table>

COOL DOWN/CLOSURE

Fitness 7th Grade Lesson 9

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>Enhance muscular strength, aerobic endurance and flexibility.</td>
<td>1 foam ball per student</td>
<td>Set up CD Player.</td>
</tr>
<tr>
<td></td>
<td>CD Player/music</td>
<td>Take out Team Marathon task cards</td>
</tr>
<tr>
<td></td>
<td>Team Marathon Task cards</td>
<td>Set up Team Marathon equipment around perimeter of activity area.</td>
</tr>
<tr>
<td></td>
<td>1 bowling pin and ball per 3 students</td>
<td>4 cones forming a 35 x 25 rectangle.</td>
</tr>
<tr>
<td></td>
<td>1 football flag per student two different colors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cones</td>
<td></td>
</tr>
</tbody>
</table>

**Locomotor Movement**

**LESSON CONTENT**

- Students walk, jog, skip, gallop, shuffle, etc. around activity area.
- **Variation:** Students can change movement on signal.

**ROLE OF ASSISTANT**

- Assist students in pairing.
- Start/Stop music.

**Aerobic Bowling**

**LESSON CONTENT**

- Form groups of 3.
- Pin should be 15 to 30 feet from the bowlers.
- One member will stand 2 feet behind the pin
- On teacher's signal, students begin.
- The first bowler rolls the ball at the pin
- If the pin is knocked over or off the line, it is the bowler's responsibility to set the pin back up properly and then replace the person behind the pin
- Person behind the pin retrieves the ball and runs it back to give to the next person in line
- Continue this rotation for a set period of time

**ROLE OF ASSISTANT**

- Set up pins
- Assist with grouping.
- Circulate space.

*Italics indicate the teacher speaking directly to the student.*
### Flag Snatch (10-15 minutes)

**LESSON CONTENT**
- 4 cones forming a 35 X 25 rectangle.
- Divide the class in 2 teams. One team on a sideline of the rectangle and the other team scattered around activity area.
- Each team is identified by a different color flag.
- On signal, students try to make it across to the opposite baseline/end line without getting their flag snatched.
- Each flag snatched is a point for the snatching team.
- Switch roles and the snatching team now tries to run across.

**ROLE OF ASSISTANT**
- Help group students.
- Help students with flag belts.
- Keep score.

### Team Marathon (continued) (10-15 minutes)

**ACTIVITY #2**

**LESSON CONTENT**
- Students form groups of 3.
- Each group is given 1 task card
- Within each group, students number themselves 1, 2, or 3.
- Students collect equipment based on their number:
  - 1’s = jump ropes
  - 2’s = super soft softballs
  - 3’s = hula hoop
- Students perform the activities listed on the task cards.
- There are 6 sections – each section has an activity that group members do together and one activity for each person in the group does by themselves (these individual activities correspond to the number of each person within the group).

**ROLE OF ASSISTANT**
- Assemble Task Cards
- Distribute equipment
- Assist students in grouping
- Assist students in task card activities as needed

**Variation:**
- Pinnies can be used with each corresponding number.
- Activities may be completed for time instead of repetitions.
- Activities may be adapted to the ability level of the students in the class.

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

**LESSON CONTENT**
- Students stretch focusing on the upper and lower body.

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

*Italics indicate the teacher speaking directly to the student.*
Appendix – Task Card Information and Definitions

Aerobic/Group Fitness Moves

Task 1:  Step Touch
  Step right, step left bringing opposite foot close.

Task 2:  Grapevine
  This move is done in 4 counts:
  ■ 1. Step to the side with the lead foot.
  ■ 2. Bring the other foot slightly behind and past the lead foot.
  ■ 3. Step to the side with the lead foot.
  ■ 4. Bring the other foot next to the lead foot.
  ■ Repeat in opposite direction totaling 8 counts.

Task 3:  Shuffle Step

Task 4:  Alternating Hamstring Curls

Task 5:  Alternating Knee Lifts

Task 6:  Jumping Jacks

Task 7:  Alternating Front Kicks

Task 8:  Skier Kicks - Jump from side to side.

Task 9:  Make-Up your Own Move
Group Fitness Moves

Hamstring Curl

Knee Lift

Front Kick

Step Touch
(both directions)

Shuffle Step
(both directions)

Grapevine
(both directions)
Team Marathon
Task Card Information

Adapted from PE Central

Section 1
- ALL: Run 1 lap
- 1’s: 25 jumps with the jump rope
- 2’s: 15 self toss and catches
- 3’s: 10 push-ups

Section 2
- ALL: Skip 1 lap
- 1’s: 10 tuck jumps (knees to chest) [what are these?]
- 2’s: 15 jumping jacks
- 3’s: 15 hops on each foot with the jump rope

Section 3
- ALL: Gallop 1 lap
- 1’s: 20 sit-ups
- 2’s: Walk heel to toe across the gym (run back) or across activity area.
- 3’s: 15 bounce catches with the softball (drop the ball, let it bounce, catch it)

Section 4
- ALL: Grapevine 1 lap
- 1’s: hula hoop 15 times
- 2’s: side shuffle across the gym or activity area (run back)
- 3’s: 15 lunges

Section 5:
- ALL: Side shuffle 1 lap
- 1’s: 10 front to back jumps over jump rope (lay jump rope flat on floor forming a line)
- 2’s: 10 two-footed hops
- 3’s: crab walk across the gym or activity area (run back)

Section 6:
- ALL: Run 1 lap
- 1’s: 5 self toss and catches with each hand
- 2’s: 10 push-ups
- 3’s: 15 hops in and out of the hula hoop (lay hula hoop flat on the floor)

Variations:
- Activities may be completed for time instead of repetitions.
- Activities may be adapted to the ability level of the class.
Activity Task Card

Jump Rope Task Card

Definitions

- Double Bounce – Jump twice in one rope rotation.
- Single Bounce – Jump once in one rope rotation.
- Single Sideswing - swing the rope from one side of your body, jump and swing the rope to the other side.
- Skier – jump side to side while jumping
- X-Straddle– do a jumping jack while jumping (feet only)
- Heel Taps – alternate touching heels while jumping
- Toe Taps – alternate touching toes while jumping
- Double Under – two rope rotations for one jump
JUMP ROPE TASK CARD

Double Bounce
Single Bounce
Single Sideswing Skier
X-Straddle
Heel Taps
Toe Taps
Double Under
SQUAD LEADER TASK CARD

- Jog 2 times around gym or field
- 10 Push-ups
- Grapevine
- 20 Crunches
- 30 Jump rope without rope
- 15 Squats
- Skip 2 times around gym or field
- 15 Toe Raises
- 15 Jumps
- 20 Lunges – 10 per leg
- 10 of your choice
Step Aerobic Definitions/Explanations

A Basic right starts in front of a horizontal bench.
This move is done in 4 counts:
■ 1. Step up on bench with right foot.
■ 2. Step up on bench with left foot.
■ 3. Step down backwards to the floor with right foot.
■ 4. Step down backwards to the floor with left foot.

A V-step forms the letter “V” with your feet as you step up wide on the bench and then down.
This move is done in 4 counts:
■ 1. Step up on the bench with the lead foot, as wide as possible.
■ 2. Step up on the bench with the other foot, as wide as possible.
■ 3. Step down backwards to the floor with the lead foot.
■ 4. Step down backwards to the floor with the other foot.

A Turnstep starts next to the bench, facing sideways.
This move is done in 4 counts:
■ 1. Step up on the bench with the lead foot.
■ 2. Bring other foot on bench as you turn.
■ 3. Step off with the lead foot.
■ 4. Bring the other foot down next to the lead foot.

An Over the top starts next to then bench, facing sideways. This move is done in 4 counts:
■ 1. Step sideways up onto the bench with the the lead foot.
■ 2. Step up so both feet are on the bench.
■ 3. Step off the other side of the bench with the lead foot.
■ 4. Step down so both feet are on the floor.

A Diagonal starts next to the bench, facing sideways.
This move is done in 4 counts:
■ 1. Step up on bench with the lead foot.
■ 2. Bring other foot up on bench, past the lead foot.
■ 3. Step off to the far side of the bench with the lead foot.
■ 4. Step off the side with the other foot.

A Straddle starts next to the bench, facing sideways.
This move is done in 8 counts:
■ 1. Step up to the center of the bench with the lead foot.
■ 2. Bring the other foot up so both are on top of the bench.
■ 3. Step down and back on the other side of the bench with the lead foot.
■ 4. Bring the other foot down on the opposite side of the bench.
■ 5. Step up on the bench again with the lead foot.
6. Bring the other foot up on the bench again.
7. Step back and down with the lead foot.
8. Bring the other foot down next to the lead foot.

**A Flamingo is a knee up, straddle down, up and off the same side that you started on.**

This move is done in 8 counts:
1. Step up on the bench with the lead foot.
2. Raise the other knee up.
3. Bring the other knee back down.
4. Step down on the other side of the bench with your other foot. You are now straddling the bench.
5. Step up on the bench with your lead foot.
6. Step up on the bench with your other foot. Both feet are now on top of the bench.
7. Step back down with your other foot on the same side as before.
8. Bring the other foot down next to the lead foot. You are in the same place as when you started the move.

**A Split Basic or Basic Lunge is simply a basic with two tap backs in the middle of it.**

This move is done in 8 counts:
1. Step up to the center of the bench with the lead foot.
2. Bring the other foot up so both are on top of the bench.
3. Tap back onto the floor with the lead foot.
4. Step back up on the bench so both feet are on top of the bench.
5. Tap back onto the floor with the other foot.
6. Step back up on the bench so both feet are on top of the bench.
7. Step back onto the floor with the lead foot.
8. Bring the other foot down next to the lead foot.
Step Aerobics Workout 1

- 1 Basic (right lead, bench horizontal)
- 1 V-step
- 1 Turnstep
- 1 Over the top
- 1 Basic (facing back, right lead)
- 1 V-step
- 1 Turnstep
- 1 Over the top
- Diagonal over (right lead)
- 2 Jacks (moving back)
- Diagonal over
- 2 Jacks (moving back)

- Knee straddle (right foot is close to bench, bench is vertical)
- Knee straddle (left foot moving down the bench)
- Repeat your knee then exit (right foot)

Repeat this combo on left lead

Step Aerobics Workout 2

Combo 1

- 2 Basic rights
- 2 Basic lefts
- 2 Knees center (alternating)
- Split basic right

Repeat on left side

Combo 2

- 2 Turns (8)
- Over the top and back (8)
- Diagonal (4)
- Hop turn (4)
- Flamingo (8)

Combo 3

- 2 A-steps of the end (8)
- Stomp and straddle x2* (16)
- Turn (4)
- 1 Knee (4)
- Tap up, straddle board, and tap up
Basketball 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 basic dribble.</td>
<td>■ 1 basketball per student</td>
<td>✓ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>■ Protect the basketball with non-dribbling arm.</td>
<td>■ 4 pinnies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>Dribble and Shoot</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>As students enter activity area, they each get a basketball and begin to dribble and shoot.</td>
<td>✓ Assist with equipment before and after activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>Dribble Tag</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Play space is a basketball court (add a second court if too crowded). Designate 4 students as “taggers;” they wear pinnies. Each student (including taggers) has a basketball and is dribbling. On your signal, taggers attempt to tag as many students as possible without losing control of their basketballs. If a tagger tags without control of the basketball, the tag doesn’t count. If dribbler is tagged, student must dribble around outside of the court one time. If dribbler loses control of the basketball, student must dribble around outside of court one time. Continue for 2 minutes then change taggers. Add taggers if the students are not active enough.</td>
<td>✓ Assist with equipment. ■ Give positive specific feedback. ■ Keep students on task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>Dribbling</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Students stand in horseshoe arrangement with basketball on the ground between their feet. Dribbling: Push basketball with pads of fingers; basketball should backspin, Non-dribbling arm is up to protect basketball. Demonstrate skill. All students practice stationary dribbling with dominate hand and protecting with non-dominant hand. All students practice stationary dribbling with non-dominate hand and protect with dominant hand.</td>
<td>■ Assist with demonstration. ■ Give positive specific feedback. ■ Challenge students to dribble with head up.</td>
</tr>
</tbody>
</table>

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

Italics indicate the teacher speaking directly to the student.
### Dribble and Move
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students begin dribbling and moving inside the court area.</td>
<td></td>
</tr>
<tr>
<td>- Each student must maintain personal space by keeping his or her head up.</td>
<td></td>
</tr>
<tr>
<td>- Start with dominant hand dribble.</td>
<td></td>
</tr>
<tr>
<td>- Change to non-dominate hand dribble.</td>
<td>- Assist students with maintaining personal space.</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate skill when needed.</td>
</tr>
</tbody>
</table>

### Head’s Up Direction Challenge
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are to follow your directional movements while dribbling basketballs.</td>
<td></td>
</tr>
<tr>
<td>- Move forward, backward, left, right, zigzag, etc.</td>
<td></td>
</tr>
<tr>
<td>- No verbal directional commands are given. Students should be watching your movements.</td>
<td></td>
</tr>
<tr>
<td>- As skills improve, make movements faster and more difficult.</td>
<td>- Give positive specific feedback.</td>
</tr>
<tr>
<td></td>
<td>- Assist with directional movements.</td>
</tr>
</tbody>
</table>

### Dribble Knock-Out
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Either half-court, full court, or multiple courts are utilized according to class size.</td>
<td></td>
</tr>
<tr>
<td>- Each student has basketball.</td>
<td></td>
</tr>
<tr>
<td>- On your signal, students dribble with dominant hand, moving within the court and trying to knock the basketballs away from other students.</td>
<td></td>
</tr>
<tr>
<td>- Students protect their basketballs with movement and with non-dribbling arm.</td>
<td></td>
</tr>
<tr>
<td>- If basketball is knocked away, or student loses control of basketball, student must exit area, and dribble the basketball once around the outside of the court before re-entering the game.</td>
<td>- Help students understand rules.</td>
</tr>
<tr>
<td></td>
<td>- Give positive specific feedback.</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 return basketballs to receptacles.</td>
<td></td>
</tr>
<tr>
<td>- Students sit and cool down stretch.</td>
<td></td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What are the keys to dribbling?</td>
</tr>
<tr>
<td></td>
<td>- Why is dribbling with your arm out so important?</td>
</tr>
<tr>
<td></td>
<td>- When you go home today, find a basketball (or any large bouncing ball) and practice your dribbling skills.</td>
</tr>
<tr>
<td></td>
<td>✓ Assist with stretching and questions.</td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Basketball 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 a chest pass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Execute a fake chest pass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Move to an open area without the basketball.</td>
<td>1 basketball for every 2 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-4 noodles</td>
<td>Set up grid area for every 6 students, about a quarter of a basketball court.</td>
</tr>
<tr>
<td></td>
<td>Containers or basketball cart</td>
<td>Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td></td>
<td>5 cones per court to set up grids (24 students per court)</td>
<td></td>
</tr>
</tbody>
</table>

## Dribble Knock-Out (3–5 minutes)

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

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

## French Fry Tag (6 minutes)

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

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

### Chest Pass

**ACTIVITY #1**

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

**Role of Assistant**
- Assist with demonstration if needed.
- Give positive specific feedback.

### Partner Chest Pass

**ACTIVITY #2**

**Lesson Content**
- Students find a partner and perform chest passes with one basketball.
- Students should include faking a pass either left or right.
- After a minute of chest passes, students begin bounce chest passes.

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

### Transition

**Lesson Content**
- Pairs should form groups of 6, 2 basketballs per group

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

### Keep Away

**ACTIVITY #3**

**Lesson Content**
- Within their groups of 6, students should form 2 groups of 3.
- Assign two groups of 3 to each quarter of the basketball court.
- Demonstrate the game with 2 students or with a student and the assistant.
- Designate one student to be in the middle (interceptor).
- On your signal, the 2 outside students pass the basketball to each other without the interceptor intercepting it or knocking it down.
- The student stays in the middle until you signal to rotate (45 sec to 1 min.).
- All passes must be around the interceptor and not over his or her head.
- Interceptor must guard only the thrower and be 3 feet away from thrower.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.

**Role of Assistant**
- Assist with demo if needed.
- Direct students to area.
- Explain activity as needed.
- Give positive specific feedback.
- Congratulate on improvement.

---

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

**ACTIVITY #4**

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

### Cool Down/Closure

**ACTIVITY #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Assist with collecting equipment.</td>
</tr>
<tr>
<td>You or assistant lead cool down stretches.</td>
<td>✓ Lead stretches if authorized by teacher.</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 keys to a chest pass?</td>
<td></td>
</tr>
<tr>
<td>Why is faking a pass important?</td>
<td></td>
</tr>
<tr>
<td>Practice your passing skills At home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
Basketball

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
Keep Away
(3-5 minutes)

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

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

FLOW
(15 minutes)

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

ROLE OF ASSISTANT
- Assist with set up if needed.
- Encourage participation
- Find stations that may need additional supervision

---

Basketball 7th Grade : Lesson 3

LESSON OUTCOMES
- Participate in FLOW.
- Cooperatively work as a team.

EQUIPMENT
- FLOW Equipment
- 1 basketball per 3 students
- CD Player
- Containers or basketball cart

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

INSTANT ACTIVITY

Inline 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
### 4-on-4 Basketball (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Object of game: to score the most baskets.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>• Students form groups of 4, 2 teams of 4 to each half of the basketball court.</td>
<td>✓ Help group students.</td>
</tr>
<tr>
<td>• No dribbling in the game. Student with basketball must keep at least 1 foot in place by pivoting.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>• Object of the game is to score more baskets.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>• Game begins with Rock, Paper, Scissors. Winner in-bounds from half-court.</td>
<td></td>
</tr>
<tr>
<td>• Whenever basketball returns to play it is in-bounds from half-court.</td>
<td></td>
</tr>
<tr>
<td>• Teams play man to man (or person to person) defense.</td>
<td></td>
</tr>
<tr>
<td>• Principle of 3's in effect:</td>
<td></td>
</tr>
<tr>
<td>• No shot taken until 3 passes to 3 different players.</td>
<td></td>
</tr>
<tr>
<td>• Defender on basketball must be 3 feet away and cannot steal basketball.</td>
<td></td>
</tr>
<tr>
<td>• Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court.</td>
<td></td>
</tr>
<tr>
<td>• Ties settled by Rock, Paper, Scissors.</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</td>
<td>✓ Help with stretching.</td>
</tr>
<tr>
<td>• Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
<td></td>
</tr>
<tr>
<td>• Why is moving without the basketball so important?</td>
<td></td>
</tr>
<tr>
<td>• What was the most difficult FLOW station?</td>
<td></td>
</tr>
<tr>
<td>• What was your favorite station?</td>
<td></td>
</tr>
<tr>
<td>• Practice your basketball shooting skills at home.</td>
<td></td>
</tr>
</tbody>
</table>
# Basketball 7th Grade : Lesson 4

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

## Instant Activity

### Shoot and Rebound

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

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

### Buzzerk

**LESSON CONTENT**
- Use entire gym/playing area.  
- Students form in groups of 5.  
- 2 groups play each other with 1 team batting first.  
- Each student on each team has a number from 1-5.  
- Batting team starts out in a line (1-5), fielding team spreads out in the playing area.  
- Batter #1 throws the ball anywhere in the playing area, there are no foul balls. After completing the throw, the batter runs around his/her team until the fielding team completes the task below.  
- Batting team must yell out the number of times the batter runs around their team.  
- The fielding team retrieves the ball; everyone gets in a line and passes the ball down the entire line. The last student on the team that receives the ball, throws the ball to the new ‘batter’ (the next number). When the batter receives the ball, he or she yells, stops the teams, and play begins with new batter.  
- After all 5 persons on batting team have batted, the teams switch roles.

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

**Variation:** Keep score. After 4 minutes switch teams so that they play other teams.

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

*Italics indicate the teacher speaking directly to the student.*
### Pivoting (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a legal pivot. Show how it serves to protect the basketball.</td>
<td>Assist with demonstration if needed.</td>
</tr>
<tr>
<td>Pivot: Ball of pivot foot in contact with ground, Twist CW or CCW to protect basketball, Foot cannot slide or move; cannot change pivot foot, Ball of foot “nailed” to ground.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Students shadow practice pivoting right and left feet, acting as if they are protecting the basketball.</td>
<td></td>
</tr>
</tbody>
</table>

### 3 Pass End Line (12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6 and divide into two groups of 3.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Object of game: to score a point by passing the basketball to a teammate across the end line.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>Demonstrate the game utilizing student volunteers.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Game is played with two teams on a full court. If space is limited divide each court with cones down the middle, lengthwise.</td>
<td></td>
</tr>
<tr>
<td>Basketball may only be advanced by passing. Student with basketball may not dribble or walk, he or she may ONLY pivot, then pass.</td>
<td></td>
</tr>
<tr>
<td>Students without the basketball move to open areas.</td>
<td></td>
</tr>
<tr>
<td>Game starts with an in-bound pass.</td>
<td></td>
</tr>
<tr>
<td>A goal is scored if basketball is passed successfully to a student beyond the end line.</td>
<td></td>
</tr>
<tr>
<td>If pass is incomplete or dropped, basketball is in-bounded from closest sideline.</td>
<td></td>
</tr>
<tr>
<td>If traveling occurs, other team gets basketball. Use in-bound pass from closest sideline.</td>
<td></td>
</tr>
<tr>
<td>After goal, basketball is put into play at the end line by in-bound pass.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s in effect:</td>
<td></td>
</tr>
<tr>
<td>3 passes to 3 teammates before a team can score.</td>
<td></td>
</tr>
<tr>
<td>Defender on the basketball must be 3 feet away and cannot hit the basketball out of passers’ hands.</td>
<td></td>
</tr>
<tr>
<td>Defender on the basketball can count to 3 alligators to force a pass. Turnover if basketball is not passed in 3 alligators.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Cops and Robbers
**ACTIVITY #3**

**Cops and Robbers (6 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs with 1 partner standing with back (Robber) facing other partner (Cop), who stands 1 arm length away (if there is an odd number of students, have 1 group work in 3's rotating front student).</td>
<td>✓ Assist with court set-ups if needed.</td>
</tr>
<tr>
<td>On your signal, front partner tries to get away from “Cop”</td>
<td>■ Clarify rules.</td>
</tr>
<tr>
<td>After 20-30 seconds, signal is sounded, and “Cops” try to tag their partners. If Cop reaches Robber, Robber performs 5 exercises (push-ups, sit-ups, jumping jacks, etc.)</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>If Cop does not reach Robber, then Cop does exercises. Switch roles and continue playing.</td>
<td></td>
</tr>
</tbody>
</table>

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

---

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

**Basketball**  
**7th Grade**  
**Lesson 4**

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Basketball</th>
<th>7th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
**Basketball** 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>□ Demonstrate a lay-up</td>
<td>□ 1 basketball per student</td>
<td>✓ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>□ Move without the basketball.</td>
<td>□ 16-20 cones</td>
<td></td>
</tr>
<tr>
<td>□ Containers or basketball cart</td>
<td>□ 1 football per 10 students</td>
<td></td>
</tr>
</tbody>
</table>

| Dribble Knock-Out  
(3-5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>□ Either half-court, full court, or multiple courts are utilized according to class size.</td>
<td>□ Keep students on task.</td>
</tr>
<tr>
<td>□ Each student has a basketball.</td>
<td></td>
</tr>
<tr>
<td>□ On your signal, students dribble with dominant hand, moving within court and trying to knock basketballs away from other students.</td>
<td></td>
</tr>
<tr>
<td>□ Students protect their basketballs with movement and with non-dribbling arm.</td>
<td></td>
</tr>
<tr>
<td>□ If basketball is knocked away, or student loses control of it, student must exit area and dribble basketball once around outside of court before re-entering game.</td>
<td></td>
</tr>
</tbody>
</table>

| Keep Away  
(5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td>□ Assist with demo if needed.</td>
</tr>
<tr>
<td>□ Students form groups of 3.</td>
<td>□ Direct students and explain activity as needed.</td>
</tr>
<tr>
<td>□ Demonstrate game with 2 students or with a student and the assistant.</td>
<td>□ Give positive specific feedback.</td>
</tr>
<tr>
<td>□ Designate one student to be in the middle (interceptor).</td>
<td>□ Congratulate improvement.</td>
</tr>
<tr>
<td>□ On your signal, the 2 outside students pass basketball to each other without interceptor intercepting it or knocking it down.</td>
<td></td>
</tr>
<tr>
<td>□ Student stays in the middle until you blow whistle (after 1 minute) to rotate.</td>
<td></td>
</tr>
<tr>
<td>□ All passes must be around interceptor and not over his or her head.</td>
<td></td>
</tr>
<tr>
<td>□ Interceptor must guard only the thrower and be 3 feet away from thrower.</td>
<td></td>
</tr>
<tr>
<td>□ Thrower can pivot but cannot move.</td>
<td></td>
</tr>
<tr>
<td>□ Receiver practices making sharp cuts to get open.</td>
<td></td>
</tr>
</tbody>
</table>

✓ Set Up or Prep Duties  ✬ Cues or Key Concepts  ➚ Variation  ★ Challenge  

*Italics indicate the teacher speaking directly to the student.*
### Activity #1: Basic Lay-up

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lay-up Part 1: RH shooters push off left foot, drive right knee up, and shoot ball with 1 hand. LH shooters push off right foot and drive left knee up.</td>
<td>Assist with demonstration if needed.</td>
</tr>
<tr>
<td>Lay-Up Part 2: RH step left foot, push off LF, drive R knee upward, and shoot ball with 1 hand. Students shadow practice both parts without basketball.</td>
<td>Give positive specific feedback.</td>
</tr>
</tbody>
</table>

### Activity #2: Lay-up Drill

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and get one basketball.</td>
<td>Assist with court set-up if needed.</td>
</tr>
<tr>
<td>6-8 students share a basket.</td>
<td>Help with demonstration.</td>
</tr>
<tr>
<td>Students practice taking one step and banking the ball off the backboard.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Demonstrate the one step lay-up (no dribble).</td>
<td>Clarify activity.</td>
</tr>
<tr>
<td>Shot is done on the right or left side of the basket and very close.</td>
<td></td>
</tr>
<tr>
<td>Non-shooter rebounds the ball and then shoots the next lay-up.</td>
<td></td>
</tr>
<tr>
<td>Challenges: How many lay-ups in a row can you do as an individual? How many lay-ups in a row can you do with your partner? How many lay-ups in 1 minute can your entire group make? Can your group improve that score?</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #3: 4-on-4 3 Pass

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain in their groups of 4.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Object of game: to score the most baskets.</td>
<td>Help group students.</td>
</tr>
<tr>
<td>Two teams of 4 on each half-court (more students per team if courts are limited).</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>No dribbling in the game. Student with basketball must keep at least one foot in place by pivoting.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>Game begins with Rock, Paper, Scissors. Winner in-bounds from half-court.</td>
<td></td>
</tr>
<tr>
<td>Whenever the basketball returns to play it is in-bounded from half-court.</td>
<td></td>
</tr>
<tr>
<td>Teams play man to man (or person to person) defense.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3's in effect: No shot until 3 passes to 3 different players.</td>
<td></td>
</tr>
<tr>
<td>Defender on the basketball must be 3 feet away and cannot steal the basketball.</td>
<td></td>
</tr>
<tr>
<td>Play games for 3-4 minutes. Teams leading move up a court and those behind move down a court.</td>
<td></td>
</tr>
<tr>
<td>Ties settled by Rock, Paper, Scissors.</td>
<td></td>
</tr>
<tr>
<td>Use 1 step lay-up whenever close to the basket.</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>Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td>Help with stretching.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)</td>
<td></td>
</tr>
<tr>
<td>When do you use a lay-up?</td>
<td></td>
</tr>
<tr>
<td>Can you show your partner how to do a lay-up?</td>
<td></td>
</tr>
<tr>
<td>Play basketball with friends after school today.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Basketball 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 basic lay-up.</td>
<td>- 1 basketball per 2 students</td>
<td>✓ Place basketball containers in different corners of play space.</td>
</tr>
<tr>
<td>- Execute a lay-up during game situation.</td>
<td>- 4 cones</td>
<td>✓ High Ten: 25 x 25 yard square for 35 students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lay-up and Rebound</strong></td>
<td>(3-5 minutes)</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- As students enter activity area, give 1 basketball per 2 students. One does a lay-up while the other rebounds and passes back to shooter. After 3 lay-ups switch roles.</td>
<td>- Encourage participation.</td>
<td>✓ Assist with set-up.</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>French Fry tag</strong></td>
<td>(5 minutes)</td>
<td>✓ Assist with demonstration.</td>
</tr>
<tr>
<td>- 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.</td>
<td>- Give positive specific feedback.</td>
<td></td>
</tr>
<tr>
<td>- Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries.</td>
<td>✓ Assist with set-up.</td>
<td></td>
</tr>
<tr>
<td>- Once tagged, a student must sit or kneel down.</td>
<td>- Encourage participation.</td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td>✓ Assist with equipment.</td>
<td></td>
</tr>
<tr>
<td>- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is too close.</td>
<td>- Encourage participation.</td>
<td></td>
</tr>
<tr>
<td>- Switch taggers after 1-2 minutes.</td>
<td>✓ Place basketball containers in different corners of play space.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Lay-up</strong></td>
<td>(3 minutes)</td>
<td>✓ Assist with demonstration.</td>
</tr>
<tr>
<td>- Lay-Up Part 3: Review parts 1 and 2 from previous lesson. Now add an additional step leading to a 1-hand shot. RH student steps right, then left, drives up right knee and shoots ball with 1 hand.</td>
<td>- Give positive specific feedback.</td>
<td></td>
</tr>
<tr>
<td>- Students shadow practice 2steps and then a lay-up without a ball.</td>
<td>✓ Assist with equipment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lay-up Drill</strong></td>
<td>(7 minutes)</td>
<td>✓ Assist with court set-up if needed.</td>
</tr>
<tr>
<td>- Students find a partner and get 1 basketball.</td>
<td>- Help with demonstration.</td>
<td></td>
</tr>
<tr>
<td>- 6-8 students share a basket.</td>
<td>- Give positive specific feedback.</td>
<td></td>
</tr>
<tr>
<td>- Students practice taking 2 steps and banking ball off backboard.</td>
<td>✓ Assist with demonstration.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate a 2 steps (no dribble) lay-up.</td>
<td>- Clarify activity.</td>
<td></td>
</tr>
<tr>
<td>- Shot is done on right or left side of basket and very close to it.</td>
<td>✓ Place basketball containers in different corners of play space.</td>
<td></td>
</tr>
<tr>
<td>- Non-shooter rebounds ball and then shoots next lay-up.</td>
<td>✓ High Ten: 25 x 25 yard square for 35 students.</td>
<td></td>
</tr>
<tr>
<td>- Students take turns with other pairs at basket.</td>
<td>✓ Assist with equipment.</td>
<td></td>
</tr>
<tr>
<td>- Challenges: How many lay-ups in a row can students make? How many lay-ups in a row can partners make? How many lay-ups in 1 minute can an entire group make? Can each group improve their score?</td>
<td>✓ Place basketball containers in different corners of play space.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Pig Ball
(15 minutes)

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

**ROLE OF ASSISTANT**
- Help with equipment.
- Assist with grouping.
- Clarify rules and encourage participation.
- Give positive specific feedback.

---

### Cool Down/Closure
(3 minutes)

**LESSON CONTENT**
- Students collect equipment then assemble near you as you lead stretching.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - Can you show a partner how to do a 2 step lay-up?
  - Play Pig Ball at home with friends.

**ROLE OF ASSISTANT**
- Collect equipment.
- Assist with stretching.
# Basketball 7th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate passing, pivoting, and shooting skills in a game situation. | ■ FLOW equipment  
 ■ 1 football per 10 students | ✓ FLOW: If possible, set up before class or assign students to help during Instant Activity. CD cued to music. |

## Instant Activity

| **Lay-ups and Rebound**  
(3-5 minutes) | **ROLE OF ASSISTANT** |
|----------------|-----------------------|
| ■ As students enter activity area, give 1 basketball per 2 students. 1 does a lay-up while the other rebounds and passes back to shooter. After 3 lay-ups switch roles. | ✓ Assist with equipment.  
 ■ Encourage participation. |

| **FLOW**  
(17 minutes) | **ROLE OF ASSISTANT** |
|---------------|-----------------------|
| ■ Students do FLOW stations (see FLOW Section) | ✓ Assist with set-up if needed.  
 ■ Encourage participation  
 ■ Find stations that may need additional supervision. |

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

*Italics indicate the teacher speaking directly to the student.*
### Pig Ball
#### (15 minutes)

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

**ROLE OF ASSISTANT**
- Help with equipment.
- Assist with grouping.
- Clarify activity and encourage participation.
- Give positive specific feedback.

---

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

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

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with stretching.
### Lesson Outcomes
- Demonstrate a basic lay-up.
- Understand half-court rules.

### Equipment
- 1 basketball per student
- Containers or basketball cart
- 4 Cones

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

### Lesson Content

#### Keep Away
**Role of Assistant**

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

**Role of Assistant**
- Direct students and explain activity as needed.
- Give positive specific feedback.
- Congratulate improvement.

#### Dribble Knock-Out
**Role of Assistant**

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

**Role of Assistant**
- Assist with equipment.
- Clarify rules.
- Give positive specific feedback.
### Activity #1: Basic Lay-up (3 minutes)

**Lesson Content:**
- Lay-up part 4: Review part three from lesson 6. RH student dribble the ball once with RH, pick-up the ball and at the same time step right, then left, drives up right knee and shoot the ball with one hand.
- Students shadow practice one dribble then the two steps and a lay-up without a ball.

**Role of Assistant:**
- Assist with demonstration.
- Give positive specific feedback.

### Activity #2: Lay-up Drill (7 minutes)

**Lesson Content:**
- Students find a partner and get 1 basketball.
- 6-8 students share a basket.
- Students practice 1 dribble, 2 steps and banking ball off backboard.
- Demonstrate 1 dribble, 2 steps lay-up with a ball.
- Shot is made on right or left side of basket and very close to it.
- Non-shooter rebounds ball and then shoots next lay-up.
- Students take turns with other pairs at basket.
- Challenges: How many lay-ups in a row can each student make? How many lay-ups in a row can each pair make? How many lay-ups in 1 minute can each group make? Can each group improve that score?

**Role of Assistant:**
- Assist with court set-up if needed.
- Help with demonstration.
- Give positive specific feedback.
- Clarify activity.

### Activity #3: 3-on-3 Half-Court Basketball (15 minutes)

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

**Role of Assistant:**
- Assist with equipment.
- Clarify rules.
- Give positive specific feedback.

### Cool Down/Closure (3 minutes)

**Lesson Content:**
- Collect equipment
- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class)
  - Were you able to do a 1 dribble 2 step lay-up? Why or why not?
  - Was the game better with or without dribbling? Why?
  - Play a half-court game of basketball after school today.

**Role of Assistant:**
- Assist with equipment.
- Help with stretching.

**Italics indicate the teacher speaking directly to the student.**
## Basketball 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>■ Demonstrate ball-handling skills.</td>
<td>■ 1 basketball per student ■ Containers or basketball cart</td>
<td>✔ Place basketball containers in different corners of the play space.</td>
</tr>
<tr>
<td>■ Rebound and throw an outlet pass.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Half-Court or Shooting

**INSTANT ACTIVITY**

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

**ROLE OF ASSISTANT**
- ✔ Assist with equipment.
- ✔ Help with groupings.
- ✔ Assist with games.

### Basketball Awesome Add-on

**LESSON CONTENT**
- Each student has a basketball
- Students dribble basketball around court (or two courts for larger classes).
- Students begin on your signal (music, whistle, GO, etc.).
- On your second signal, students stop and perform a designated basketball skill. You could use any of the following:
  - Hold basketball and pivot on 1 foot.
  - Dribble and jog in place.
  - Dribble back in forth in front using right and left hand.
  - Toss basketball up and catch behind back.
  - Dribble and spin in a small circle.
  - Dribble between legs.
  - Roll basketball in a figure 8 around feet.
  - Dribble basketball in a figure 8 around feet.
- A new skill will be added on each time you signal for students to stop.
- From memory, students must do all the other skills, in order, before adding new skill.

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

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

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

---

**Dribble Lay-up**

**ACTIVITY #1**

**LESSON CONTENT**
- Lay-Up Part 5: Review part 4 from lesson 8. Demonstrate how to dribble up, picking up dribble stepping and drive knee up shooting with 1 hand.
- Students shadow practice dribbling in place and 2 steps and a lay-up without a ball.

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

---

**Lay-up Drill**

**ACTIVITY #2**

**LESSON CONTENT**
- Students find a partner and get a basketball.
- 6-8 students share a basket.
- Students practice dribbling from half court, taking 2 steps (officially 1 ½) and banking ball off backboard.
- Demonstrate dribbling 2-step lay-up with a ball.
- Shot is made on right or left side of basket and very close to it.
- Non-shooter rebounds ball and then dribbles to half court in order to dribble up and shoot next lay-up.
- Students take turns with other pairs at basket.
- * Challenge: How many lay-ups in a row can each student make? How many lay-ups in a row can each pair make? How many lay-ups in 1 minute can each group make? Can each group improve that score?

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

---

**3-on 3-Half-Court Basketball**

**ACTIVITY #3**

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

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

---

**Cool Down/Closure**

**LESSON CONTENT**
- Collect equipment.
- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why is basketball good for your heart?
  - Do you play basketball regularly? Why or why not?
  - Find some friends and play half-court basketball today after school.

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

---

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

*Italics indicate the teacher speaking directly to the student.*
## Basketball 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 accuracy in shooting.</td>
<td>■ 1 basketball per student ■ Containers or basketball cart</td>
<td>✓ Place basketball containers in different corners of play space.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Half-Court or Shooting

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students can either play half-court basketball games or shoot with a partner on a different basket.</td>
<td>✓ Assist with equipment. ■ Help with groupings. ■ Assist with games.</td>
</tr>
</tbody>
</table>

#### Dribble Knock-Out

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Each student has a basketball and moves into the court. ■ On your signal, students dribble, moving within the court and trying to knock basketballs away from other students. ■ Students protect their basketballs with movement and with non-dribbling arm. ■ If basketball is knocked away, or student loses control of basketball, student must exit area and dribble the basketball once around the outside of the court before re-entering the game.</td>
<td>✓ Assist with equipment. ■ Help organize courts. ■ Give positive specific feedback. ■ Encourage participation.</td>
</tr>
</tbody>
</table>

### Transition

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

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

**Never Ending Knockout**  
*(12 minutes)*

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

### ACTIVITY #2

**5-On-5**  
*(18 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Form groups of 10 for a court 5-on-5 game (or better 4-on-4 or 3-on-3 games).</td>
<td>✓ Help with equipment.</td>
</tr>
<tr>
<td>■ Play 4-minute games and have leading teams move up 1 court and teams behind move down.</td>
<td>■ Assist with grouping.</td>
</tr>
<tr>
<td>■ Principle of 3's:</td>
<td>■ Clarify rules and encourage participation.</td>
</tr>
<tr>
<td>■ Defender 3 feet away from player with ball</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ 3 passes to 3 different players before shooting</td>
<td></td>
</tr>
<tr>
<td>■ Students should work on lay-ups whenever possible.</td>
<td></td>
</tr>
</tbody>
</table>

### COOL DOWN/CLOSURE

*(3 minutes)*

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

*Italicics indicate the teacher speaking directly to the student.*
## Dribbling
### Instant Activity
- Dribbling (3-5 minutes)
- As students enter the activity area each receives a soccer ball and begins dribbling inside the square and around random cones.
- Dribbling: Use instep of both feet, keep soccer ball close to feet (2-3’ away), and look up as much as possible.
- Practice dribbling around cones without touching them.

### Variation
- Dribble with the right foot only; left foot only, walk, jog, or run.

### Role of Assistant
- Activity area 30 X 30 yards
- Set up cones randomly in activity area.
- Distribute soccer balls and alert students to direction around the square.
- Remind students to control the ball.

## Dribble and Jog
### Health Related Physical Activity
- Dribble and Jog (6-8 min)
- All students need 1 soccer ball.
- Students dribble the soccer ball outside the cones, 1 lap, then go to the nearest cone and perform the task on the card (see cards at end of this unit).
- When finished with the first exercise listed on the first cone, students dribble one lap and ¼ to the next task card and complete that activity.
- This pattern continues until time is up (students finishing early repeat the activity).

### Role of Assistant
- Activity area 30 X 30 yards
- Set up Task cards in cones
- Encourage participation
- Monitor activity stations

---

**Soccer** 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 basic dribbling skills</td>
<td>1 soccer ball per student</td>
<td>✓ Set up 30x30 square with cones</td>
</tr>
<tr>
<td>Execute basic ball shielding and stealing techniques</td>
<td>4 additional cones for HRPA &amp; IA</td>
<td>✓ Place soccer ball receptacles around activity area for easy distribution.</td>
</tr>
<tr>
<td></td>
<td>2 cones per 4 students</td>
<td>✓ Cones set-up randomly around the activity area.</td>
</tr>
</tbody>
</table>

**ɪᴛᴀʟɪᴄs** indicate the teacher speaking directly to the student.
### Soccer Knock-Out
**Activity #1**
**Soccer Knock-Out**
*(10-12 minutes)*

**Lesson Content**
- Object of game: to protect soccer ball while kicking another student’s soccer ball out of coned area.
- Students dribble soccer balls inside coned area.
- If student’s soccer ball goes out, he or she retrieves it and does 5 jumping jacks before returning.
- All students must maintain control of their soccer ball before striking another.

**Role of Assistant**
- Clarify rules.
- Monitor students doing jumping jacks.
- Encourage movement and activity.

---

### Cool Down/Closure
**Activity #2**
**Cool Down/Closure**
*(3-5 minutes)*

**Lesson Content**
- Collect equipment
- Students stretch as they answer the questions.
  - What are the skills for effective dribbling?
  - Why is dribbling important?
  - Practice at home dribbling by yourself or passing with a partner.

**Role of Assistant**
- Help collect and count equipment.

---

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

*Italics indicate the teacher speaking directly to the student.*
## Soccer 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 passing and trapping skills</td>
<td>1 ball per student</td>
<td>✓ Set up 30x30 yard square with cones</td>
</tr>
<tr>
<td>Apply skills in a 2 on 2 game</td>
<td>1 cone per student</td>
<td>✓ Place soccer ball receptacles and cones around activity area for easy distribution.</td>
</tr>
</tbody>
</table>

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### INSTANT ACTIVITY

#### Instep Pass & Trap (3-5 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and get a ball.</td>
<td>Help students find a partner and get a ball</td>
</tr>
<tr>
<td>Practice instep pass/trap stationary.</td>
<td></td>
</tr>
<tr>
<td>Begin moving and passing/trapping back and forth.</td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

#### Awesome Add-on (8 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal, students dribble Soccer ball around area or in a circle.</td>
<td>Lead and/or contribute to activities</td>
</tr>
<tr>
<td>On the next signal, students stop and perform a designated skill or exercise. For example, touch the ground, change directions, and turn around, ten jumping jacks or touch the top of the ball switching feet quickly.</td>
<td>Remind students of skill order</td>
</tr>
<tr>
<td>Each time the teacher signals for students stop add a new skill or exercise.</td>
<td></td>
</tr>
<tr>
<td>Students must do other skills in order before adding the new skill.</td>
<td></td>
</tr>
</tbody>
</table>

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### INSTANT ACTIVITY

#### Instep Pass & Trap (6 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review instep pass/trap (“2 touch”)</td>
<td>Encourage good form</td>
</tr>
<tr>
<td>Review location of instep (Inside foot)</td>
<td>Help time the students</td>
</tr>
<tr>
<td>Encourage “plant” with non kicking foot next to ball at impact</td>
<td></td>
</tr>
<tr>
<td>Strike ball with instep mid ball</td>
<td></td>
</tr>
<tr>
<td>Trap by stopping the ball, absorbing against the foot.</td>
<td></td>
</tr>
<tr>
<td>Students form pairs, find personal space and practice trap and pass – 5 yards apart.</td>
<td></td>
</tr>
<tr>
<td>Challenges: How many traps can students make in 20 seconds? Repeat to improve score. For every two traps made, one partner backs up a step.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

### ACTIVITY #2

**Pass and move**  
(3 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Partners pass back and forth on the run.</td>
<td>- Monitor activity</td>
</tr>
<tr>
<td>- Pass to partner; trap the ball and then pass back to a moving partner.</td>
<td>- Encourage trapping before passing</td>
</tr>
<tr>
<td>- Watch for others moving throughout the activity area.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #3

**2 on 2 Soccer**  
(10 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Form 2 teams of 2 to play 2 on 2 game.</td>
<td>- Assist students as needed</td>
</tr>
<tr>
<td>- One goal is created with 2 cones. Goal is in the middle of the game, with one team on each side of the cone.</td>
<td>- Help with spacing of games</td>
</tr>
<tr>
<td>- Partnerships choose which direction through the cones is a score for their team. The opposing team then must score from the other direction.</td>
<td></td>
</tr>
<tr>
<td>- Ball must roll in to be counted as a score.</td>
<td></td>
</tr>
<tr>
<td>- Ball going through the goal the wrong way is simply a pass.</td>
<td></td>
</tr>
</tbody>
</table>

### 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>- Collect equipment</td>
<td></td>
</tr>
<tr>
<td>- Think/Pair/Share: What skills were used to score a goal? (Responses may include slowing down, looking up, using the inside of my foot, hustle, etc.).</td>
<td></td>
</tr>
<tr>
<td>- At home find a partner to play 2on 2 soccer. Use any markers for goals.</td>
<td></td>
</tr>
</tbody>
</table>

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

## Lesson Outcomes
- Participate in FLOW.
- Enhance personal fitness.
- Practice soccer skills during modified game.

## Equipment
- FLOW equipment
- 1 cone per 2 students
- 1 ball per 2 students

## Before Class Set Up
- Prepare FLOW equipment
- Place soccer ball receptacles and cones around activity area for easy distribution.

## Instant Activity
**Partner Pass**

- **Lesson Content**
  - Allow students to find a partner and pass/trap as they enter the activity area.

- **Role of Assistant**
  - Distribute Balls
  - Help collect balls after activity

## Health Related Physical Activity
**FLOW**

- **Lesson Content**
  - FLOW (see FLOW section)

- **Role of Assistant**
  - Move FLOW equipment to activity area – have students assist.
  - Start/Stop music
  - Assist students with equipment clean up.

## Activity #1
**2 on 2**

- **Lesson Content**
  - Form pairs and challenge another pair.
  - One goal is made
  - Partnerships choose which direction through the cones is a score for their team. The opposing team then must score from the other direction.
  - Ball must roll in to be counted as a score.
  - Ball going through the goal the wrong way is simply a pass.
  - Change teams after 5-7 minutes.

- **Role of Assistant**
  - Assist students with field set-up.
  - Assist students who are having difficulty

## Cool Down/Closure

- **Lesson Content**
  - Collect equipment
  - What are the keys to being a successful partner?
  - Encourage playing at home

- **Role of Assistant**
  - Collect equipment

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

## LESSON OUTCOMES
- Demonstrate proper heading skill

## EQUIPMENT
- 6 Beach balls and/or volleyball trainers
- Field markers
- 1 Cone per 6 students
- 1 soccer ball per student

## BEFORE CLASS SET UP
- 30 X 30 yd. coned square
- Place soccer ball receptacles and cones around activity area for easy distribution.
- Have beach balls/volleyball trainers ready to distribute

### INSTANT ACTIVITY
#### Passing w/ target (3-5 min)
- Each student gets a soccer ball and practices passing the ball toward a target.
- Remind students to use instep.
- Variation: Shorten/Lengthen targets according to student ability.

### ROLE OF ASSISTANT
- Assist with equipment.
- Encourage students.

### HEALTH RELATED PHYSICAL ACTIVITY
#### Soccer Partner Tag (6-10 min)
- Students find a partner. Each person needs a ball.
- Object of the game: Dribble and chase your partner, who is dribbling, and try to tag him or her.
- Game begins with the student who is “it” running around his or her soccer ball 3 times.
- Students who are “it” chases and tags partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.
- After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.
- Students must keep head up and watch out for collisions.

### ROLE OF ASSISTANT
- Help model activities

---

 Italics indicate the teacher speaking directly to the student.
### Soccer Partner Tag (continued)  
**Role of Assistant**

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variation: Teacher’s signal interrupts the chase to have pairs perform activities then give another signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:</td>
</tr>
<tr>
<td>- Foot taps on the top of soccer ball</td>
</tr>
<tr>
<td>- Fast pass between ankles</td>
</tr>
<tr>
<td>- Partner ball pass over-under: Partners stand back to back and pass 1 ball over head and under/between legs</td>
</tr>
<tr>
<td>- Partner ball pass – side to side: Partners stand back to back and pass one ball around their torso (turning from side to side)</td>
</tr>
<tr>
<td>- Practice juggling soccer ball on thighs</td>
</tr>
<tr>
<td>- Sit ups – partners face each other (foot to foot) and pass 1 ball from one partner to the next</td>
</tr>
<tr>
<td>- Favorite lower body stretches</td>
</tr>
<tr>
<td>- Favorite upper body stretches</td>
</tr>
<tr>
<td>- Mountain Climbers</td>
</tr>
</tbody>
</table>

### Head, Toss, Retrieve  
**Role of Assistant**

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Form groups of 6. Then form 2 groups of 3.</td>
</tr>
<tr>
<td>- Allow students to select soccer ball or beach ball/foam ball</td>
</tr>
<tr>
<td>- One student practices Heading the ball</td>
</tr>
<tr>
<td>- One student Tosses the ball</td>
</tr>
<tr>
<td>- One student Retrieves the ball</td>
</tr>
<tr>
<td>- Switch jobs after 3 attempts</td>
</tr>
<tr>
<td>Challenge: How many headed soccer balls can be headed and caught by tosser in a row by your group?</td>
</tr>
<tr>
<td>Variation – adjust distance as skill increases</td>
</tr>
</tbody>
</table>

### 3 on 3 Circle Soccer  
**Role of Assistant**

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students are grouped in teams of 3 and assigned a circle with a goal 2 yards apart in the middle.</td>
</tr>
<tr>
<td>- Teams try to score by passing the ball through the goal on either side</td>
</tr>
<tr>
<td>- No goalies</td>
</tr>
<tr>
<td>Variation: Determine which direction for each team is the scoring direction. If ball is kicked through by a team in the wrong direction, it is regarded as a pass.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure  
**Role of Assistant**

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect equipment</td>
</tr>
<tr>
<td>- Think/Pair/Share</td>
</tr>
<tr>
<td>- Why is it important to keep your head-up during dribbling?</td>
</tr>
<tr>
<td>- Why is heading important?</td>
</tr>
<tr>
<td>- Find friends at home to practice heading and play a game.</td>
</tr>
</tbody>
</table>

---

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

*Italics indicate the teacher speaking directly to the student.*
## Soccer 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>Demonstrate goalie skills of protecting the goal</td>
<td>1 soccer ball per 2 students</td>
<td>Distribute soccer balls for IA</td>
</tr>
<tr>
<td></td>
<td>4 cones per 8 students</td>
<td>20 X 20 yd. coned square for HRPA</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Place soccer ball receptacles and cones around activity area for easy distribution.</td>
</tr>
</tbody>
</table>

### Partner Heading (3-5 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Practice heading soccer ball with a partner | Assist with equipment  
Work on students striking forehead with the ball. |

### Awesome Add-On (7 min)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Students begin walking or jogging around the perimeter of the gymnasium or coned activity area (20 X 20 yards).  
When the music stops, instruct the students to perform stretch “A” being modeled by the teacher or TA (These stretches can be posted on cones).  
The students hold the stretch for 5 seconds  
Next, the students begin walking or jogging again when the music begins to play.  
When the music stops, the assistant calls out a new stretch “B”.  
The students will FIRST perform stretch “A” and the will perform stretch “B”.  
This pattern will continue until 6-8 stretches have been completed  
Ex: A, AB, ABC, ABCD  
Variations: | Model calisthenics for the students.  
Encourage participation  
Assist with music |
| Students may jog while the music is playing.  
Muscular strength activates may also be incorporated with the exercises. |
### Skill Activity: Goalie Technique  
(2 min)

**LESSON CONTENT**
- Students standing or seated in semi circle for skill demonstration.
- Goalie skill review
  - Position your body behind the on coming ball as much as possible (if hands miss – no goal)
  - Legs together
  - Demonstrate proper goalie technique and how to throw the ball back to teammates sidearm or underarm

**ROLE OF ASSISTANT**
- Monitor students

### Goalie Skill Practice  
(6 min)

**ACTIVITY #1**
- Form pairs and practice goalie skills
  - Goalie retrieves 3 balls rolled by partner standing 10 yards away. Goalie rolls the ball back to their partner using underarm or side arm roll. After 3 rolls, switch jobs and repeat.
  - Challenge: How many catches in a row can each goalie make?
  - Partner will kick 3 kicked balls to the goalie. Switch jobs and repeat.
  - * Challenge: How many catches in a row can you and your partner?

**LESSON CONTENT**
- Remind goalies to stay behind the ball and to keep their legs together

**ROLE OF ASSISTANT**
- Assist with field set-up and equipment distribution.
- Distribute pinnies

### Transition

**LESSON CONTENT**
- Partners combine to form groups of 8 with 1 soccer ball.
- Groups of 8 will play 4 on 4 soccer on a field.

**ROLE OF ASSISTANT**
- Assist with groupings and equipment

### 4 on 4 Soccer  
(15 min)

**ACTIVITY #2**
- Mini soccer fields are set-up with two cones as goals on each side of field.
- Students play soccer with four students on each team. Three field players and one goalie.
- Play with throw-ins if the ball goes out of bounds
- Demonstrate throw-in: 2 hands, ball overhead, 2 feet on the ground.
- Shots must be between the cones and within the reach of the goalie to count.

**LESSON CONTENT**
- Variation: Eliminate goalies

**ROLE OF ASSISTANT**
- Assist with field set-up and equipment distribution.
- Distribute pinnies

### Cool Down/Closure  
(3 minutes)

**LESSON CONTENT**
- Collect equipment
- Ask students what they learned by playing the goalie position. (Answers might include you have to be quick, you have to pay attention).
- What is the importance of the goalie in the game of soccer?
- Encourage students to practice skills at home.

**ROLE OF ASSISTANT**
- Gather equipment

---

宓 Set Up or Prep Duties 宓 Cues or Key Concepts 宓 Variation 宓 Challenge  
**Italics indicate the teacher speaking directly to the student.**
## Soccer  7th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Apply previously learned skills in a game situation | - One cone/marker per student  
- Pinnies | - One ball per student  
- Distribute balls on play space  
- 30 X 30 yd. coned square for HRPA |

### INSTANT ACTIVITY

<table>
<thead>
<tr>
<th>Partner Pass (3-5 min)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
</tbody>
</table>
| - Pass back and forth with a partner.  
- Punt back and forth with a partner. | - Assist with equipment  
- Encourage participation |

### HEALTH RELATED PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>Dribble Tag (6 min)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
</tbody>
</table>
| - Students dribble soccer ball in 30x30 space trying not to allow tagger to steal their ball  
- 5 or so taggers don’t have a ball – try to steal others (“It”)  
- If a student rolls their ball over the boundary line they are automatically “it”  
- Once the ball is stolen, the student who lost the ball is now “it.”  
  Student who took the ball dribbles away and attempts to avoid taggers.  
  No immediate tag backs.  
  If activity is not high enough, make more students “It.” | - Watch for students whose balls cross over the boundary |

### ACTIVITY #1

<table>
<thead>
<tr>
<th>1-on-1 Soccer (8 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
</tbody>
</table>
| - Form pairs and get 1 soccer ball and 1 cone per pair.  
- Object of game: to score a goal by knocking down cone.  
- Demonstrate game.  
- Student with soccer ball tries to dribble around defender and knock cone over.  
- Defender must guard shooter and not cone.  
- Start game and after each score about 20 feet from cone.  
  Variation: Ball only has to strike cone to be a score. | - Distribute equipment.  
- Assist with demonstration.  
- Monitor games.  
- Encourage fair play. |

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

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

## 4-on-4 Soccer

*(15 min)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners find another partnership to form a group of 4 and challenge or are assigned another group of 4 to play.</td>
<td>Set up cones for goals</td>
</tr>
<tr>
<td>Game is played on a mini field</td>
<td>Monitor games</td>
</tr>
<tr>
<td>No goalie</td>
<td></td>
</tr>
<tr>
<td>Throw in all soccer balls that go out-of-bounds.</td>
<td></td>
</tr>
<tr>
<td>Shots must roll through or bounce once to be a goal.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure

*(3 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment</td>
<td>Gather equipment</td>
</tr>
<tr>
<td>Students stretch</td>
<td></td>
</tr>
<tr>
<td>Think/Pair/Share</td>
<td></td>
</tr>
<tr>
<td>Why is faking or “feigning” useful in soccer?</td>
<td></td>
</tr>
<tr>
<td>Explain your favorite move.</td>
<td></td>
</tr>
<tr>
<td>Encourage activity outside of PE</td>
<td></td>
</tr>
</tbody>
</table>

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

**Lesson Outcomes**
- Participate in FLOW
- Apply soccer skills in a game situation.

**Equipment**
- FLOW equipment
- 1 cone per 2 students
- 1 soccer ball per 2 students

**Before Class Set Up**
- Distribute soccer balls for IA
- Set up FLOW around perimeter of activity area.
- 1 mini-soccer field for every 8 students.

---

### Follow the Leader (3-5 min)

**Lesson Content**
- Students form pairs and get one soccer ball
- Student without the ball walks fast and partner with soccer ball follows
- Object of the game is for the person without the ball to lose his or her partner without running.
- Switch roles every minute

**Role of Assistant**
- Assist with equipment
- Clarify rules

---

### 4 on 4 Soccer (15 min)

**Lesson Content**
- Students make groups of 4, with 1 group challenging another.
- Games of 4 on 4 (including goalie)
- Goalie needs to be rotated every goal scored or every 2 minutes.
- All soccer balls that go out-of-bounds are thrown-in.
- Shots must be between the cones and within the reach of the goalie to count.
- Have teams switch every 3-5 minutes.

**Role of Assistant**
- Assist with grouping students.
- Referee and/or monitor games.
- Encourage participation.

---

### FLOW (15 minutes)

**Lesson Content**
- FLOW (see FLOW section)

**Role of Assistant**
- Move FLOW equipment to activity area - have students assist.
- Start/Stop music
- Assist students with equipment clean-up

---

### Cool Down/Closure (3 minutes)

**Lesson Content**
- Collect equipment
- Stretch and share with a partner:
  - What was the hardest FLOW station and why?
  - What was your favorite FLOW station and why?
- Encourage students to play soccer after school.

**Role of Assistant**
- Gather equipment

---

*Italics indicate the teacher speaking directly to the student.*
## Soccer 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 goalie skill of punting</td>
<td>■ 2 cones per 6 students</td>
<td>✓ Separate soccer balls in receptacles by color</td>
</tr>
<tr>
<td>■ Demonstrate dribbling, passing and teamwork in a game situation.</td>
<td>■ Pinnies for every student</td>
<td>✓ 30 X 30 cone square for HRPA</td>
</tr>
<tr>
<td>■ 4 cones for HRPA</td>
<td>■ 1 Soccer ball per 2 students</td>
<td>✓ Set up soccer goals for mob soccer according to class size and number of members on a team.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Punting w/ Target

**LESSON CONTENT**
- Students find a partner and punt the ball back and forth.
- Remind students to step and kick.

**ROLE OF ASSISTANT**
- Distribute balls on the play space before students enter

#### Soccer Partner Tag

**LESSON CONTENT**
- Students find a partner.
- Object of the game is to dribble and chase your partner, who is dribbling, and try to tag him or her.
- Game begins with the student who is “it” running around his or her soccer ball 3 times.
- Students who are “it” chases and tags partner while dribbling his or her soccer ball. The person being chased must also maintain control of his or her ball.
- After each tag switch roles. New “it” must run 3 times around his or her ball before chasing back.
- Students must keep their head up and watch out for collisions with other students.

**ROLE OF ASSISTANT**
- Assist with grouping
- Encourage participation
- Monitor activity

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

---

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

7th Grade | Lesson 8
### Soccer Partner Tag (continued)

**Soccer Partner Tag (continued)**

**6-10 minutes**

**LESSON CONTENT**

- Variation: Interrupt the chase to have pairs perform activities then give the signal for the pairs to resume tag. These activities are best modeled to the group for instruction. Select from the following list and/or create your own:
  - Foot taps on the top of soccer ball
  - Fast pass between ankles
  - Partner ball pass over-under: Partners stand back to back and pass 1 ball over head and under/between legs
  - Partner ball pass – side to side: Partners stand back to back and pass one ball around their torso (turning from side to side)
  - Practice juggling soccer ball on thighs
  - Sit ups – partners face each other (foot to foot) and pass 1 ball from one partner to the next
  - Favorite lower body stretches
  - Favorite upper body stretches
  - Mountain Climbers

**ROLE OF ASSISTANT**

- Monitor games
- Encourage safety

---

### Mob Soccer

**Mob Soccer**

**15 min**

**LESSON CONTENT**

- Students will be on teams of 6.
- Each team wears a different color pinnie.
- Each team should have one soccer ball.
- Each team has a goal, which surrounds the playing area.
- If there are 6 teams, there should be 6 balls and 6 goals. Need to have even number of teams.
- All teams are competing with the team straight across from them. For example if you had 6 teams; 1 VS 4, 2 VS 5, and 3 VS 6. As before everyone competes for the soccer balls but can only score against their opponent directly across from them. Point out basic penalties such as: “handball”, illegal throw-ins/kick offs, etc...
- Instruct students to call their own fouls and to give the other team an indirect kick at the spot where the infraction occurred.
- Shots must be between the cones and within the reach of the goalie to count.
- Encourage students to keep play moving – every player gets a touch.
- To increase activity you can add more soccer balls.
- Variation – Use matching colored balls with pinnies. Teams can only score goals with their color soccer ball. Your team can score on any goal.

**ROLE OF ASSISTANT**

- Monitor games
- Encourage safety

---

### Partner Goalie Skills

**Partner Goalie Skills**

**5 min**

**ACTIVITY #1**

**LESSON CONTENT**

- Have students practice goalie skills with partner. Encourage distance and accuracy.
  - punting
  - throwing (side arm/under hand)
  - Every 30 seconds or so have partners jog to switch ends of the field.

**ROLE OF ASSISTANT**

- Encourage safety – work with students who need to control their punts
- Set up fields for next activity

---

### Cool Down/Closure

**Cool Down/Closure**

**3 minutes**

**LESSON CONTENT**

- Think/Pair/Share
  - What are the positive or negative of having more players on a team?
  - What are good strategies for avoiding everyone crowding around the ball?
- Encourage activity outside of PE.

**ROLE OF ASSISTANT**

- Collect equipment.

---

**Transition**

**TRANSITION**

- Partners find 2 other partnerships to form a group of 6

**ROLE OF ASSISTANT**

- Assist with groupings

---

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Soccer 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>□ Demonstrate clear communication between teammates</td>
<td>□ 1 ball per 2 students</td>
<td>✓ 30 X 30 square for HRPA</td>
</tr>
<tr>
<td>□ Apply learned skills in a game situation</td>
<td>□ 2 cones per 6 students</td>
<td>✓ Soccer fields for 6 on 6 soccer</td>
</tr>
</tbody>
</table>

### Goalie Skills (3-5 minutes)

**LESSON CONTENT**
- Practice throwing side arm, under hand, and punting with partner

**ROLE OF ASSISTANT**
- Distribute equipment and monitor

### Soccer Squad Leader Challenge (8-10 minutes)

**LESSON CONTENT**
- Students form groups of 6.
- Distribute one task card per group.
- Each student within the group takes turns acting as the squad leader.
- After each task, a new leader leads the next task.
- Group repeats if time permits.
- Challenge – How fast can your group complete all tasks? How many times can your group get through all of the activities?

**ROLE OF ASSISTANT**
- Lead and/or participate in activity
- Assist with equipment

### Transition (12 minutes)

**LESSON CONTENT**
- Groups of 6 from previous activity need one soccer ball and 2 cones.

**ROLE OF ASSISTANT**
- Assist with equipment

### 3 on 3 Soccer (12 minutes)

**LESSON CONTENT**
- Students are grouped in teams of 3 with a goal 2 yards apart.
- Teams try to score by passing the ball through the goal on either side.
- Game begins with a dropped ball to the side of the goal.
- NO GOALIES.
- Variation: Determine which direction for each team is the scoring direction. If ball is kicked through by a team in the wrong direction, it is regarded as a pass.

**ROLE OF ASSISTANT**
- Set up circles with line markers (if necessary) and cones for the upcoming game
### ACTIVITY #2

**6 on 6**  
*(15 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games with goalie.</td>
<td>Assist with field set-up</td>
</tr>
<tr>
<td>Goalie needs to be rotated every goal scored or every 2 minutes.</td>
<td>Encourage participation</td>
</tr>
<tr>
<td>All soccer balls that go out-of-bounds are thrown-in.</td>
<td>Monitor games</td>
</tr>
<tr>
<td>Shots must be between the cones and within the reach of the goalie to count.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

*(3 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment</td>
<td>Assist with equipment</td>
</tr>
<tr>
<td>Students stretch</td>
<td></td>
</tr>
<tr>
<td>Gather students and debrief – note positive teamwork and other desirable behaviors as well as skill improvement.</td>
<td></td>
</tr>
<tr>
<td>Encourage being active outside of school – maybe have students note local soccer opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

---

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

## Lesson Outcomes
- Apply soccer skills in a game situation

## Equipment
- 1 ball per 2 players
- 2 cones per 6 students
- Music

## Before Class Set Up
- 30 x 30 yd. coned square for HRPA
- One soccer field per 12 students

## Instant Activity

### Partner Pass
(3-5 min)

**Lesson Content**
- Students pass/trap with a partner upon entering the play space
  - Variation: P1 passes and runs around P2 and back to original spot, P2 traps/passes and runs around P1 returning to original spot

**Role of Assistant**
- Distribute balls to students as they enter the play space.

### Add on Fitness
(7-10 min)

**Lesson Content**
- Students begin walking or jogging around the perimeter of the gymnasium
  - When the music stops, the teacher instructs the students to perform stretch “A”, which is being modeled by the TA (These stretches can be posted on cones).
  - The students hold the stretch for 5 seconds
  - Next, the students begin walking or jogging again when the music begins to play.
  - When the music stops, the assistant calls out a new stretch “B”.
  - The students will FIRST perform stretch “A” and will perform stretch “B”.
  - This pattern will continue until 6-8 stretches have been completed
  - Ex: A, AB, ABC, ABCD

**Variations:**
- Students may jog while the music is playing.
- Muscular strength activates or yoga may also be incorporated with the exercises.

**Role of Assistant**
- Assist with the music.
- Lead activity and/or manage music.

---

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

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

**6 on 6**

(15-20 min)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6</td>
<td>Assist with grouping students.</td>
</tr>
<tr>
<td>Games of 6 on 6 (including goalie)</td>
<td>Referee and/or monitor games.</td>
</tr>
<tr>
<td>Goalie needs to be rotated every goal scored or every 2 minutes.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>All soccer balls that go out-of-bounds are thrown-in.</td>
<td></td>
</tr>
<tr>
<td>Shots must be between the cones and within the reach of the goalie to count.</td>
<td></td>
</tr>
<tr>
<td>Have teams switch every 5 minutes.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Every 5 minutes team ahead moves up one field, team behind moves down one. Use rock/paper/scissors to settle ties.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

(3 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch</td>
<td></td>
</tr>
<tr>
<td>Review the soccer unit with the class and preview the upcoming unit.</td>
<td></td>
</tr>
</tbody>
</table>
SOCCEER FOUR
SQUARE FITNESS
TASK CARDS
(DRIBBLE AND JOG)

1. Alternating Toe Taps

2. Ball between feet – Jump/Release/Catch (Repeat)

3. Crunches with ball in hands

4. 6 Inches with ball between feet
SOCCER SQUAD LEADER CHALLENGE

Abdominals

Full Curl-Ups w/ Ball
Crunches w/ Ball
V-Sit/Ball at Feet
Right leg across
Left leg across
SOCCER SQUAD LEADER CHALLENGE

Upper Body Strength

Crab kicks/Left-Right Over ball

Treadmills

4-Count Push-ups

Tricep push-ups

Push-ups – Hands circle ball
SOCCER SQUAD LEADER CHALLENGE

Cardiovascular Endurance

Left & Right taps on ball
Jog around ball/face 1 way
Pretend Jump Rope
Follow the dribble leader
SOCCER SQUAD LEADER CHALLENGE

Flexibility

Partner twist w/ ball
Throw-in reach back
Sitting stretch
Butterfly
Calf Stretch
## Team Handball 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 dribbling skills.</td>
<td>1 Handball per student</td>
<td>✓ Set Handballs in Hoops around perimeter of activity area</td>
</tr>
<tr>
<td>Apply passing and catching skills in a modified game.</td>
<td>4 cones for each group of four students</td>
<td>✓ Grids set-up for groups of 6</td>
</tr>
<tr>
<td>Defend against a passed ball.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dribbling
(3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>As students enter play space, each student gets a ball and finds their own self-space.</td>
<td>Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.</td>
</tr>
<tr>
<td>Students are instructed to demonstrate their favorite dribble in self-space.</td>
<td>During Instant Activity, assistant gets Partner Race Track Fitness set up - Large circle/square is set up using 6-8 cones on one half the activity area.</td>
</tr>
<tr>
<td>Encourage students to practice dribbling using each hand.</td>
<td></td>
</tr>
<tr>
<td>Encourage students to dribble and move.</td>
<td></td>
</tr>
</tbody>
</table>

### Team Handball 4 in 1
(8-10 minutes)

<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 groups with setting up their cones.</td>
</tr>
<tr>
<td>One ball and 4 cones, set up in a square, are needed for each group. Students return balls not needed to the perimeter.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>Three students (X, X, Z) stand by the cones, each in a corner of the square, leaving one corner open (O). One student (Y) stands in the center.</td>
<td>Help with demonstration of the game.</td>
</tr>
<tr>
<td>The student with the ball (Z) should not be in a corner diagonally across from the open corner.</td>
<td>Offer positive feedback to groups and individuals.</td>
</tr>
<tr>
<td>Passers use the overhead pass to move the ball around to each other.</td>
<td></td>
</tr>
<tr>
<td>Student in the middle (Y) tries to deflect or intercept the ball.</td>
<td></td>
</tr>
<tr>
<td>Students in the corners may not move until the passer begins to release the ball.</td>
<td></td>
</tr>
<tr>
<td>Student X closest to the open corner moves to it and catches the ball before it hits the ground.</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

---

Team Handball 7th Grade  Lesson 1
## Team Handball 4 in 1 (continued)
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ If the ball hits the floor or is intercepted or deflected, Z switches positions with Y.</td>
<td>■ X</td>
</tr>
<tr>
<td>■ If X catches the ball in an open corner, s/he passes to a new open corner and the game continues.</td>
<td></td>
</tr>
</tbody>
</table>

**O = Open Corner**

**X = Outside Students**

**Z = Student with Ball**

**Y = Defender**

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students return cones to the perimeter.</td>
<td>■ Set Up grids for next activity</td>
</tr>
<tr>
<td>■ Students reform groups into groups of 6, with two</td>
<td></td>
</tr>
<tr>
<td>■ These groups of 6 then form 2 groups of 3 with one ball each.</td>
<td></td>
</tr>
</tbody>
</table>

## 2 on 1 Keep Away
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students form groups of 6 and then divide into two groups of 3.</td>
<td>■ Direct students and explain activity as needed.</td>
</tr>
<tr>
<td>■ Each group of 6 is assigned a grid and needs 2 handballs.</td>
<td>■ Provide positive feedback.</td>
</tr>
<tr>
<td>■ Designate one person to be in the middle (interceptor).</td>
<td>■ Congratulate improvement.</td>
</tr>
<tr>
<td>■ On your signal, the 2 outside students pass the handball to each other without the interceptor intercepting it or knocking it down.</td>
<td></td>
</tr>
<tr>
<td>■ The interceptor stays in the middle until you blow the whistle (after 1 minute) to rotate.</td>
<td></td>
</tr>
<tr>
<td>■ All passes must be around the interceptor and not over his or her head.</td>
<td></td>
</tr>
<tr>
<td>■ Interceptor must guard only the thrower and be 3 feet away from thrower.</td>
<td></td>
</tr>
<tr>
<td>■ Thrower can pivot but cannot move.</td>
<td></td>
</tr>
<tr>
<td>■ Receiver practices making sharp cuts to get open.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: Interceptor scores a point whenever a pass is not completed or when a pass is thrown over his or her head. Keep track of defensive points only.</td>
<td></td>
</tr>
</tbody>
</table>

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

3 Pass with Dribble
(10 minutes)

LESSON CONTENT
- Students need to return one ball and play 3 v. 3 in the same grids.
- Object of the game is to complete 3 passes to 3 members of your own team.
- Rules:
  - Student with the ball can only dribble 3 times before passing.
  - No more than 3 steps before a dribble or pass is made.
- One point for each 3 consecutive catches.
- After third completed pass, ball is placed down for the other team to begin.
- If the ball is incomplete in any way, it is awarded to other team.
- Principle of 3's can be utilized here:
  - Must complete 3 passes to score
  - Defender stands 3 feet away from thrower
  - 3 different individuals must catch the object
  - Only 3 dribbles
  - Object must be passed in 3 seconds

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

Cool Down/Closure
(5 minutes)

LESSON CONTENT
- Students return balls to hoops
- Think, Pair, Share (while stretching)
  - How do you play effective defense?
  - How do you complete a pass against a good defender?
- Practice these skills at home with a friend.

ROLE OF ASSISTANT
- Assistant help get balls into receptacle.
| ✔ Set Up or Prep Duties | ➡ Cues or Key Concepts | ➔ Variation | ★ Challenge |

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# Team Handball 7th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate passing and catching skills.  
■ Execute a basic pivot when in possession of the ball.  
■ Demonstrate moving on offense without the ball to an open space.  
■ Demonstrate good defensive position. | ■ 1 Handball per student  
■ Task Card for HRPA  
■ Hoops for balls  
■ Music for HRPA | ✓ Set Handballs in Hoops around perimeter of activity area.  
✓ Set out Task Card for HRPA. |

## Two Pass-without Defenders

### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ Spread many different types of balls around the activity area. Each person has a partner.  
■ The object is to pick up any ball, complete two bounce passes with partner, set the ball back down, move to another ball and repeat.  
■ Set a goal (how many different balls, different types of passes, etc.) or time limit for how many 2 bounce pass combinations the students can complete.  
* Challenge: How many consecutive catches can you and your partner make? | ■ Supervise and remind students of rules.  
■ Supervise students as they return balls. |

## Physical Activity Scavenger Hunt

### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ 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 or activity area based on the order of tasks.  
■ Students start over if they complete all tasks before other groups.  
→ Variation(s): Incorporate Team Handball skills as tasks. Allow squads, with teacher guidance (e.g., teacher provided specific options that students choose from), to develop their own routine. | ■ Assist with grouping  
■ Participate with several groups as you supervise |

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ After returning ball to hoops, students form groups of 6 for HRPA. | ■ Assist with equipment  
■ Help with grouping students |

**Italics indicate the teacher speaking directly to the student.**
**ACTIVITY #1**  
**Partner Pass**  
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and get one team handball. And move into a grid with 2 other pairs.</td>
<td>Help students get started in the activity.</td>
</tr>
<tr>
<td>Students, in the grid, pass the ball back and forth.</td>
<td>Give students feedback about the correct form when using different passes.</td>
</tr>
<tr>
<td>Have students begin passing changing the type of pass every minute.</td>
<td></td>
</tr>
<tr>
<td>Chest pass</td>
<td></td>
</tr>
<tr>
<td>Overhead pass</td>
<td></td>
</tr>
<tr>
<td>Baseball pass</td>
<td></td>
</tr>
<tr>
<td>Bounce pass</td>
<td></td>
</tr>
<tr>
<td>Pivot each time and then pass using any of the 4 (chest, overhead, baseball, bounce).</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many catches in a row can you and your partner make in 30 seconds? Can you improve on that score? Can you beat the scores of the other pairs in your grid?</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**  
**3 v. 3 3 Pass/No Dribble**  
(12-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split into 2 teams of 3 with one team handball in the grid.</td>
<td>Teacher/Assistant supervise all activities for safety compliance, and correct throwing form.</td>
</tr>
<tr>
<td>Object of the game is to complete 3 passes to 3 members of your own team.</td>
<td>Make sure all students are actively involved and moving.</td>
</tr>
<tr>
<td>Rules:</td>
<td></td>
</tr>
<tr>
<td>No dribbling.</td>
<td></td>
</tr>
<tr>
<td>Use overhand pass, chest pass, baseball pass or bounce pass.</td>
<td></td>
</tr>
<tr>
<td>Use pivot to find an opening for a pass.</td>
<td></td>
</tr>
<tr>
<td>Teammates without the ball move to an open space and try to get open to receive a pass.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2 (continued)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good defensive position, no contact allowed</td>
<td></td>
</tr>
<tr>
<td>Score one point for each 3 consecutive catches, then place ball down for the other team to begin on offense.</td>
<td></td>
</tr>
<tr>
<td>Score one point on defense for intercepting the pass.</td>
<td></td>
</tr>
<tr>
<td>If the ball is incomplete in anyway, it goes to other team.</td>
<td></td>
</tr>
<tr>
<td><strong>Principle of 3’s</strong> can be utilized here:</td>
<td></td>
</tr>
<tr>
<td>Must complete 3 passes to score</td>
<td></td>
</tr>
<tr>
<td>Defender stands 3 feet away from thrower</td>
<td></td>
</tr>
<tr>
<td>3 different individuals must catch the object</td>
<td></td>
</tr>
<tr>
<td>Object must be passed in 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>Students return balls to hoops</td>
<td>Assistant help get balls into receptacle.</td>
</tr>
<tr>
<td>Think, Pair, Share (while stretching)</td>
<td></td>
</tr>
<tr>
<td>Can you name the 4 main passes we practiced today?</td>
<td></td>
</tr>
<tr>
<td>Which pass is your favorite and why?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to move without the ball to an open space when playing offense?</td>
<td></td>
</tr>
<tr>
<td>Practice passing with a friend after school.</td>
<td></td>
</tr>
</tbody>
</table>

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

### Lesson Outcomes
- Demonstrate a shot on goal.
- Execute good footwork when shooting.

### Equipment
- Music for FLOW.
- 1 jump rope, 4 polystops or other type of line marker per group to mark goalie crease.
- 1 Handball per 2 students.
- 1 Large cone for each 3 students.
- FLOW equipment.

### Before Class Set Up
- Prepare FLOW equipment.
- Prepare music for FLOW.
- Spread handballs in hoops around the play area.
- Have 1 cone and 1 jump rope available for every group of 3 students.

### Instant Activity
- **Two Pass-with Defenders**
  - **Lesson Content**
    - Spread many different types of balls around the gym.
    - Have each student get a partner as they enter the activity area.
    - The object is to pick up any ball, complete two passes with partner, set the ball back down, move to another ball and repeat.
    - Choose 4-5 students to move around the play space and try to defend against the pass.
  - **Role of Assistant**
    - Help students get started as they enter the activity area.
    - Participate in the activity where appropriate to assist students in understanding the game.

### FLOW
- **Lesson Content**
  - FLOW
- **Role of Assistant**
  - Gather and distribute equipment for FLOW.
  - Start/Stop music.

### Transition
- **Lesson Content**
  - After returning ball to hoops, students form FLOW groups.
- **Role of Assistant**
  - Assist with equipment.
  - Help with grouping students.

---

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

---

**Team Handball** | **7th Grade** | **Lesson 3**
**ACTIVITY #1**

**Pass & Shoot**

*(15 minutes)*

**LESSON CONTENT**

- Divide into groups of 3 with one ball for each group of 3.
- Each group of three has a jump rope to mark the crease restraining line that students must shoot behind.
- Set up a cone as a target.
- Using polystrips, a jump rope, tape or chalk line, mark out a goalie crease restraining line about 7 yards away.
- Two students practice making 3 passes and then one shoots on goal using the following:
  - Dribble, step and shoot.
  - Shooter may not step over the restraining line into goalie crease.
- Retriever stands behind target (cone) and collects the ball.
- Shooter and retriever exchange places.
- Repeat drill with 3 passes and a shot.
- Student scores one point each when he or she hits the cone.

**Challenges:**

- Move the line further back
- How many shots in a row can your group make?
- How many shots in a row can you make?

**ROLE OF ASSISTANT**

- Help groups get organized and retrieve equipment for the activity.
- Help set up targets.

**COOL DOWN/CLOSURE**

*(5 minutes)*

**LESSON CONTENT**

- Students return balls to hoops
- Think, Pair, Share (while stretching)
  - What do you do to be an accurate shooter?
  - What is the footwork for shooting at a goal?
  - Practice throwing a ball and hitting targets.

**ROLE OF ASSISTANT**

- Help get balls into hoops.

*Italicics indicate the teacher speaking directly to the student.*
### Team Handball 7th Grade : Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate accurate passing. | ■ 1 handball per 2 students  
■ HRPA Task Card | ✓ Set hoops with balls inside, around the activity area.  
✓ Set out Task Card for HRPA.  
✓ Have cones available for use as goals  
✓ Form squares 10 paces apart using 4 cones or let the students set this up. |

#### One on One

**LESSON CONTENT**
- Students form pairs, one getting a handball and the other getting 2 cones.
- One player is a defender in front of the “goal”, 2 cones. The other player dribbles or fakes, and then shoots on empty goal. Defender must stay 5–6 feet away from goal.
- If goal is scored, switch places and repeat.
- If there is too much movement, set boundaries.

**ROLE OF ASSISTANT**
- Help students get started as they enter activity area.
- Move throughout the area to make sure that students are on task and understand the activity.

**Variation:** Groups of 3, using a goalie.

#### Physical Activity Scavenger Hunt

**LESSON CONTENT**
- 4 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 Team Handball skills as tasks. Allow squads, with teacher guidance (e.g., teacher provided specific options that students choose from, to develop their own routine)

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

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

**LESSON CONTENT**
- Groups of 4, students in lines opposite each other
- Player A passes to Player C, following the pass and lining up behind the next thrower (C).
- Player C receives pass, passes to Player B, following the pass and lining up behind the next thrower.
- Continue passing and switching lines.
- Change from chest pass to bounce pass, overhead pass, baseball pass.

**Challenge:**
- How many catches can your group make in 30 seconds?
- Can you improve that score?
- How many catches in a row can your group make?

**ROLE OF ASSISTANT**
- Help students find partners and set up the drill
- Move to different groups to help with feedback about their passing and receiving.

### 3 v 1

**LESSON CONTENT**
- Students in groups of 4 set-up 4 cones forming a square 10 paces apart.
- Each group has one ball
- See diagram below

**Diagrams:**
- X: Offense with ball
- X1 = Supporter
- X2 = Supporter
- D = Defender

**ROLE OF ASSISTANT**
- Help students transition into groups
- Move cones and HRPA sign to the sidelines
- Offer positive feedback
- Encourage movement without the ball
- Help students playing defense to maintain good defensive position.

- X2 is about 10-12 feet away from X, who has the ball.
- As ball is passed to X1 using a chest or bounce pass, X2 moves to support
- Explain that D is acting as a passive defender and does not try to aggressively take ball, but gets into good defensive position with feet shoulder width apart, center of gravity low and hands up. Ball continues to be passed and X2 moves to the side of the ball, looking for a pass.
- After each pass a new space will be open. Here X now moves to space opened up when X2 moved to receive the pass.
- Continue this pattern of moving to the open spot until 5 passes have been made.
- Rotate positions every 5 passes.
### 3 v 1 With Active Defender
**(8-10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as Activity #1 with active defender.</td>
<td></td>
</tr>
<tr>
<td>One point for Defender if pass to X2 is deflected or intercepted.</td>
<td></td>
</tr>
<tr>
<td>Students keep track of their defensive scores.</td>
<td></td>
</tr>
<tr>
<td>Rotate positions every minute or after 5 passes.</td>
<td></td>
</tr>
<tr>
<td>Move to different groups to offer feedback and encourage movement without the ball.</td>
<td></td>
</tr>
<tr>
<td>Help students playing defense to maintain good defensive position.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return balls to hoops.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (while stretching)</td>
<td></td>
</tr>
<tr>
<td>What are important cues to remember when trying to defend against a pass?</td>
<td></td>
</tr>
<tr>
<td>What kinds of passes are most effective when you have the ball and someone is guarding you?</td>
<td></td>
</tr>
<tr>
<td>Work on your passing and defending skills with friends at home or at the park.</td>
<td></td>
</tr>
<tr>
<td>Get balls into hoops.</td>
<td></td>
</tr>
</tbody>
</table>

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

## Lesson Outcomes
- Apply team handball skills in a modified game.
- Demonstrate moving without the ball to an open space.
- Execute basic defensive position and guarding an opponent.

## Equipment
- 4 Cones or Polyspots per end line game
- 1 handball for every student
- Pinnies for half the class

## Before Class Set Up
- Set balls out in hoops around the perimeter of the activity area.
- Have pinnies available and ready for game play.
- Set up 15 x 30 yard grids (or what you have space for) for groups of 6.

## Instant Activity

### Partner Passing Play
(5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners standing ten feet from each other. One partner forms a target with two hands. Partners pass to each other using overhand or bounce pass to hit the target. Partner should not have to move to catch the ball. Partners move back one step after each complete pass. If there is a miss, partners return to original positions and start over.</td>
<td>Move to different groups to help set up the activity and offer feedback. Demonstrate where appropriate so that students understand the activity.</td>
</tr>
</tbody>
</table>

### Handball Awesome Add-On
(8 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student has a handball. Students dribble the ball around the area. On teacher's signal, students begin dribbling. On the next signal students stop and perform a designated ball handling skill: Hold ball and pivot on one foot. Dribble and jog in place. Dribble changing hands. Dribble between legs. Bend down and move the ball in a figure-8 between the legs. Bend down and holding the ball with one hand in front of legs and one hand behind, quickly let go, switching the position of the hands and catching the ball before it hits the floor. Add a new skill each time you signal students to stop. From memory, students must do all other skills in order, before adding the new skill.</td>
<td>Assist with distributing equipment. Encourage students to participate.</td>
</tr>
</tbody>
</table>

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

### 2 on 1 Keep Away

**LESSON CONTENT**
- Students form groups of 6 and then divide into two groups of 3.
- Each group of 6 is assigned a grid and needs 2 handballs.
- Designate one person to be in the middle (interceptor).
- On your signal, the 2 outside students pass the handball to each other without the interceptor intercepting it or knocking it down.
- The interceptor stays in the middle until you blow the whistle (after 1 minute) to rotate.
- All passes must be around the interceptor and not over his or her head.
- Interceptor must guard only the thrower and be 3 feet away from thrower.
- Thrower can pivot but cannot move.
- Receiver practices making sharp cuts to get open.
- Challenge: Interceptor scores a point whenever a pass is not completed or when a pass is thrown over his or her head. Keep track of defensive points only.

### ROLE OF ASSISTANT
- Direct students and explain activity as needed.
- Provide positive feedback.
- Congratulate improvement.

## ACTIVITY #2

### End Line Game 3 v 3

**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 handball 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 handball 3 feet away
  3. Only 3 dribbles per possession
  4. Only 3 steps per possession
- All incomplete passes or interceptions result in handball going in the other direction.
- Thrower can only take 3 steps and either pass or dribble 3 times.
- Handball is put back into play at the goal line after a score.
- Variation: Could make teams of 4 – 6 students depending on facilities and class size

**ROLE OF ASSISTANT**
- Assist groups with setting up their games.
- Move to different groups to help set up the activity and offer feedback.
- Demonstrate where appropriate so that students understand the activity.

---

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return balls and pinnies to hoops</td>
<td>Assist with returning balls into hoops.</td>
</tr>
<tr>
<td>Think, Pair, Share (while stretching)</td>
<td></td>
</tr>
<tr>
<td>How do you get open in team handball?</td>
<td></td>
</tr>
<tr>
<td>How do you guard someone who is trying to get open?</td>
<td></td>
</tr>
<tr>
<td>Find someone to practice the skills you’ve learned for team handball.</td>
<td></td>
</tr>
</tbody>
</table>

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

- Students return balls and pinnies to hoops
- Think, Pair, Share (while stretching)
  - How do you get open in team handball?
  - How do you guard someone who is trying to get open?
- Find someone to practice the skills you’ve learned for team handball.

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

---

**Team Handball**

- 7th Grade
- Lesson 5
# Team Handball 7th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate shooting at the goal  
■ Demonstrate moving without the ball to get open for a pass.  
■ Demonstrate basic defensive position and guarding an opponent.  
■ Demonstrate basic goalie position and guarding against a shot. | ■ Flow equipment and music  
■ 1 Handball per 6 students  
■ Hoops for balls  
4 Cones/Task Cards for IA  
For each grid, 2 Cones to mark each goal and polyspots to mark goalie crease | ✓ Set 4 cones in each corner of the activity area with a task card on each cone  
✓ Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter  
✓ Have FLOW equipment and music ready for HRPA  
✓ Have balls, in hoops spread around perimeter of activity area  
✓ 20 X 20 yd. grid with one 10-foot goal. |

### Four Corners (5 minutes)

**LESSON CONTENT**

- Students enter the gym, find a ball, and begin dribbling around the outside of the 4 cones in a CCW direction.
- Students continually dribble and move around the rectangle.
- Stop them and explain that when the music begins, they will read and follow the task on each cone. Tasks are performed to the next cone.
- Activities for the long sides of the rectangle could include jogging, power skipping, basketball shuffle, & grapevine step while dribbling.
- Activities for the short sides include squat lunges, crab walk, broad jumps, & high knees, pump step. Ask students to hold their team handballs when moving along the short sides.

**ROLE OF ASSISTANT**

- Supervise, make sure students follow directions and stay on task.
- Set-up cones and task cards.

### FLOW (15 minutes)

**LESSON CONTENT**

- FLOW (see FLOW section)

**ROLE OF ASSISTANT**

- Gather and distribute equipment for FLOW
- Start/Stop music
- Assist with equipment clean-up

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

---

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

| Team Handball | 7th Grade | Lesson 6 |
### 2X2 Shooting Derby

**Lesson Content**
- Groups of 6 divided into 3 pairs. Two players on offense, 2 on defense, 1 as goalie and 1 as feeder.
- For each play the ball starts with the feeder who is on the sideline.
- Offensive player receives pass from Feeder, who performs a throw-in to start play.
- Defender cannot steal initial pass, but tries to intercept any subsequent passes.
- 2 passes required by offense before attempting to shoot.
- Shooters may not enter the goalie crease.
- Dribbling is allowed.
- Person with the ball can take 3 steps.
- Switch every 3 attempts. An attempt is counted when a goal is scored or any change of possession (out-of-bounds, interception, missed goal etc.).
- Offense becomes defense, defenders become goalie and feeder, and goalie and feeder become offense.
- One point for each score.
- Each partnership keeps track of their own score.

**Role of Assistant**
- 20’X 20’ play space for the drill, using 4 cones or polyspot markers to mark boundaries and 2 larger cones for goals 12 feet apart or use a ½ of a basketball court with 2 cones for a goal.
- Use cones or tape on wall or bleachers to mark the goal.
- Use polyspots or other marker on floor to mark off goalie crease.

### Cool Down/Closure

**Lesson Content**
- Students return balls to hoops
- Think, Pair, Share (while stretching)
- What is the best technique for throwing goals?
- What can the goalie do to cut down on the open space in the goal?
- Find friends to practice shooting goals.

**Role of Assistant**
- Assist with getting balls into hoops.

---

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

LESSON OUTCOMES
- Apply team handball skills in a modified game.

EQUIPMENT
- Set balls in hoops around the activity area.
- Set up grids for groups of 8.
- Have music ready for HRPA.

BEFORE CLASS SET UP
- Set balls in hoops around the activity area.
- Have music ready for HRPA.
- Set up grids for groups of 8.

**Dribble Speedway** (5 minutes)

**LESSON CONTENT**
- Each student gets a ball as they enter the activity area.
- Dribbling around different sized cones and polystrips without touching a cone or another player.
- Change hands when dribbling.

**ROLE OF ASSISTANT**
- Place different kinds of cones at random intervals around the play area.
- Move around to offer students feedback on their dribbling skills.

**Aerobic Circle Continued** (10 minutes)

**LESSON CONTENT**
- Examples of aerobic activities:
  - Jog, clapping hands overhead, behind, in front, under right leg, under left leg.
  - Sailor jumps; jump with one leg forward and 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.
  - Seat kicks, jump up and kick your buttocks with your heels.
  - Mule kicks, place hands on floor, kick legs straight behind.
  - Front kicks, kick legs out front.
  - Skier kick; jump from side to side.
  - Bell jumps; jump forward and back.
  - X-jumps; jump to cross and uncross legs.
  - Pantomime jumping rope.
  - Cool dancing.

**ROLE OF ASSISTANT**
- Help supervise and keep students on task.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Activity continues.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Activity continues.

*Italics indicate the teacher speaking directly to the student.*
Lesson Content: Role of Assistant

**Transition**

- Students form groups of 8, each group in a grid with one ball. One team wearing pinnies.
- Assist students with grouping and setting up the activity.

**Activity #1**

**4 v 4 No Goalie Team Handball**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students form two teams of 4, one team wearing pinnies.</td>
<td>- Set up grids for class</td>
</tr>
<tr>
<td>- One goal set up at each end of grid.</td>
<td>- Help groups get started on activity.</td>
</tr>
<tr>
<td>- Goal crease marked off by a restraining line.</td>
<td>- Move to different groups around the area and assist where needed, offering feedback and participating where appropriate.</td>
</tr>
<tr>
<td>- Object of the game: to score a goal.</td>
<td></td>
</tr>
<tr>
<td>- No goalies; players guard each other and not the goal.</td>
<td></td>
</tr>
<tr>
<td>- Offense tries to attack and score by passing and dribbling.</td>
<td></td>
</tr>
<tr>
<td>- Shooters must not pass the restraining line into the goal crease.</td>
<td></td>
</tr>
<tr>
<td>- A ball thrown out-of-bounds changes possession and results in a throw-in from the spot where the ball went out.</td>
<td></td>
</tr>
<tr>
<td>- A score by the offense changes possession and a play resumes with throw-in from the end-line.</td>
<td></td>
</tr>
<tr>
<td>- Player with the ball can take 3 steps before and after dribbling.</td>
<td></td>
</tr>
<tr>
<td>- No double dribbles; similar to basketball.</td>
<td></td>
</tr>
</tbody>
</table>

**4 v 4 No Goalie Team Handball**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduce Free Throw: A free pass from one offensive player to a teammate, which cannot be intercepted or blocked by a defender. It must be taken within 3 seconds of being awarded to the player.</td>
<td>- Set up grids for class</td>
</tr>
<tr>
<td>- Rules: The following infractions result in a free throw from the spot of the infraction.</td>
<td>- Help groups get started on activity.</td>
</tr>
<tr>
<td>- Holding the ball for longer than 3 seconds.</td>
<td>- Move to different groups around the area and assist where needed, offering feedback and participating where appropriate.</td>
</tr>
<tr>
<td>- Running more than 3 steps with the ball.</td>
<td></td>
</tr>
<tr>
<td>- Kicking the ball or contacting the ball below the waist.</td>
<td></td>
</tr>
<tr>
<td>- Grabbing, tackling or holding an opponent.</td>
<td></td>
</tr>
<tr>
<td>- Double dribble</td>
<td></td>
</tr>
<tr>
<td>- Challenge: Every 3-4 minutes have teams rotate fields/courts.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return balls to hoops</td>
<td>- Place balls into hoops.</td>
</tr>
<tr>
<td>- Think, Pair, Share (while stretching)</td>
<td></td>
</tr>
<tr>
<td>- In Team Handball, is it easier to advance the ball by dribbling or passing? Why?</td>
<td></td>
</tr>
<tr>
<td>- When is a Free Throw in Team Handball awarded?</td>
<td></td>
</tr>
<tr>
<td>- Play team handball with friends at home or at the park.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Team Handball** 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>Apply passing, dribbling, shooting and defending in a game situation.</td>
<td>1 handball per group of 4</td>
<td>Set balls in hoops around perimeter of activity area.</td>
</tr>
<tr>
<td></td>
<td>HRPA Task Cards and music for HRPA</td>
<td>Have pinnies available around the perimeter.</td>
</tr>
<tr>
<td></td>
<td>Polyspots or lines to mark goalie crease</td>
<td>Have HRPA signs and music ready.</td>
</tr>
<tr>
<td></td>
<td>Pinnies for one half of class</td>
<td>Set-up grids for team handball.</td>
</tr>
<tr>
<td></td>
<td>4 cones in each grid to use as goals</td>
<td>Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.</td>
</tr>
</tbody>
</table>

---

### INSTANT ACTIVITY

- **Pass & Switch** (5 minutes)
  - **LESSON CONTENT**
    - Students form groups of 4 as they enter the activity area.
    - Two students in lines opposite each other.
    - One ball per group.
    - Player A passes to Player C, following the pass and switching lines.
    - Player C receives pass, passes to Player B, following the pass and switching lines.
    - Continue passing and switching lines.
    - Sometimes change to bounce pass, overhead or baseball pass.

- **ROLE OF ASSISTANT**
  - Help students find partners and set up the drill.
  - Move to different groups to help with feedback about their passing and receiving.

### HEALTH RELATED PHYSICAL ACTIVITY

- **Partner Race Track Fitness** (10 minutes)
  - **LESSON CONTENT**
    - Groups of 4 split into pairs.
    - Have one partner return ball to hoop, then return to partner to begin activity (partner 1 jogs; partner 2 performs inner circle activity).
    - Inner circle includes the task card.
    - Once activity begins, students switch on paused music (NOT when one lap is completed!) from jogging to inner circle activity and visa versa.
    - Students DO NOT need to go back to original partner!!
    - When music stops, jogger stops and finds nearest cone and chooses next activity down the line...inner circle partner begins jogging.
  - **ROLE OF ASSISTANT**
    - Assistant supervising inner circle while teacher is supervising outer circle.
    - During transition after HRPA, Assistant picks up cones and Task Cards.

---

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

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 8, each group in a grid with one ball. One team wearing pinnies.</td>
<td></td>
</tr>
</tbody>
</table>

#### 4v4 Team Handball with Goalies (20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 8 forming two teams of 4 within grid. One team wears pinnies</td>
<td>Have pinnies available for students to use during game</td>
</tr>
<tr>
<td>Two cones for a goal at each end of grid.</td>
<td>Help students setting up their games</td>
</tr>
<tr>
<td>Goal area marked off by goalie crease.</td>
<td>Move to different groups to help monitor games in different areas of the play area</td>
</tr>
<tr>
<td>3 active offensive court players and one goalie for each team.</td>
<td></td>
</tr>
<tr>
<td>Game begins with a throw-in at center court.</td>
<td></td>
</tr>
<tr>
<td>Offensive players pass and dribble to attempt to score a goal while being defended.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3's</td>
<td></td>
</tr>
<tr>
<td>Guard the ball 3 feet away</td>
<td></td>
</tr>
<tr>
<td>Must complete 3 passes before shooting.</td>
<td></td>
</tr>
<tr>
<td>Only 3 steps before or after dribbling.</td>
<td></td>
</tr>
<tr>
<td>3 passes to 3 different students before a score can be made</td>
<td></td>
</tr>
<tr>
<td>Goalie can use hands, feet or body to block a shot and clears the ball to a teammate who then tries to move the ball down the court to score in opponent's goal.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Every 3-4 minutes- team leading moves up and team behind moves down one court. Ties are settled with rock/paper/scissors.</td>
<td></td>
</tr>
<tr>
<td>Teaching Cues:</td>
<td></td>
</tr>
<tr>
<td>Short, quick passes are best.</td>
<td></td>
</tr>
<tr>
<td>Move without the ball and look for a pass when on offense.</td>
<td></td>
</tr>
<tr>
<td>Keep body low and hands up when playing defense.</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 return balls and pinnies to hoops</td>
<td>Help students return balls to hoops</td>
</tr>
<tr>
<td>Think, Pair, Share (while stretching)</td>
<td></td>
</tr>
<tr>
<td>What is the most fun in team handball?</td>
<td></td>
</tr>
<tr>
<td>What is the hardest part of team handball?</td>
<td></td>
</tr>
<tr>
<td>Play team handball when you get home.</td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
# Team Handball 7th Grade: Lesson 9

## LESSON OUTCOMES
- Apply Team Handball skills in a game situation.

## EQUIPMENT
- 1 Handball per group of 6
- Task card for HRPA
- Polyspots or lines to mark goalie crease
- Pinnies for one half of class
- 4 cones for each grid to use as goals

## BEFORE CLASS SET UP
- Set balls in hoops around perimeter of activity area
- Have cones and task card ready for HRPA
- Have pinnies available around the perimeter
- Set-up grids for team handball.
- Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.

## Partner Passing Play
(5 minutes)

### LESSON CONTENT
- Partners standing ten feet from each other. One partner forms a target with two hands.
- Partners pass to each other using overhand or bounce pass to hit the target. Partner should not have to move to catch the ball.
- Partners move back one step after each complete pass. If there is a miss, partners return to original positions and start over.

### ROLE OF ASSISTANT
- Move to different groups to help set up the activity and offer feedback.
- Demonstrate where appropriate so that students understand the activity.

## Physical Activity Scavenger Hunt
(10 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 Team Handball skills as tasks. Allow squads, with teacher guidance (e.g., teacher provided specific options that students choose from), to develop their own routine

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

---

 Italics indicate the teacher speaking directly to the student.
### 6 v. 6 Team Handball
#### (12-15 minutes)

**LESSON CONTENT**
- Two groups of 6 come together to form two teams within a grid. One team wears pinnies and one ball for each grid with goals set up at each end and each goalie crease set up with polysters or another type of marking.
- Five active court players and one goalie per team.
- Game begins with a throw-in at center court.
- Offensive players advance the ball and attempt to score a goal by passing and dribbling while being defended.
- Principle of 3's
  - Guard the ball 3 feet away
  - Must complete 3 passes before shooting.
  - Only 3 steps before and after dribbling.
  - 3 passes to 3 different students before a score can be made
- Goalie clears the ball to a teammate and that team then tries to move the ball down the court to score in opponent's goal.
- Rules:
  - Out of bounds ball is put in play by the opposing team with a throw-in.
- **Teaching Cues:**
  - Short, quick passes are best.
  - Move without the ball and look for a pass when on offense.
  - Keep body low and hands up when playing defense.
- **Free Throw:** A free pass from one offensive player to a teammate, which cannot be intercepted or blocked by a defender. It must be taken within 3 seconds of being awarded to the player.

**ROLE OF ASSISTANT**
- Help students understand the game.
- Move around the area offering feedback and assistance as needed to keep games moving.

### 6 v. 6 Team Handball (continued)
#### (12-15 minutes)

**LESSON CONTENT**
- **Introduce Penalty Throw:** A penalty throw is taken by an offensive player against the goalie from outside the goal crease restraining line. The player taking the free throw must keep one foot stationary and must take the shot within 3 seconds. All other players must stay outside the free throw line, except for the goalie, who defends against the shot.
- **Rules for Awarding Penalty Throw:** The following infractions result in a Penalty Throw:
  - When a foul by the defense prevents a clear chance to score a goal by the offense.
  - When a player displays unsportsmanlike behavior.

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

**LESSON CONTENT**
- Students return balls to hoops
- Think, Pair, Share (while stretching)
  - What is one of the most important strategies used in Team Handball (e.g., creating space)? Why is it so important?
  - In what other sports is this strategy used (e.g., soccer, basketball)?
- Play team handball when you get home.

**ROLE OF ASSISTANT**
- Help students return balls to hoops
- Collect pinnies.

**Activity continues**

 Italics indicate the teacher speaking directly to the student.
## Team Handball 7th Grade : Lesson 10

### Lesson Outcomes
- Apply Team Handball Skills in a game situation.

### Equipment
- 1 handball per 2 students
- 4 cones for each grid to use as goals
- Pinnies for half of the class
- Polyspots or lines to mark goalie crease

### Before Class Set Up
- Set balls in hoops around perimeter of activity area.
- Have pinnies available around the perimeter.
- Set-up grids for team handball.
- Team handball can be played on a full basketball court, a divided basketball court, or on a grass field.

### Instant Activity
**One on One**

#### Lesson Content (5 minutes)
- As students exit locker room, they pair-up with one partner getting a ball, and the other securing a space where there is wall to act as a goal.
- One player is a defender in front of the “goal”, 2 cones. The other player dribbles or fakes, and then shoots on empty goal. Defender must stay 5–6 feet away from goal.
- If goal is scored, switch places and repeat.
- If there is too much movement, set boundaries.
  ➜ Variation: Groups of 3, using a goalie.

#### Role of Assistant
- Help students get started as they enter play area.
- Move throughout the area to make sure that students are on task and understand the activity.

### Health Related Physical Activity
**Aerobic Circle**

#### Lesson Content (10-15 minutes)
- Equipment, music with a strong 4/4 beat
- Students form 2 circles facing in, arms length apart, one with PE teacher, one with TA
- Tell students that if they want to they can take a turn being the leader for 16 beats
- After 16 they get out of the middle and someone else can lead

#### Role of Assistant
- Help supervise and keep students on task

#### Examples of aerobic activities:
- Jog, clapping hands overhead, behind, in front, under right leg, under left leg
- Sailor jumps; jump with one leg forward and 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
- Seat kicks, jump up and kick your buttocks with your heels
- Mule kicks, place hands on floor, kick legs straight behind
- Front kicks, kick legs out front
- Skier kick; jump from side to side
- Bell jumps; jump forward and back
- X-jumps- jump to cross and uncross legs
- Pantomime jumping rope
- Cool dancing

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

**6 v. 6 Team Handball Mini-Tournament**

*(15-20 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two groups of 6 come together with one ball to form two teams within a grid. One team in each grid wears pinnies.</td>
<td>Circulate among games to assure that students understand the game and are cooperating and working together.</td>
</tr>
<tr>
<td>Teams comprised of five active court players and one goalie per team.</td>
<td></td>
</tr>
<tr>
<td>Teams in each grid compete for approximately 3 minutes. On teacher’s signal games end. Winning team remains in their grid. Losing teams rotate one grid in a CCW direction to begin another game.</td>
<td></td>
</tr>
<tr>
<td>Game begins with a throw-in at center court by the losing team.</td>
<td></td>
</tr>
<tr>
<td>Offensive players advance the ball and attempt to score a goal by passing and dribbling while being defended.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s</td>
<td></td>
</tr>
<tr>
<td>Guard the ball 3 feet away</td>
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<td>Must complete 3 passes before shooting.</td>
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<td>Only 3 steps before and after dribbling.</td>
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</tr>
<tr>
<td>3 passes to 3 different students before a score can be made</td>
<td></td>
</tr>
<tr>
<td>Goalie clears the ball to a teammate and that team then tries to move the ball down the court to score in opponent’s goal.</td>
<td></td>
</tr>
</tbody>
</table>

---

**LESSON CONTENT**

Rules:
- Out of bounds ball is put in play by the opposing team with a throw-in.
- **Penalty Throw:** A free shot taken by an offensive player against the goalie from outside the goal crease restraining line. The player taking the free throw must keep one foot stationary and must take the shot within 3 seconds. All other players must stay outside the free throw line, except for the goalie, who defends against the shot.
- Rules for Penalty Throw: The following infractions result in a Penalty Shot.
  - When a foul prevents a clear chance to score a goal by the offense.
  - A player displays unsportsmanlike behavior.
  - Switch teams after 5 minutes.

**COOL DOWN/CLOSURE**

*(5 minutes)*

- Students return balls to hoops
- Think, Pair, Share (while stretching)
  - How is Team Handball similar to other games like soccer, or basketball?
  - Is there another sport you have played, which uses some of the same skills as Team Handball?
- Play team handball when you get home.

**ROLE OF ASSISTANT**

- Circulate among games to assure that students understand the game and are cooperating and working together.
- Help students return balls to hoops
- Collect pinnies, cones, hoops, mats, etc.
Cooperative Activities 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>Recognize each student in class by name.</td>
<td>Six cones</td>
<td>Set up rectangular track for HRPA</td>
</tr>
<tr>
<td>Demonstrate positive working relationships with each other.</td>
<td>6-12 rubber chickens (or towels tied)</td>
<td>Put out boom box and music CD</td>
</tr>
<tr>
<td>■</td>
<td>4-5 Medicine balls or other large balls</td>
<td>Have rubber chickens in a bag ready for activity</td>
</tr>
<tr>
<td>■</td>
<td>10-12 small balls or objects (bean bags etc.)</td>
<td>Have 2-3 containers with small balls or objects for Warp Speed</td>
</tr>
</tbody>
</table>

**Take Down** (5 minutes)

**LESSON CONTENT**
- Students find a partner.
- Partners face each other and take two steps back away from each other.
- Make sure students keep their heads up during activity to prevent heads from bumping.
- The object is to tag the partner’s knees three times.
- When this happens it’s called a “take down.”
- As soon as a take down is scored, begin again.
- Students can switch partners on a signal or have success/try again zones.

**ROLE OF ASSISTANT**
- Walk around, provide positive feedback

**Cannonball Run** (10 minutes)

**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.
- Students form 4-5 equal teams.
- The last person on each team gets a medicine ball or other ball/large object.
- Each team stands in file formation at a different corner of the area facing in a counter clockwise direction.
- When the music starts, each team starts jogging around the track with the last runner carrying the medicine ball. Students stay in this order and do not pass each other.
- On the teacher’s signal, the last runner sprints forward on the inside of the track, passing all their team’s runners. As the last runner reaches the front of the team, they yell “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-on/off.)

**ROLE OF ASSISTANT**
- Stay opposite from teacher to help supervise the activity
- Help students get medicine ball
- Give positive feedback to students
- Help collect medicine balls
- Encourage students to get in circle on time

Activity continues

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

**Cannonball Run (continued)**

**LESSON CONTENT**

- The last runner, when receiving the ball runs to the front of the team and continues the cannonball pass.
- Continue at a steady pace, taking turns until the music stops. No team is permitted to pass another team during the run.
- Each team should yell out the number of “cannonball runs” made by the team.
- Teacher yells out “push-up break, crunches break” students stop where they are and perform push-ups, crunches. Vary the type of push-ups, Trojan salute, (right hand touches left shoulder, then left arm touches right shoulder) reverse (crab position) push-ups, turn overs (reverse from front to back, back to front, etc.
- To cool down, walk slowly around the track inhaling & exhaling deeply. Each team can report their score to the teacher.
- Variations: each team could pass a basketball or large utility ball; increase the size of the track (where possible); increase the duration of the run as fitness improves; introduce a break signal in which each 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.

**ROLE OF ASSISTANT**

- Join in the circle opposite the teacher
- Supervise students, encouraging them and providing positive feedback

### Name by Name

**LESSON CONTENT**

**Part 1:**

- Teacher times the students doing this task without telling the students.
- Students should skip and touch 2 objects (e.g., bleachers and wall) in the play space and then form a circle while in the “up” position of a push-up. Heads should be inside circle.
- Teacher tells students they did it in “x” amount of seconds and to try to do it again in less time. See if group can beat old record. When forming a circle this time ask students to have at least one new person to the right or left of them.
- Now have students stand while maintaining the circle formation.
- Ask each person in the circle to say his/her first name loudly and clearly.
- Demonstrate this to the students to help break the tension and create some laughter.
- For fun you can add that anyone who can’t hear a name is allowed to yell out loud, “Repeat!”
- Depending on how hard you wish to make this for the students, you can ask them to repeat their names.

**ROLE OF ASSISTANT**

- Join in the circle opposite the teacher
- Supervise students, encouraging them and providing positive feedback

### Transition

**Transition**

**LESSON CONTENT**

- Students return the ball and quickly form a circle in 30 seconds or less while music is playing; stop the music after 30 seconds to see if students are successful.

**ROLE OF ASSISTANT**

- Join in the circle opposite the teacher
- Supervise students, encouraging them and providing positive feedback

---

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

*Italics indicate the teacher speaking directly to the student.*
**Name by Name (continued) (10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 2:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Explain that no one is allowed to speak, draw or show any identification. The class must now get into a circle as quickly as possible, arranging themselves in alphabetical order by their first names. (Give them a starting point for A’s.)</td>
<td></td>
</tr>
<tr>
<td>■ Once the group is settled and people agree that they are in correct order, have students say their names again.</td>
<td></td>
</tr>
<tr>
<td>■ Allow the class to make silent adjustments until they have succeeded in arranging themselves in perfect order.</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td></td>
</tr>
<tr>
<td>■ What strategies did you use to get into place quickly?</td>
<td></td>
</tr>
<tr>
<td>■ Encourage students to remember what made them successful as they move into other activities.</td>
<td></td>
</tr>
</tbody>
</table>

**Chuck the Chicken II (6 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use rubber chickens—equal to about a third of the class (6-12).</td>
<td>■ Give out the chickens</td>
</tr>
<tr>
<td>■ Assign 2-3 students to be “It”. Have them wear pinnies. (add more taggers if action is slow)</td>
<td>■ Stay opposite from teacher to supervise the activity</td>
</tr>
<tr>
<td>■ To be immune from a tag, you can’t have a chicken</td>
<td>■ Encourage students to be honest and do fitness activity when tagged</td>
</tr>
<tr>
<td>■ If carrying a chicken, to avoid being tagged, the student can chuck the chicken to another student</td>
<td></td>
</tr>
<tr>
<td>■ However, if a tagger picks up a chicken from the floor or intercepts a chicken, (chicken can not be taken from a student) ALL students being chased must stop and do three push ups</td>
<td></td>
</tr>
<tr>
<td>■ Students can only carry one chicken at a time in their hand</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Warp Speed (10 minutes)

**Lesson Content**
- Students form a circle in groups of 6-8 with one ball per group.
- Group tosses the ball around until all have received the ball (without repeating or passing to the person next to them).
- Practice the same sequence multiple times without stopping.
- Stop students and tell them you will time them to see how fast they can pass the object and have it return back to the first person.
- After timing them, ask them to think of how they can improve their time.
- Let them think, discuss, and practice.
- Tell the students they are going for the world record this time.
- Time them again.

**Variations:**
- Time them for 30 seconds and see how many sequences they can do in 30 seconds. Can you improve the number this time?
- Once they have the pattern down, have the students follow the ball. For example, if student A throws to student B, student A moves to where student B was standing while student B throws to C and take’s C’s place. Time them for 30 seconds and see how many times their group can complete the sequence.
- Add in exercises like “while in a push-up position...” or “after a curl up, pass the ball.”

**Role of Assistant**
- Walk around supervising students.
- Help groups having trouble.
- Give positive feedback and praise to students doing well.
- Help collect the balls from students.
- Help groups having trouble.
- Give positive feedback and praise to students doing well.

---

### Cool Down/Closure (5 minutes)

**Lesson Content**
- Teacher debriefs by asking the following questions:
  - How did you feel when you needed a chicken and either someone saved you or no one threw you the chicken?
  - How did you feel when you saved someone by chucking the chicken to them?
  - Did you think your group succeeded at Warp Speed where you followed the ball?
  - What were the reasons your group succeeded? Failed?

**Role of Assistant**
- TA observes and helps elicit answers from students.
- Gives positive feedback.

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

LESSON OUTCOMES
- Recognize each person in the class by name.
- Work together as a new group.
- Experience and participate in the community of the class.
- Understand that the differences students bring to class are valuable.

EQUIPMENT
- Cones
- Flag belts or juggling scarves
- 1 small object per 2 students (bean bags or koosh balls) for HRPA
- Task cards for IA

BEFORE CLASS SET UP
- Task cards on cones for IA
- Music cued for IA & HRPA
- Bean bags or koosh balls (or tennis balls) in 3 containers

Partner Activities (5 minutes)

LESSON CONTENT
- A LARGE TASK CARD WITH THESE ACTIVITIES ON A CONE
- Students form pairs and sit back to back. They then hook elbows and try to stand up.
- Pair bicycling: partners sit crab walk style, place the bottoms of both feet together and lift their bodies then attempt to "pedal" their feet like a bicycle.
- Wring the dishrag: partners then join hands or wrists, lift hands up while they both turn to right (or left) and spin all the way around back to starting point without letting go.

ROLE OF ASSISTANT
- Walk around, providing positive feedback and helping students

Partner Activities (continued)

LESSON CONTENT
- Stand-off:
  - Partners have a one-on-one battle for balance.
  - Students should have their own feet together and then stand face to face arms length apart with their partner.
  - Partners keep their arms in front of themselves with their palms facing each other.
  - The object is to cause your partner to lose their balance (move their feet at all). However, each player may only make contact with their partner's hands. It is permissible to dodge and feint with your hands.
  - Variation: partners start with palms together and may not lose contact or the disconnecting student loses.
  - Switch partners if time permits.

ROLE OF ASSISTANT

Activity continues

.set up or prep duties
- cues or key concepts
- variation
- challenge

Italics indicate the teacher speaking directly to the student.
### Sit-up Group Juggling/Push-up Challenges (7 minutes)

**LESSON CONTENT**
- Students form groups of 4-6.
- Each group has 2 objects. As the group does sit-ups together they pass the objects in an order determined before beginning.
- After the objects have been tossed around the group, they lie down and continue doing sit-ups.
- More items are added for the groups to toss as the activity progresses.
- Students then find a partner to work with from the group they are in. They work on upper arm strength by doing the following activities:

**Sit-up Group Juggling/Push-up Challenges Cont.**
- **Partner Standing Push-up:** Standing face-to-face palms together, feet out away from each other (so that the two partners are leaning on each other). Push-ups are done so that the heads come close together. How far apart can the partners get and still do the push-ups?
- **Partner patty cake:** the partners stand face to face and perform the following - Hi 5 right hand to right hand, left hand to left hand, etc. This can also be done in crab position, foot-to-foot or hand-to-hand. Can each partnership make up its own routine?
- **Push-up hockey:** One partner gets a bean bag, ball or any small object. Then, the member with the object, faces the other partner in the push-up position, about 5 feet apart, and each tries to slide or roll the object between the other partner’s two hands. Partner may stop it with one hand only.

**ROLE OF ASSISTANT**
- Help give out 2-3 objects to each group
- Keep opposite from the teacher, help students having difficulty
- Help collect equipment

### Over, Under, Around, and Through (5 minutes)

**LESSON CONTENT**
- Students form groups of 3 people and 2 of the 3 join hands (holding wrists or use a juggling scarf between them or flag belt) and the third person acts as the “runner.”
- On “GO,” the runner must step over his/her partners hands, run half way around partners and go under their hands, then run all the way around the two partners, then step through the joined hands. The runner must start on the same side for each movement. Each partner then takes a turn being the “runner”. Once the group has this pattern established try these variations:
  - Teams race the other groups, sitting down when finished.
  - Groups can be asked how many times they can perform the routine in 20/30 seconds. (Ask students what made the exercise easier/faster or harder/slower.) All three group members must complete the pattern for their group to be finished.
  - Scramble the order, for example, around, over, through, under.
  - Allow students to exit/enter on either side, increasing the speed of activity.
  - Allow students to make up own order for speed (everyone must be a runner).

**ROLE OF ASSISTANT**
- Keep opposite from the teacher to supervise students
- Do not give solutions or ideas to the students
- Give positive feedback

---

*Set Up or Prep Duties ∗ Cues or Key Concepts → Variation ★ Challenge*

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

**Bumpity Bump, Bump**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone gathers in a small circle.</td>
<td>Get in the circle opposite from the teacher.</td>
</tr>
<tr>
<td>Have class practice saying, “Bumpity bump, bump” as quickly as they can.</td>
<td></td>
</tr>
<tr>
<td>Explain that you will be pointing to someone and saying either “right” or “left” immediately followed by saying, “Bumpity bump, bump.”</td>
<td></td>
</tr>
<tr>
<td>The student that you point to must respond by saying the correct name of the student to his/her left/right (depending on which direction you choose) before pointer says, “Bumpity bump, bump.”</td>
<td></td>
</tr>
<tr>
<td>If this isn’t done, that student must go into the center exchange places with the person that said bumpity bump, bump.</td>
<td></td>
</tr>
<tr>
<td>Have one student in the center for every 5 students in the class. A class of 50 would have 10 students in the middle pointing to students.</td>
<td></td>
</tr>
<tr>
<td>After a few turns yell out “Scrambled Eggs!” Students then must run to edge of “playing area,” or to the wall, perform a specific exercise 3 times (jumping jacks, sit-ups, push-ups, etc), and return to the circle standing next to different students than before.</td>
<td></td>
</tr>
</tbody>
</table>

Variations:

→ If students know all names easily reduce to Bumpity bump.
→ If the students are struggling with names have the middle person say bumpity bump bump twice or three times if needed to allow students to succeed.
→ If a student is stuck in the middle, they can select another student who will take their place in the middle.

ACTIVITY #2

**Match Mates**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students begin in scattered formation.</td>
<td>Help supervise student interaction</td>
</tr>
<tr>
<td>The object of this activity is to see how fast we can make groups and to find out interesting information about the people in your class.</td>
<td>Encourage positive interaction</td>
</tr>
<tr>
<td>When the music starts, players begin walking around in the specific area. Teacher can change the locomotor movement (hop, skip, gallop, slide, etc.).</td>
<td></td>
</tr>
<tr>
<td>When the music stops, the players freeze and listen to the leader, who tells how the groups will be formed: “Show us how quickly you can form groups by the color of your eyes”; same first letter of first name, has just brothers/sisters; brothers and sisters; has a pet, has a dog, cat, favorite food, etc.</td>
<td></td>
</tr>
<tr>
<td>After the group is formed, players greet each other.</td>
<td></td>
</tr>
<tr>
<td>Players repeat the activity, performing other locomotor movements (running, jumping, hopping) and using other criterion for group formation (month of birth, classroom row, first vowel in last name, etc.).</td>
<td></td>
</tr>
<tr>
<td>Stress that it is everyone’s responsibility to welcome and support all players in the group.</td>
<td></td>
</tr>
</tbody>
</table>
### Quick Line-Up

**Lesson Content**
- Players are divided into 4 groups with each group forming a side of a square.
- All teams must be equidistant from the leader who stands in the center.
- Each team has its players standing in order of height, with the shortest player on the right and the tallest on the left.
- The leader in the middle faces towards a single group. The other groups must memorize their position in relationship to the leader.
- The leader pivots in place in the middle of the square being careful not to tip off which direction they will stop.
- As soon as the leader completes turning and faces one team, all teams race to gain their starting position in relationship to the leader and also lining up in height as described above.
- The first team to line up correctly in the new position scores a point. They must move individually without holding hands.

**Variation:** have the leader move to a new position on the field, making the students run to follow and keep up.

### Cool Down/Closure

**Lesson Content**
- Teacher or student lead stretching
- Ask a question that reveals if anyone in the group has never done something that is considered commonplace.
- Answer the following and see where you stand; have you never...
  - Watched an entire VCR movie.
  - Flown in an airplane.
  - Left the state you were born in.
  - Left the continental U.S.
  - Worn sneakers with Velcro, not laces.

**Role of Assistant**
- Help supervise student interaction
- Encourage positive interaction
- Possibly lead this activity while teacher observes student behavior.
Cooperative Activities 7th Grade : Lesson 3

### LESSON OUTCOMES
- Work together to achieve common goals.
- Develop problem-solving techniques to accomplish group tasks.
- Contribute ideas and listen to others’ ideas to problem solve.
- Follow safe and effective procedures for the given task(s).

### EQUIPMENT
- FLOW equipment
- 2-4 pinnies
- 6-10 Rubber chickens or a foam ball

### BEFORE CLASS SET UP
- music cued
- 4 coned square 25 X 25 yds.
- FLOW equipment placed along wall where FLOW will take place

---

### Flash Tag
(5 minutes)

**LESSON CONTENT**
- Students form pairs and stand facing each other.
- Each student makes a fist and shakes it three times (palm facing down) with their partners. On the third shake each partner sticks out any number of fingers (1-5).
- The object is to add your number of fingers with your partner’s number of fingers and call out the answer first.
- The person who correctly calls out the answer first wins and a one-on-one tag game begins with the winner trying to get away from the other player. *Players must walk during the tag game.*
- The other player must catch and tag the winner to end the tag game. The pair then starts over with a new math problem and a second tag game.
- After the third turn, each student raises his/her hand and looks for a new partner.

**ROLE OF ASSISTANT**
- Walk around area supervising students offering encouragement and praise

---

### FLOW
(15 minutes)

**LESSON CONTENT**
- Refer to FLOW section for complete instructions.
- 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. 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.
- When music stops, reset all equipment, move to the next station, and begin tasks when music starts again.
- After 6 rotations, FLOW ends.

**ROLE OF ASSISTANT**
- Help supervise setup of FLOW by instructing students where equipment goes
- Supervise FLOW, stand near any activity where there is a chance of student injury
- Supervise students as they return FLOW equipment

---

### Transition

**LESSON CONTENT**
- The students help put equipment away and stay in groups of 6. Combine two sets of six for each triangle formation.

**ROLE OF ASSISTANT**
- Italic indicates the teacher speaking directly to the student.
### High-5 Jive Tag
(7 minutes)

**LESSON CONTENT**
- Chose 2-4 students to be taggers (depending on the size of the class) and give them pinnies.
- The rest of the students scatter around the gym.
- When the teacher gives the signal to begin, the taggers try to tag as many students as they can.
- When a student is tagged, they kneel & freeze with both hands held up at shoulder height until someone comes up to them and gives a Hi-5 with the right hand, a Hi-5 with the left hand, a Hi-10 with both hands, 2 claps on the thighs, and 2 hip bumps. Rescued person must say THANK YOU while the rescuer responds YOU’RE WELCOME.
- Rescuers are immune from taggers while saving someone.
  → Variation: Rescuers can be tagged while doing the High Five Jive.

**ROLE OF ASSISTANT**
- Give out pinnies to taggers
- Observe students; remind them of the rules if necessary
- Give positive feedback

### Chicken in a Basket
(10 minutes)

**LESSON CONTENT**
- Students form groups of 8-10; each group has a tarp (or sheet) which they hold waist high.
- All catches and throws are done using the tarps.
- Each group will have a chicken (or a foam ball)
- Have each group practice throwing and catching their chicken using the tarp.
- Everyone must keep one hand on the tarp at all times.
- Which group can toss the highest and still catch the object?
- How many successful tosses can you do in 30 seconds? Can you improve?
- Each group is challenged to toss their object to another group, as well as to receive an object from that other group. How many successful throws and catches can each group make?
- Have the groups toss the objects in a clockwise pattern to each group around the area.

**ROLE OF ASSISTANT**
- Tosses chicken into each of the tarps
- Supervise and give positive feedback
- Give each group a second object
- Help supervise collecting of tarps and objects

### Cool Down/Closure
(5 minutes)

**LESSON CONTENT**
- Teacher or student lead stretching
- Discussion questions:
  - Was your group able to catch and throw the different objects successfully?
  - What contributed to your success?
  - Did everyone contribute to the solution? How do you get everyone to contribute? In what different ways did people contribute?
  - Were you able to work effectively with another group? How?

**ROLE OF ASSISTANT**
- Encourage students to answer
- Give some examples of positive behaviors you observed

---

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

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

**LESSON OUTCOMES**
- Identify and practice using the different strengths of individuals in the group.
- Work together to achieve common goals.
- Develop problem-solving techniques to accomplish group tasks.
- Contribute ideas and listen to others’ ideas in the process of solving problems.

**EQUIPMENT**
- Koosh balls
- 12 cones
- Two foam balls
- 6 sets of pinnies
- Boom box and music
- Rubber chickens

**BEFORE CLASS SET UP**
- 2 containers of koosh balls
- Pinnies divided up into 6 colors
- Cones set up for HRPA
- Have a container filled with fleece balls, deck rings, 2-4 Frisbees, 2-4 rubber chickens
- Set-up cones for Team Toss Tag

---

**INSTANT ACTIVITY**

**Hot Potato Tag**

*(5 minutes)*

**LESSON CONTENT**
- Partners stand about 10 yards apart throwing object back and forth to each other.
- When the music stops, the person with the object is the tagger—partner runs away.
- If tagged, partner must perform a task (jumping jacks, push-ups, etc.) and then the student without the object chases the partner with the object until the music begins again.
- Partners then pass the object to each other again.
- Teacher can call out which person will be ‘it’ while they are tossing. (i.e., the one with the object or the one without it).

**ROLE OF ASSISTANT**
- Walk around area supervising students; keep students on task
- Remind students of the tasks to be performed when tagged

**Team Toss Tag**

*(10 minutes)*

**LESSON CONTENT**
- Divide the gym into as many sections as there are members on the tagging team. For example, divide the gym into 6 sections if there are 6 students on the tagging team.
- Put a colored pinnie on each tagger and assign each tagger to a section of the gym.
- The other students can move anywhere they want in the gym.
- Taggers can only tag students in their section, and can only tag with the foam ball. The taggers have to work together, passing the ball to help each other tag students.
- To begin, give two taggers a foam ball. As the students run to the other sections to avoid being tagged, the taggers must pass the ball to their teammate tagger in the other sections in order to tag a student.

**ROLE OF ASSISTANT**
- Make sure area is set up for activity
- Hand out set of pinnies to each team
- Help students follow rules, encourage students—give positive feedback

---

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

**Team Toss Tag (continued)**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Once tagged, the student has to run/walk the outside of the court one full lap and reenter at the same point.</td>
<td></td>
</tr>
<tr>
<td>■ After 2-3 minutes change taggers</td>
<td></td>
</tr>
<tr>
<td>Variation:</td>
<td></td>
</tr>
<tr>
<td>➔ Change the locomotor movement around the court (skip, hop, slide, etc.)</td>
<td></td>
</tr>
<tr>
<td>➔ Instead of going around the court have the student freeze when tagged and be freed by another student giving a high 5.</td>
<td></td>
</tr>
</tbody>
</table>

**First Runner to the Back**

(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Need cones to set up an oval about 50 meters in perimeter. If you set up indoors, make sure you have enough passing room between cones and walls. 6-7 chickens &amp; pinnies for each group</td>
<td>■ Set up oval</td>
</tr>
<tr>
<td>■ Students should be in groups of 4-5</td>
<td>■ Give out chickens</td>
</tr>
<tr>
<td>■ Groups start in single file on the oval</td>
<td>■ Keep opposite form the teacher to help supervise, do not offer suggestions!</td>
</tr>
<tr>
<td>■ The last student in the group has a baton and as the students start jogging, the baton is passed up to the leader</td>
<td>■ Collect chickens</td>
</tr>
<tr>
<td>■ When the leader gets the baton, he/she sprints around the oval, catches up to the last jogger in their line, and the baton is passed forward again</td>
<td></td>
</tr>
<tr>
<td>■ Groups can continue this activity for a designated distance or time</td>
<td></td>
</tr>
<tr>
<td>■ Remind the students to keep the jogging at a moderate to slow pace and that the group needs to stay close to the lead person</td>
<td></td>
</tr>
<tr>
<td>■ Teach students how to pass and receive a baton, have student passing baton call out the name of person they are passing to</td>
<td></td>
</tr>
<tr>
<td>■ If there is a student who cannot sprint around the oval and catch the group, that student could simply step inside the track, let the group pass and reenter the jogging line at the rear of the group</td>
<td></td>
</tr>
<tr>
<td>➔ Variation; once the leader receives the baton, that person could simply peel back to the end of their jogging line and begin passing the baton forward (this might be a good way to introduce this activity)</td>
<td></td>
</tr>
</tbody>
</table>

**7th Grade | Lesson 4**

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

*Italics indicate the teacher speaking directly to the student.*
### Hit and Run Teamball

**Lesson Content**
- 2 to 6 even groups are chosen.
- One team is in the field and the other team is at bat.
- There are no outs in this activity.
- All members of the batting team line up next to each other minus the batter.
- When the batter hits/kicks/throws the ball, all players on the batting team must run around the bases.
- When the fielder stops the ball they must freeze.
- Everyone on the fielding team must run to the fielder and "touch" the ball.
- As soon as all fielders touch the ball the original fielder must roll the ball toward 2 cones set up as a goal at home plate before all the runners return.
- If accomplished before all runners return home, the fielding team scores 1 point. If not, then the batting team scores one point.
- Rotate after all players “bat” or after every 3-5 batters.

**Role of Assistant**
- Walk around area supervising students or participate in the activity.

### Cool Down/Closure

**Lesson Content**
- Teacher or student lead stretching
- Ask a question that reveals if anyone in the group has never done something that is considered commonplace.
- Answer the following and see where you stand:
  - Have you **never**...
    - Played monopoly.
    - Thrown a Frisbee.
    - Mowed a lawn.
    - Broken a bone.
    - Changed a car tire by yourself.

**Role of Assistant**
- Possibly lead this activity while teacher observes student behavior.
<table>
<thead>
<tr>
<th>Cooperative Activities</th>
<th>7th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
</table>
| ✓ Set Up or Prep Duties | ☛ Cues or Key Concepts | ➜ Variation | ★ Challenge | *Italics indicate the teacher speaking directly to the student.*
# Cooperative Activities 7th Grade: Lesson 5

## LESSON OUTCOMES
- Identify and practice using the different strengths of individuals in the group.
- Work together to achieve common goals.
- Develop problem-solving techniques to accomplish group tasks.
- Contribute ideas and listen to others' ideas in the process of solving problems.

## EQUIPMENT
- 1 Beach balls per 6-8 students
- 12-15 foam balls or objects to hand off
- 8 cones
- 6-12 rubber chickens
- stop watch

## BEFORE CLASS SET UP
- Music cued
- Rubber chickens in container
- Beach balls filled
- 4 cones form a 25 X 25 square
- 4 cones forming a large jogging area

## Instant Activity
### Toe Fencing

**Lesson Content**
- Set-up success and try again sides
- Students find a partner and face each other with hands on each other's shoulders or holding each other wrists.
- Students try to tap the tops of each other's toes with their own.
- When one student scores 3 taps, they move to the success side while their partner moves to the try again side.
- Both find new partners and continue playing.

**Role of Assistant**
- Encourage students to gently tap each other's toes
- Play the activity with a student (or two)

### Tag Along

**Lesson Content**
- Students walk or jog in group/squad formation (5-6 students).
- First person hands off a piece of equipment to the next person in line.
- When the equipment reaches the last person in line, that student jogs quickly to the front of the line and continues passing the equipment back.

**Variation:**
- First person designates the locomotor skill/hand action for the group to mimic while completing the activity. [Give an example...I don't know what you want here.]
- Also you can make it a challenge by asking which group can get the most people to the front during the next 2 minutes.

**Role of Assistant**
- Stay opposite from teacher to supervise the activity
- Give positive feedback
- Remind students to go at a pace that everyone in the group can keep

---

Italics indicate the teacher speaking directly to the student.

---

Cooperative Activities | 7th Grade | Lesson 5

[✓] Set Up or Prep Duties  [➜] Cues or Key Concepts  [→] Variation  [★] Challenge
### HEALTH RELATED PHYSICAL ACTIVITY #2

#### Chuck the Chicken II
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.</td>
<td>■ Give out the chickens</td>
</tr>
<tr>
<td>■ Assign 2-3 students to be it. Have them wear pinsies. (add more taggers if action is slow)</td>
<td>■ Stay opposite from teacher to supervise the activity</td>
</tr>
<tr>
<td>■ To be immune from a tag, you can’t be holding a chicken</td>
<td>■ Encourage students to be honest and do fitness activity when tagged</td>
</tr>
<tr>
<td>■ If carrying a chicken, to avoid being tagged the student can chuck the chicken to another student</td>
<td>■ Collect the chickens</td>
</tr>
<tr>
<td>■ HOWEVER, if a tagger picks up a chicken from the floor or intercepts a chicken, (chicken can not be taken from a student) ALL students being chased must stop and do three push ups</td>
<td></td>
</tr>
<tr>
<td>■ 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</td>
<td></td>
</tr>
<tr>
<td>■ Students must be carrying chicken in their hand and can only have one chicken</td>
<td></td>
</tr>
<tr>
<td>■ Since there are only 10 birds in a class of 30, there is much “chucking the chicken”</td>
<td></td>
</tr>
</tbody>
</table>

#### All Hit Moonball
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ The object of the game is to keep hitting a beach ball as many times as possible before it hits the ground.</td>
<td>■ Walk around supervising students</td>
</tr>
<tr>
<td>■ Students form groups of 8-10.</td>
<td>■ Look for positive behavior-give positive feedback</td>
</tr>
<tr>
<td>■ One point is awarded for each successive hit. When the count stops, the total hits become the present score or current world record for that group.</td>
<td>■ Remind students of rules</td>
</tr>
<tr>
<td>■ Unlike regular Moonball, no student can hit the ball a second time until all have hit it a first time.</td>
<td></td>
</tr>
<tr>
<td>■ You may want the students to pause after a few trials to have the groups discuss strategies for improving their scores.</td>
<td></td>
</tr>
<tr>
<td>■ After the first time, challenge the students to keep improving their score. Each time ask how many groups improved their score.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #1**

**Cooperative Activities 7th Grade Lesson 5**

- ✔ Set Up or Prep Duties
- ✰ Cues or Key Concepts
- ➜ Variation
- ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
**Activity #2**

### Hog Call

**Lesson Content**
- Students find a partner.
- Ask each partner group to select a pair of words or one word with 2 syllables that relate to each other and have to do with physical activity; examples are physical education, trust-activity, jump rope, softball, etc.
- Once each pair has selected their words, each individual within the pair select which of the two words will be his/hers. For example Bill is physical and Mary is education.
- First time line-up partners across from each other 10-15 yards away.
- Explain that each partnership is to go behind opposite lines, remember their partner’s word and close their eyes when they get behind their lines.
- Place palms of hands in eye sockets, with elbows out, to close eyes and provide bumpers.
- Object is for each student to find his or her original word partner keeping his or her eyes closed and calling persons new label (give example).
- Once pairs are together they can open their eyes.
- Second time have them 15 yards away and form a circle. Each side walks in a small circle until you say stop and close your eyes. They now try to find their partner.

**Role of Assistant**
- Make sure cones are set up to mark area
- Encourage students to work together by giving positive feedback
- Help teacher keep students inside of area

### Cool Down/Closure

**Lesson Content**
- Students (entire class) form circle.
- Teacher or student lead stretching
- Then using a stopwatch, time how long it takes to send the word ZOOM around the circle.
- Select an individual, start the ZOOM and say “GO.” Stop the timer when ZOOM returns.
- You can only say zoom after the person before you has said it.
- Repeat the attempt a couple of times to see if the class can improve their speed.

**Role of Assistant**
- Keep time with stopwatch

---

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

**LESSON OUTCOMES**
- Demonstrate reliable behaviors that offer physical and emotional support to others.
- Build trust and responsible behaviors with other students.
- Express their feelings in a supportive environment.
- Understand the concept of Challenge by Choice in a risk taking setting.

**EQUIPMENT**
- 15 soft, foam, beach balls for IA
- 15-16 ropes for circles
- FLOW equipment
- Cones

**BEFORE CLASS SET UP**
- Foam balls in 2 containers
- Music cued for FLOW
- Flow equipment on side of area where it will be set up
- Have cones set up for Hog Call

---

**Partner Activities II**
(5 minutes)

**LESSON CONTENT**
- Do these activities have a task card?
- Slither: using a beach, soft or foam ball, partners must raise a ball from the ground to a position above both partners' shoulders. The ball must stay above the shoulders for three seconds. All hands must remain behind their own back.
- Partner Patty Cake: in a push-up position, facing your partner slap right hand to partner's right hand, left to left, high right to high right, high left to high left. Slap your own right shoulder, left shoulder. See if you and your partner can be creative, come up with other ways to "patty cake" or create your own routine.
- High, High-5: face partner, jump as high as both can and try to slap high fives with hands, try double five using both hands.
- High-5 with a Twist: same as high-5 except add a jump turn 360 degrees and high five before landing.

**ROLE OF ASSISTANT**
- Encourage students to work together
- Offer praise to students

**FLOW**
(15 min)

**LESSON CONTENT**
- See FLOW appendix for complete instructions.
- 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. 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.
- When the music stops all equipment is reset, students move to the next station, and begin tasks for that station when music starts again.
- After 6 rotations, FLOW ends and the students help put equipment away.

**ROLE OF ASSISTANT**
- Help supervise set up of FLOW by instructing students where equipment goes
- Supervise FLOW, stand near any activity where there is a chance of student injury
- Supervise students as they return FLOW equipment

**HEALTH RELATED PHYSICAL ACTIVITY**

---

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

Italicics indicate the teacher speaking directly to the student.
Cooperative Activities

### Turnstiles

**Activity #1**

**Lesson Content (5 minutes)**
- Students in groups of 6-8
- Using a long section of rope 16-25' long have two enders turn the rope slowly
- The object is for the group to go through the rope from one side to the other by:
  - Going through one at a time
  - Not missing a beat of the rope between people
- Then add other challenges:
  - Go through, jump one time and out, next person in without missing a beat
  - Go through, jump three times with next person coming in after the second jump, (Both will jump one time together), then first person gets out
- If the group is successful with these challenges, then have them try challenges again, but try them in pairs

**Role of Assistant**
- Give out jump ropes
- Supervise the students, offer encouragement and praise

### Two in a Row

**Activity #2**

**Lesson Content (5 minutes)**
- Object is to see how many people can make two consecutive jumps as a group without missing
- Twenty people is challenging but not impossible
- Change enders occasionally to combat arm fatigue and keep a consistent turn and arc

**Role of Assistant**
- Walk around supervising students
- Look for positive behavior-give positive feedback
- Collect ropes

### Cool Down/Closure

**Lesson Content (5 minutes)**
- Have class form a large circle and ask everyone to hold his or her right hand, palm up, with his or her right elbow bent at a 90-degree angle.
- Take the left hand, with the index finger extended, and place the tip of that rigid digit into the palm of the student to their left.
- On the teacher's signal, the extended palms try to catch a finger and, obviously, those digits try to escape. Only one grab can be attempted, no seconds. Individually, if you can catch a finger while your finger escapes, you have achieved the premier level of gotcha, but on the next signal you can lose your status.
- The teacher should change the signal for go.
- DO NOT play this for long periods of time—remember to leave the students wanting more, not bored.

**Variations:**
- Switch palms and fingers (left palm, right index finger),
- Turn the receiving palm upside down and extended digit comes from down under (Australian Version),
- Ask students to close their eyes and indicate that anyone can give the signal after five seconds—this will be the fastest five seconds you'll see.

**Role of Assistant**
- Join in the circle opposite form the teacher
- Can lead this activity too

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

### Two Pass—with defender

#### Instant Activity

#### Lesson Content
- Spread many different types of balls around the gym.
- Each person chooses a partner.
- The teacher assigns students as defenders (4-5) who disrupt the passes.
- The object simply is to pick up any ball, complete two passes with their partner, set the ball back down and move to another ball.
- Establish a goal (how many different balls, different types of passes, etc.) or set a time limit.

#### Role of Assistant
- Encourage students to work together
- Offer praise to students
- Offer encouragement to the defenders

### Buzzerk

#### Instant Activity

#### Lesson Content
- This activity requires 1 foam ball per every 10 students. For 60 students this means there will be 6 games going on simultaneously, so use different colored balls, if possible, in order for students to distinguish which ball is theirs.
- Use the entire gym/playing area
- Students form groups of 5.
- Two groups play each other with one team batting first.
- Each student has a number from 1 – 5.
- Batting team starts out in a line (#1-5), fielding team spreads out in the playing area [need a diagram to show playing area, positioning, and other groups.]

#### Role of Assistant
- Encourage students to work together as teams
- Offer praise to students
- Remind students to get the ball quickly so they can catch the other team off guard
- Try to get to all the games
- Help collect equipment

### Cooperative Activities

- **Lesson Outcomes**
  - Demonstrate behaviors that offer physical and emotional support to others.
  - Build trust and responsible behaviors with other students.
  - Express their feelings in a supportive environment.

- **Equipment**
  - 15-20 variety of balls
  - One foam ball per 10 students
  - 5 noodles

- **Before Class Set Up**
  - Scatter a variety of different balls around area for IA

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

<table>
<thead>
<tr>
<th>Buzzerk <em>(continued)</em></th>
<th>7th Grade</th>
<th>Lesson 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td></td>
</tr>
<tr>
<td>■ Batter # 1 throws ball anywhere in the playing area, there are no foul balls. After completing the throw, the batter runs around his/her team until the fielding team completes the task below.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Batting team must yell out the number of times the batter runs around their team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ The fielding team retrieves the ball; everyone gets in a line and passes the ball down the entire line. The last person on the team that receives the ball throws the ball to the new 'batter' on his/her team. When the batter receives the ball he or she yells stop and teams switch roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➔ Variations: The teams can keep score; after 1-2 minutes switch teams so they play other teams, score can be cumulative against all teams or just against individual teams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bumper Cars</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>■ This is a trust and responsibility activity. The students are responsible for their partners, and must be able to keep their partners’ trust by keeping the partner safe.</td>
<td>■ Set up cones</td>
</tr>
<tr>
<td>■ Set up cones to designate a large square area for students to move inside.</td>
<td>■ Help pairs of students get set</td>
</tr>
<tr>
<td>■ Students find a partner.</td>
<td>■ Give praise to students doing good job as driver and those students who are keeping their eyes closed</td>
</tr>
<tr>
<td>■ One partner stands behind the other and places his/her hands on shoulders of partner.</td>
<td></td>
</tr>
<tr>
<td>■ Partner in back steers front partner around area without bumping into anything.</td>
<td></td>
</tr>
<tr>
<td>■ Partner in front closes eyes and puts palm of hands into eye sockets with elbows out for bumpers to begin play.</td>
<td></td>
</tr>
<tr>
<td>■ Every minute or so switch roles.</td>
<td></td>
</tr>
<tr>
<td>Variation:</td>
<td></td>
</tr>
<tr>
<td>➔ You can also place obstacles, such as large cones, in the area for pairs to steer around.</td>
<td></td>
</tr>
<tr>
<td>➔ Steering partner “tweaks the neck” with a gentle squeeze and it sounds the car horn (person makes a horn sound).</td>
<td></td>
</tr>
<tr>
<td>➔ Steering partner gently pushes a button in the middle of the upper back to turn on the radio. Front partner either sings a song or speaks like a radio disk jockey.</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.*
### Dragons and the Dragon Slayers

**LESSON CONTENT**
- Dragons are made up of 3-4 students holding on to each other’s waist/shoulders—suggestion is for the team to hold onto a jump rope with right hand. The rope helps keep the teams together.
- Give a sword (noodle) to 4-5 students. These players are the “Dragon slayers”.
- The dragon slayers must try to tag the “tail” of the dragon by tagging them on the leg with noodle.
- When tagged the dragon dies and can fall to the ground a do 5 crunches or 5 jumping jacks, etc. to come back to life.
- The head of the dragon guides his player/players around the area trying to avoid the dragon slayers.
- If the tail is tagged, the tail moves up in the dragon line and becomes part of the dragon’s body.
- The head of the dragon rotates and becomes the tail.

**ROLE OF ASSISTANT**
- Remind students to remember they are in a group and have to move together.
- Offer praise to Dragons and Slayers.

### Cool Down/Closure

**LESSON CONTENT**
- Teacher or student lead stretching
- Ask a question that reveals if anyone in the group has never done something that is considered commonplace. Answer the following and see where you stand.
  - Have you never...
  - Operated a microwave oven.
  - Eaten a bagel.
  - Rappelled.
  - Used a computer…a laptop.
  - Eaten tofu.
  - Used an ATM card.

**ROLE OF ASSISTANT**
- Can lead this activity.
<table>
<thead>
<tr>
<th>Cooperative Activities</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.*
## Cooperative Activities 7th Grade: Lesson 8

### Lesson Outcomes
- Students will be able to:
  - Work together to achieve common goals.
  - Develop problem-solving techniques to accomplish group tasks.
  - Identify and practice using the different strengths of individuals in the group.
  - Contribute ideas and listen to others' ideas in the process of solving problems.
  - Follow safe and effective procedures for the given task.

### Equipment
- 10 beach balls
- 20-30 cones
- 20-30 hoops
- Two or three 2'x 2' (or 4' x 4') platforms
- 10 beach balls filled and in a container for IA
- hoops on side
- music cued

### Before Class Set Up

### Down the Chute (5 minutes)
- **Lesson Content**
  - Object of the activity is to see how many times students can move the ball across the area, within the rules, before IA ends.
  - Need one beach ball per group of 4-5 students.
  - Designate a starting point and ending point (length of basketball court or longer).
  - All students must touch the ball between starting and ending point.
  - When the ball is in a student's possession he or she cannot move his or her feet.
  - If the ball touches the ground or a member moves their feet while in possession of the ball, the ball must be returned to the starting point.
  - Students may catch or volley the ball (or teacher can designate how the ball can be manipulated).

- **Role of Assistant**
  - Encourage students to work together.
  - Be sure to have beach balls accessible before activity.
  - Offer praise to students.
  - Make sure you get around to all the groups.

### Hyper-Space (12 minutes)
- **Lesson Content**
  - Divide class into 2 teams on two sides of the area with a dividing midline and sidelines/end lines and give each team a color pinnie. Variation: use colored flags instead of pennies.
  - The object is to get to the other side without being tagged.
  - If student is tagged they must go to their sideline, do 3 reps of an exercise 3 (push-ups or 3 jumping jacks or 3 crunches, etc.) and then return to their side to start again.
  - Once the student crosses the end line, he/she runs and gives a high-5 to teacher or TA who then calls out point for respective team.

- **Role of Assistant**
  - Stay on opposite side of area from teacher.
  - Remind students to perform their three exercises so they can return to the game.
  - Give positive feedback and encourage students to try their best, be daring.

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**Italics indicate the teacher speaking directly to the student.**
## Cooperative Activities
### Activity #1
#### Musical Hoops
(7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The game starts with enough hoops scattered on the floor for every 2-3 students.</td>
<td>- Scatter hoops throughout area</td>
</tr>
<tr>
<td>- Players move around the playing area, outside the hoops, using designated locomotor pattern (hopping, skipping, leaping, running, walking, etc.).</td>
<td>- Encourage students to help each other</td>
</tr>
<tr>
<td>- Object of the game: when the music stops, players must find a hoop and get both feet inside. You must avoid being tagged by the teacher outside a hoop as he or she walks around the hoops.</td>
<td>- Praise groups who offer help to other students</td>
</tr>
<tr>
<td>- Teacher only looks for students not inside the hoop or has a foot out. The teacher is like a shark and the hoops are islands. All feet must be inside the island or the shark will attack and the entire class loses.</td>
<td></td>
</tr>
<tr>
<td>- This means the whole class must bring people inside their hoop as the teacher (shark) begins to eliminate the hoops.</td>
<td></td>
</tr>
<tr>
<td>- The class must work together to defeat the shark.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #2
#### All Aboard
(12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- This activity lends itself to useful discussion about team effort, group and individual commitment, leadership, compassion, and group problem-solving dynamics.</td>
<td>- Encourage students to help each other</td>
</tr>
<tr>
<td>- The object is to see how many people can get on a 2’ x 2’ platform at one time. Provide more than one platform to get more students involved. If too easy begin to eliminate platforms.</td>
<td>- Praise groups who offer help to other students</td>
</tr>
<tr>
<td>- In order to be counted as on the platform, each student must have both feet off the ground.</td>
<td>- Make sure students are choosing options that are safe for everyone in the group</td>
</tr>
<tr>
<td>- The group must be able to hold a balanced pose for at least five full seconds.</td>
<td></td>
</tr>
<tr>
<td>- Note: an average group can get 12-15 bodies on the platform, although a larger number can theoretically get on.</td>
<td></td>
</tr>
<tr>
<td>- Remember that one of your responsibilities is to encourage safety procedures. It may be necessary to occasionally nix an idea if someone’s safety is jeopardized. The “pig pile” technique of stacking people on the platform is dangerous and should not be allowed.</td>
<td></td>
</tr>
<tr>
<td>- Discussion questions:</td>
<td></td>
</tr>
<tr>
<td>- Did you feel safe? Why or Why not?</td>
<td></td>
</tr>
<tr>
<td>- Were you able to make others feel safe?</td>
<td></td>
</tr>
<tr>
<td>- What made your group successful? Unsuccessful?</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
## Cool Down/Closure

### Clap Wave

**(5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Teacher or student lead stretching  
- Class forms a circle facing into the center.  
- Teacher, or designated student, starts a clap wave-clap then the person to the right or left (teacher discretion).  
- Then the next person claps and so on around the circle creating the inevitable clap wave.  
- Let the wave travel around the circle a few times to establish a rhythm.  
- Try reversing the wave in mid-flow or with eyes closed.  
- Try the following: two or three claps in sequence, stomping and clapping alternated, making up sounds and movements, or send two different sounds in opposite directions. | - Join in the circle opposite from the teacher  
- Can lead this activity |

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

 Italics indicate the teacher speaking directly to the student.
## Cooperative Activities 7th Grade : Lesson 9

### Cooperative Activities

**LESSON OUTCOMES**

- Students will be able to:
  - Demonstrate reliable behaviors that offer physical and emotional support to others.
  - Understand the concept of “Challenge by Choice” in a risk taking setting.
  - Understand that progressive personal challenges, within a safe environment, can lead to an increased self-awareness and learning opportunities.
  - Learn the importance of respecting and supporting the different decisions of others regarding personal levels of challenge.

**EQUIPMENT**

- 2-3 foam balls
- 4 cones
- 2-3 noodles
- mats

**BEFORE CLASS SET UP**

- Music cued
- Set up cones for HRPA
- Set up mats for activities 1 & 2

### Triangle Tag (5 minutes)

**LESSON CONTENT**

- Get in groups of four. 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 of the triangle as the chaser.
- The object of the game is simple: the chaser tries to tag the target on the arms or hands by moving around the triangle.
- 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.
- If you have an odd number of students you can rotate one extra person with a group or make a square and the blockers have to close their eyes and follow the directions of the person who wants to avoid being tagged.

**ROLE OF ASSISTANT**

- Encourage students to work together to protect the target safely
- Offer praise to all students including tagger
- Make sure you get around to all the groups

### Wizards & Gelfings (7 minutes)

**LESSON CONTENT**

- Note: This is a most unusual, playful, and imaginative game. It asks for a healthy dose of silliness. You have to build up to this game. Do not begin your year with this activity unless you are certain that your students will accept it with the spirit, enthusiasm, and playfulness that you intend. If a class decides that this is just too weird or beneath them, then there may be some difficulty later in gaining acceptance for other similar type activities. This might work for some groups/classes and not for others. Before using this activity, make sure you have a good feel for your class knowing that they will accept and play it the way it is intended.
- Gelfings are frolicking, fun-loving creatures who seem to be on the planet for just one thing---to have fun.
- Wizards, on the other hand, are very serious and hard working folks. They don’t have time or the desire to skip and dance around all day long. They have too many things more important to do than play.

**ROLE OF ASSISTANT**

- Set up cones to define playing area
- Participate in the game or demonstrate the silliness of the “help me... help me” cries
- Remind students to help free the Gelfings
- Remind Wizards they can switch off if they are tired

### Health Related Physical Activity

- Set up cones for HRPA
- Set up mats for activities 1 & 2

---

**ITALICS** indicate the teacher speaking directly to the student.
### Wizards & Gelfings (continued)

**LESSON CONTENT**
- Wizards get quite upset seeing the Gelfings up to their daily silliness. You see, they can’t stand to see others having fun if they don’t.
- So they try to cast a spell on any Gelfing by touching them with their magical orb (a small ball or other object that will identify them as a Wizard). This magical spell causes them to be frozen in time for eternity!! How dreadful! Teacher can skip the intro and just explain the game if they choose:
  - Choose 2-3 Wizards to carry magical orbs.
  - On the teacher’s signal Wizards try to tag the Gelfings.
- If a Gelfing is tagged he or she must freeze, and using a very high pitched voice call out the UGDC (Universal Gelfing Distress Call), “Help me…Help me…Help me…” while yelling this chant he or she gestures with one hand, fist closed, thumb up hitting into the palm of their other hand in rhythm with the UGDC. They must continue doing this until they are rescued.
- Gelfings are rescued by at least two other Gelfings who will join hands with each other surrounding the frozen Gelfing, and skip, slide or dance around the frozen Gelfing chanting, “Go free little Gelfing, go free!” After three circles and the chant, the spell is broken leaving the frozen Gelfing to go back and frolic once again.
- Wizards cannot stand by a frozen Gelfing waiting for other Gelfings to frolic along.
- Wizards can tire out quickly, so when a wizard is tired, the next Gelfing tagged can be magically transformed into a Wizard by chanting the following phrase to the unsuspecting Gelfing, “I’m tired! You’re a Wizard!”
- Do not play this game too often, sometimes the more you do something, the less fun it becomes.

**ROLE OF ASSISTANT**
- Make sure mats are set up
- Walk around encourage students to challenge themselves
- Remind students about trust, responsibility, and safety
- Praise students

### Human Spring

**LESSON CONTENT**
- Partners of similar size, with feet together and hands out, fall towards each other and catch each other in the middle with their hands.
- Backs must be kept straight.
- They spring inward and then push back to their original position.
- Object of the game is not to move your feet forward or backwards.
- Challenge is to see how far apart partners can get (Partners challenge by choice: Whatever distance is comfortable for both partners)

**Variation:**
- Begin with partners hands touching and both slowly walk back a few feet
- Try to spring in towards each other and then back to a standing position without moving feet.
- Lift one foot off the floor.

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

*Italics indicate the teacher speaking directly to the student.*
### Stand ‘Em Up Front and Stand ‘Em Back Up

#### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop the courage to fall off balance, responsibility for safety of others, and develop arm strength.</td>
<td>Walk around encourage students to challenge themselves</td>
</tr>
<tr>
<td>Stand ‘Em Up Front:</td>
<td>Remind students about trust, responsibility, and safety</td>
</tr>
<tr>
<td>• Mats are scattered throughout the area.</td>
<td></td>
</tr>
<tr>
<td>• About 4 feet of mat for every two students.</td>
<td></td>
</tr>
<tr>
<td>• Students need to be paired with someone of similar size and stand on a mat.</td>
<td></td>
</tr>
<tr>
<td>• One student (faller) stands facing partner with feet together and crosses their arms over their chest.</td>
<td></td>
</tr>
<tr>
<td>• One student (catcher) stands in stride position in front of faller with arms extended.</td>
<td></td>
</tr>
<tr>
<td>• When ready, faller says, “ready to fall A” (catcher).</td>
<td></td>
</tr>
<tr>
<td>• Catcher responds by saying, “ready B”.</td>
<td></td>
</tr>
<tr>
<td>• Faller says, “falling A” and the catcher replies, “Fall B”.</td>
<td></td>
</tr>
<tr>
<td>• Faller falls towards catcher keeping body straight.</td>
<td></td>
</tr>
<tr>
<td>• Catcher contacts faller with hands on shoulders, bending arms to absorb the force.</td>
<td></td>
</tr>
<tr>
<td>• Catcher gently pushes partner back up to standing position.</td>
<td></td>
</tr>
<tr>
<td>• Catcher steps back a short distance, about 4 inches and the commands, the fall and the catch are repeated.</td>
<td></td>
</tr>
<tr>
<td>• As the distance between students increases, catcher will have to bend knees and get lower in order to catch faller.</td>
<td></td>
</tr>
<tr>
<td>• During fall, if faller feels catcher can’t provide support, step forward with one foot to regain balance.</td>
<td></td>
</tr>
<tr>
<td>➔ Variations: Easier—perform several times at each distance before stepping back; Harder—faller closes eyes throughout activity; catcher kneels on one knee allowing faller to fall a greater distance.</td>
<td></td>
</tr>
</tbody>
</table>

### Stand ‘Em Back Up

#### (continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand ‘Em Back Up</td>
<td></td>
</tr>
<tr>
<td>• About 4 feet of mat for every two students.</td>
<td></td>
</tr>
<tr>
<td>• One student (faller) stands with feet together and crosses their arms over their chest.</td>
<td></td>
</tr>
<tr>
<td>• One student (catcher) stands in stride position behind of faller with arms extended.</td>
<td></td>
</tr>
<tr>
<td>• When ready, faller says, “ready to fall A” (catcher).</td>
<td></td>
</tr>
<tr>
<td>• Catcher responds by saying, “Ready B.”</td>
<td></td>
</tr>
<tr>
<td>• Faller says, “Falling A” and the catcher replies, “Fall B.”</td>
<td></td>
</tr>
<tr>
<td>• Faller falls backwards towards catcher keeping body straight.</td>
<td></td>
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<tr>
<td>• Catcher contacts faller with hands on shoulder or upper back, bending arms to absorb the force.</td>
<td></td>
</tr>
<tr>
<td>• Catcher gently pushes faller back up to standing position.</td>
<td></td>
</tr>
<tr>
<td>• Catcher steps back short distance, approximately 4 inches, then the commands, the fall and the catch are repeated.</td>
<td></td>
</tr>
<tr>
<td>• As the distance between students increases, catcher will have to bend knees and get lower in order to catch faller.</td>
<td></td>
</tr>
<tr>
<td>• During fall, if faller feels catcher can’t provide support, step forward with one foot to regain balance.</td>
<td></td>
</tr>
<tr>
<td>• During fall, if catcher feels unable to support faller, call “step” so faller can step backward.</td>
<td></td>
</tr>
<tr>
<td>• Practice at maximum safe distance several times, then reverse roles.</td>
<td></td>
</tr>
<tr>
<td>➔ Variations: Faller closes eyes throughout activity; ➔ Catcher kneels on one knee allowing faller to fall a greater distance.</td>
<td></td>
</tr>
</tbody>
</table>

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**Cooperative Activities**

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

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

**ACTIVITE #3**

**Mosquito Tag**

**LESSON CONTENT**

- Need 4 cones, 1 noodle per 15-20 students. Set up cones to mark off 20x20 stride area
- Object of the game is for the mosquitoes w/noodles try to freeze entire class.
- If tagged you must kneel down
- To be freed, two students have to Hi-10 above you and yell “OFF!” or any other type of bug repellant.
- Students can kill the mosquitoes by getting 6-8 students together (shoulder to shoulder) and at the same time clap their hands in unison as if they crushed the mosquito in their hands.
- If they clap in unison all mosquitoes are dead and are replaced by new mosquitoes.
- If they don’t clap in unison, the mosquitoes live and they can tag people in line before they can clap again.

**ROLE OF ASSISTANT**

- Give out the noodles
- Remind students to work as a team to eliminate the mosquitoes
- Stay opposite from teacher to supervise the activity
- Encourage students to be honest and do fitness activity when tagged
- Collect the noodles

### Cool Down/Closure

**LESSON CONTENT**

- Teacher or student lead stretching
- Debriefing: Have the students partner and do a think/pair/share.
  - How did you feel when you started the trust fall activities?
  - Did your feelings change as you stepped further and further back? (yes) How? (scared?)
  - As the catcher, What did it feel like to be responsible for your partner’s safety?
  - As the faller, what did it feel like knowing your partner needed to catch you?

**ROLE OF ASSISTANT**

- Help teacher elicit answers from students
- Encourage them and praise them for their answers
Cooperative Activities 7th Grade : Lesson 10

LESSON OUTCOMES
- Students will be able to:
  - Practice using the different strengths of individuals in the group.
  - Work together to achieve common goals.
  - Utilize previously learned problem-solving techniques to accomplish group tasks.
  - Contribute ideas and listen to others ideas in the process of solving problems.

EQUIPMENT
- Cones
- 4-6 Geo-Physio balls
- Deck rings
- 4-6 Rubber chickens
- 8-12 Basketballs

BEFORE CLASS SET UP
- 4 cones 25 X 25 yrd. square IA & HRPA area
- Have equipment separated for each initiative
- Mega relay starting line and designated line

INSTANT ACTIVITY
One on One Duck, Duck, Goose
(5 minutes)

LESSON CONTENT
- Students find a partner at about the same speed.
- Each pair takes turns tapping each other on the shoulder saying duck until one says goose.
- The partner who is the “goose” performs a jumping jack or push-up or any exercise (decided beforehand), then goes to tag partner.
- The partner who says goose can either run or walk or crab walk.
- Whatever method of movement, decided before starting, must be done by both players.
- Once tagged, the routine starts over.

ROLE OF ASSISTANT
- Encourage students to work together safely, especially when trying to get away from partner-watch out for other students
- Offer praise to students

Chicken A LA King
(5 minutes)

LESSON CONTENT
- Select 4-6 students to be “chicken hawks” and have them wear red pinnies.
- Select another 4-6 students to carry chickens-these are the “rulers” (Super-Chickens) of the barnyard.
- The chicken hawks tag the rest of the students, they’re just little clucks.
- When tagged by the chicken hawks, the little clucks have to freeze in a dead chicken pose (Students can be creative here).
- Super-Chickens come to the rescue and drop their rubber chicken into the hand of the dead chicken to bring them back to life.
- The Super-Chicken now becomes a regular little cluck while the former dead chicken becomes a Super-Chicken.
- Remember to switch the chicken hawks after 1-2 minutes.

ROLE OF ASSISTANT
- Give out the chickens
- Remind students to work as a team to save the dead chickens
- Encourage students to be honest and freeze in dead chicken pose when tagged
- Remind teacher to switch chicken hawks
- Collect the chickens

Italics indicate the teacher speaking directly to the student.
### Mega Roll
**LESSON CONTENT**
- Students in groups of 8-10, sitting in a tight circle with their feet toward the center
- Place a Geo-Physio ball on one student’s lap, the object is to make the ball circulate around the circle without the use of hands
- The ball must travel from lap to lap without skipping anyone
- If the ball falls, it may be picked up with the hands and restarted

**Variations:**
- Call reverses
- Have two objects going in opposite directions, what happens when the objects meet?
- Have two objects going in the same direction, see if one object can catch the other

**ROLE OF ASSISTANT**
- Encourage students to work together & safely
- Offer praise to students

### Total Movement Relays
**LESSION CONTENT**
- Each team of 6 players is grouped in a circle with 1 player in the middle and 5 players holding hands or wrists.
- Use the sideline of a basketball court for starting line and opposite line the far designated line.
- On “go”, each team behind the starting line takes off with the middle player running and staying in the middle.
- 1 person on the team must cross the designated line, and then the whole team takes off for the starting line.
- When starting line is crossed by 1 person, then team exchanges the player in the middle for a new one and they take off again.
- Continue until everyone has been in the middle
- First team to go back and forth with everyone in the middle wins.

**Variation:**
- Have middle person perform a skill: dribble a basketball (or soccer ball, jump rope, etc.).

**ROLE OF ASSISTANT**
- Move around to encourage students to work together & safely
- Offer praise to students

---

**Cooperative Activities 7th Grade Lesson 10**

- **ACTIVITY #1**
  - Mega Roll (5 minutes)

- **ACTIVITY #2**
  - Total Movement Relays (10 minutes)

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

*Italics indicate the teacher speaking directly to the student.*
## UDT-Ultimate Deck Tennis

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into 4 teams to play two games simultaneously</td>
<td>Give out pinnies and deck rings</td>
</tr>
<tr>
<td>Give each team a set of pinnies</td>
<td>Help supervise games; move around play area</td>
</tr>
<tr>
<td>To score a point, a team must throw the deck ring over the end line and have it “speared” by a teammate (the ring goes around the arm of a teammate)</td>
<td>Offer encouragement to students and praise students.</td>
</tr>
<tr>
<td>Teams must successfully complete five consecutive passes without a miss before attempting a scoring throw; passes must be thrown not handed off. The ring can be caught in any way; grabbing, spearing, trapping, etc.</td>
<td>Collect equipment</td>
</tr>
<tr>
<td>Teammates cannot throw the ring back and forth between two players or ring immediately changes possession</td>
<td></td>
</tr>
<tr>
<td>If the ring is dropped or knocked down, it immediately goes to the other team</td>
<td></td>
</tr>
<tr>
<td>Players cannot move with the ring</td>
<td></td>
</tr>
<tr>
<td>Guarding and blocking shots is allowed, but absolutely <strong>NO PHYSICAL CONTACT</strong> between players is permitted during the activity.</td>
<td></td>
</tr>
<tr>
<td>If a goal shot is attempted and dropped, the other team gets immediate possession outside the goal line</td>
<td></td>
</tr>
<tr>
<td>To begin play after a score, the ring is placed in the center of the play area</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>Teacher or student lead stretching</td>
<td>Help teacher elicit answers from students</td>
</tr>
<tr>
<td>POP questioning:</td>
<td>Encourage them and praise them for their answers</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><em>P = Praise</em> - Name something you liked about Mega Roll, Total Movement Relays, or Ultimate Deck Tennis</td>
<td></td>
</tr>
<tr>
<td><em>Q = Question</em> - What didn’t you understand about the activity?</td>
<td></td>
</tr>
<tr>
<td><em>P = Polish</em> - one way you could make this activity better.</td>
<td></td>
</tr>
</tbody>
</table>

**Cooperative Activities**

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

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

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

*Italics indicate the teacher speaking directly to the student.*
# Flag Football 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 basic throwing and catching skills.</td>
<td>1 cone per student</td>
<td>2 lines of cones set up in a line 20 feet apart</td>
</tr>
<tr>
<td>Throw the football to a moving target.</td>
<td>1 football per 2 students</td>
<td></td>
</tr>
<tr>
<td>Catch the football on the run.</td>
<td>Task card</td>
<td></td>
</tr>
<tr>
<td>Develop locomotive skills and memory sequence.</td>
<td>Whistle</td>
<td></td>
</tr>
</tbody>
</table>

## Instant Activity

### Throw and Catch

**Lesson Content**
- 2 lines of cones set up when the kids enter. Students partner and play catch within activity space boundaries.

**Role of Assistant**
- Issue equipment to students as they enter activity area.
- Lead and direct student activity.

### Squad Leader Challenges

**Lesson Content**
- Students form 3 pairs to make a squad, so the groups would be 6.
- Use the “Squad Leader Challenge” task card.
- Students in each squad take turns acting as squad leader.
- Squad leader reads instructions from card. Once task is completed, a new squad leader reads next task.
- If a squad completes all tasks before other groups finish, instruct squad to start over.

**Role of Assistant**
- Set up area with HRPA task card.
- Assist with organization of groups.
- Explain activity as needed.

## Transition

### Cone Throw Drill

**Lesson Content**
- Demonstrate drill.
- Instruct students to stand at a cone opposite from their partners.
- Partners throw as straight as possible to each other using cones as reference points.
- Challenge: How many catches can be completed in 30 seconds? Can the score be improved?
- Challenge: How many passes can be caught in a row?

**Role of Assistant**
- Assist class with organization and implementation of drill.
- Provide positive feedback.

## Activity #1

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

---

Italics indicate the teacher speaking directly to the student.
### Auckland Cross

**Activity #2**

**Lesson Content**

- Students form groups of 12.
- Demonstrate with a group of 12 students.
- Each group divides into 3-player teams.
- Each team forms a line behind a marked line.
- First students in line A and B are each given a football.
- Play begins on your signal.
- Students must pass football to player in line directly in front of them using a football pass (e.g., A throws to D and B throws to C).
- After A and B throw ball, A and B move to end of lines to their right (e.g., A moves to B, and B moves to D).
- Receivers from C and D throw ball back to lines A and B, and then move to back of lines to their right.
- Students repeat rotation until you signal to stop.
- How many catches can be made in a row by the entire class?

**Role of Assistant**

- Prepare the playing area by clearly marking 4 lines using cones (20 x 20 paces).
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback.
- Congratulate on improvement.

---

### Cool Down/Closure

**Lesson Content**

- Collect equipment
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are 3 skills to throwing?
  - What are 2 skills for catching?
- Ask students to find a friend after school to practice throwing long passes.

**Role of Assistant**

- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback for correct answers to questions.

*Italics indicate the teacher speaking directly to the student.*
Flag Football 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>Practice basic flag pulling technique skills.</td>
<td>1 flag belt per student</td>
<td>Cones set up in a square.</td>
</tr>
<tr>
<td>Develop basic throwing and catching skill</td>
<td>1 football per 2 students</td>
<td>Football field with marked end zones or basketball court with end lines representing touchdown</td>
</tr>
<tr>
<td>Demonstrate good defensive body position when pulling an opponent’s flag.</td>
<td>10 Paper wads</td>
<td>3 grids approximately 20 X 20 yards</td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Throwing and Catching** (5 minutes)

**LESSON CONTENT**
- Students find partners, 1 football per pair, and throw to each other using button hook and passing drills.

**ROLE OF ASSISTANT**
- Issue equipment to students as they enter area.
- Lead and direct student activity.

**Partner Flag Snatch** (5 minutes)

**LESSON CONTENT**
- Students take a flag belt and form pairs or groups of 3.
- Students try to remove their partner’s flag by reaching for it while twisting and dodging to protect their own flag.
- When the flag belt is pulled off, the flag is returned and they start again.
- Once they get the idea, have students rotate partners.
- Challenge: Success or try again – Set a line to designate success or try again sides. If you pull your partner’s flag you move to the success side and challenge a new student. If your flag is pulled move to the try again side and challenge a new student. Object of the game is to stay on the success side.

**ROLE OF ASSISTANT**
- Set up area with cones.
- Issue equipment to students.
- Assist with organization of groups.
- Explain activity as needed.

**Don’t Get Caught** (5 minutes)

**LESSON CONTENT**
- Start with a group of 5 people who form a square with two people in the same corner, and a throwing object (ex. Frisbee, basketball) in that corner.
- The Frisbee/object is thrown around the square.
- The object of the game is to move the Frisbee in any pattern and not allow the extra person to tag one of the throwers while the object is in their hands.
- Variation: The extra person tries to tag someone without the object (you are safe if you have the Frisbee...therefore, the group should throw it to the person about to get tagged).

**ROLE OF ASSISTANT**
- Assist with organization of groups.
- Explain activity as needed.

**HEALTH RELATED PHYSICAL ACTIVITY #1**

<table>
<thead>
<tr>
<th>Instant Activity</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing and Catching</td>
<td>Set up or Prep Duties</td>
</tr>
<tr>
<td>Cues or Key Concepts</td>
<td>Cues or Key Concepts</td>
</tr>
<tr>
<td>Variation</td>
<td>Variation</td>
</tr>
<tr>
<td>Challenge</td>
<td>Challenge</td>
</tr>
</tbody>
</table>

**HEALTH RELATED PHYSICAL ACTIVITY #2**

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

Paper Wad Football Game
(10 minutes)

LESSON CONTENT
- Class is divided into 2 large teams, 1 flag per student.
- Object of game: to cross other team’s line with as many paper wads as possible.
- Teams are lined up about 30-40 yards apart.
- Team A huddles and hands out 5 (or more) small wadded pieces of paper to 5 different students. No student can carry more than 1 wad of paper.
- Team A breaks huddle and start to run on your signal. Everyone on Team A runs with fists closed, as if they all have paper wads.
- Students stop if they lose their flags.
- Students who cross line with a paper wad and a flag score 1 point.
- Team B gets paper wads and repeats activity.
- Play continues until you signal for it to stop.

ROLE OF ASSISTANT

✓ Set up 2 grids using cones (1/2 of basketball court) or you can use 1 large grid for all students (basketball court size).
✓ Make sure each teams gets their paper wads.
✓ Assist class with organization and implementation of drill.
✓ Provide positive feedback.
✓ Congratulate on improvement.

ACTIVITY #2

Team Takeaway Game
(10-12 minutes)

LESSON CONTENT
- 2 teams of 8-10 play against each other (2 teams per grid).
- Teams on same grid must not have same color flags.
- On your signal, play begins with teams pulling opponents’ flags.
- Team that pulls all flags first on that grid moves up a grid and team that wasn’t successful moves down 1 grid.
- Activity is repeated after teams rotate.
- Goal is to reach top grid.

ROLE OF ASSISTANT

✓ Set up 3 grids (basketball court size).
✓ Distribute flags and football.
✓ Explain the activity.
✓ Provide positive feedback.
✓ Congratulate on improvement.
✓ Monitor the game play.

COOL DOWN/CLOSURE

(3-5 minutes)

LESSON CONTENT
- Collect equipment
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the key skills to flag pulling?
  - Why is it important to pull at the hip?
- Play a flag pulling game at home today with some friends, using socks as flags. Tuck them into both sides of your pants with at least 10 inches of the sock showing.

ROLE OF ASSISTANT

✓ Assist with equipment return.
✓ Move among students to help with exercises.
✓ Give feedback for correct answers to questions.

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

### Lesson Outcomes
- Demonstrate and practice leading the receivers with a pass.
- Demonstrate previously taught skills: throwing, catching, and flag pulling.
- Demonstrate cooperation skills.

### Equipment
- 1 football per 2 students
- 4 cones per 3 students
- 1 flag belt per student

### Before Class Set Up
- Cones set up in square about 20 paces apart.
- Organize other lesson equipment.

### Instant Activity
**Throwing and Catching**
(5-10 minutes)

**Lesson Content**
- Students find partners, 1 football per pair, and throw to each other using button hook and passing drills.

**Role of Assistant**
- Issue equipment to students as they enter area.
- Lead and direct student activity.

### Health Related Physical Activity
**Sharks**
(5-7 minutes)

**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**
- Mark off play area with cones.
- Assist with organization of groups.
- Explain activity as needed.

### Transition
**Transition**

- Students quickly gather and put away flags belts.

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

### Activity #1
**Skill Demonstration**
(5 minutes)

**Lesson Content**
- Instruct students to form a semi-circle around you and demonstrate main points to leading a runner with a pass.
  - Leading a runner with a pass: Thrower anticipates where runner will be and throws football slightly ahead of runner. Runner should catch ball while still running.
  - After demonstration, students form pairs and practice throwing and leading.
  - Student catching football will run and change directions. Thrower will pass football and lead catcher while he or she is still running.
  - Students switch roles after each pass.

**Role of Assistant**
- Assist with instructions.
- Assist with demonstrations.
- Monitor skills.
- Provide feedback.
ACTIVITY #2

Catching on the Run
(5 minutes)

LESSON CONTENT
■ Pairs from previous activity find 2 other pairs and form groups of 6.
■ Start activity with a demonstration using 1 group of students (see diagram below).
■ In their groups, students count off 1-6.
■ Student 1 is the Thrower; remaining students form a circle around Thrower (about 10 yards out).
■ Students run around Thrower in a circle.
■ Thrower first leads and passes to student 2, who is running away from the circle. After pass ball is thrown back to Thrower.
■ Thrower then makes passes to students 3-6. After passing to student 6, Thrower joins circle and student 2 becomes Thrower.
■ Thrower rotation continues until all students have practiced leading and throwing.
■ In order to avoid collisions, make sure that students are spaced properly.
* Challenge: How many passes in a row can each group complete?

ROLE OF ASSISTANT
■ Set up more grids with cones in a square about 20 paces apart, if needed.
■ Demonstrate footballs.
■ Check student spacing.
■ Assist class with organization and implementation of drill.
■ Provide positive feedback on successful implementation and improvement.

ACTIVITY #3

2 on 1 Keep Away
(6-8 minutes)

LESSON CONTENT
■ Demonstrate drill
■ Designate 1 student in each group to be in middle (interceptor).
■ On your signal, 2 outside students throw football to each other without interceptor intercepting it or knocking it down.
■ Interceptor stays in middle until you blow whistle (30 seconds to 1 minute) to rotate.
■ All passes must be thrown around interceptor and not over his or her head.
■ Interceptor must only guard thrower and be 3 feet away from him or her.
■ Thrower can pivot but cannot move.
■ Receiver practices making sharp cuts right or left to get open.

ROLE OF ASSISTANT
■ Distribute equipment.
■ Explain activity as needed.
■ Provide positive feedback on successful implementation and improvement.

COOL DOWN/CLOSURE
(3-5 minutes)

LESSON CONTENT
■ Students to return equipment.
■ Lead class in cool down exercises.
■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  ■ Why is it important for a receiver to learn how to make sharp cuts?
  ■ Why is it important for the thrower to lead the receiver properly?
■ Practice at home throwing a football to a moving partner.

ROLE OF ASSISTANT
■ Assist with equipment return.
■ Move among students to help with exercises.
■ Give feedback for correct answers to questions.

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

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

## Lesson Outcomes
- Demonstrate the proper technique for defending another player.
- Demonstrate previously taught skills: throwing, catching, and leading the receivers with a pass.
- Demonstrate how to defend receiver.

## Equipment
- Cones for multiple grids
- 1 football per 6 students

## Before Class Set Up
- Cones set up in a square (size of a basketball court) for Health-Related Physical Activity.
- If space permits, set up multiple grids ahead of time.
- Organize equipment

### Sharp Cut Drill
**Lesson Content**
- Students quickly form pairs, 1 football per pair.
- Student with ball throws while receiver runs 10 yards and makes sharp cuts to right or left at a 90-degree angle.
- Thrower and receiver alternate roles after each pass.
- Make sure that pairs are spaced far apart to avoid collision.

**Role of Assistant**
- Issue equipment to students as they enter area.
- Lead and direct student activity.

### Partner Tag
**Lesson Content**
- Play area is a confined space so movement is difficult. (e.g., half of a basketball court for 60 students.)
- Object of game is to tag your partner.
- Once students find a partner they must decide who will be “it” first.
- The student who is “it” temporarily stands outside boundaries.
- On your signal, “its” move inside the boundaries and begin chasing their partners
- Only speed walking allowed, no running
- If tagged, a student must spin around 3 times and then chases partner.
- If students bump into each other during game they must stop, shake hands and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

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

---

*Italics indicate the teacher speaking directly to the student.*
### Defending/Covering Skill Demonstration (3 minutes)

**LESSON CONTENT**
- Students form a semi circle.
- Select a student to help demonstrate main points of defending/covering.
- Defending/Covering: Always keep receiver in front, stay low to ground with feet spread out as much as possible (this helps with quick directional changes), stay as close to receivers as possible (within touching distance).

**ROLE OF ASSISTANT**
- Help with discipline and cooperation.

### Transition

**LESSON CONTENT**
- Pairs find 2 other pairs and form groups of 6, 1 football per group.

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

### Shadow Tag (5 minutes)

**LESSON CONTENT**
- Students find a partner close to same speed.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.
- Object of game: for front partner to escape from shadowing partner while staying within boundaries.
- If partner is more than arm’s length away from shadowing partner when whistle blows, then shadow does 5 jumping jacks.
- If partner is within reach at whistle, he/she does 5 jumping jacks.
- Switch roles after each round.
- Remind students to use proper defending/covering skills.

**ROLE OF ASSISTANT**
- Setup basketball court-sized grids with cones.
- Assist class with organization and implementation of drill.
- Provide positive feedback on effort, success, and improvement.

### Cool Down/Closure (3 minutes)

**LESSON CONTENT**
- Instruct students to put footballs away and return to the cool down activity area.
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the keys to defending a receiver?
  - Why is it important to keep the receiver in front of you?
  - Play the 3 Catch Game with a group of friends.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback to student responses.

---

**Flag Football Lead-Up Game: 3-Catch Challenge**

(12-15 minutes)

**LESSON CONTENT**
- Demonstrate game.
- Groups of 6 divide to form 2 teams of 3.
- Object of game: for a team to complete 3 passes (ball must be caught once by each player on a team) before opponents.
- 1 point is awarded to a team each time they complete 3 passes to 3 different players.
- After 3 consecutive passes are completed, opposing team takes ball.
- Passer must remain stationary and can only pivot.
- Instruct students to use proper throwing, receiving, and defending skills.
- Defending students must remain 3 feet away from student they are guarding.
- Defending team gets ball if a pass is intercepted or knocked down or not completed.

**ROLE OF ASSISTANT**
- Set up activity area 15 x 15 paces for each team.
- Use High Skills Progression grid set-up.
- Distribute equipment.
- Emphasize use of proper skills.
- Explain activity as needed.
- Provide positive feedback on effort, success, and improvement.

---

**Flag Football**

4th Grade  Lesson 4

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

**COOL DOWN/CLOSURE**

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

## Lesson Outcomes

- Engage in FLOW activity (refer to the FLOW appendix for specific student outcomes).
- Participate in an activity that promotes student cooperation.

## Equipment

- FLOW equipment
- 1 Football per 3 students
- 4 cones per 8-10 students

## Before Class Set Up

- Set up FLOW.
- Set up football fields for game.
- Organize equipment to be used.

### Throw and Catch with Defender

**Instant Activity**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to form groups of 3, 1 football per group, as they enter activity area.</td>
<td>Issue equipment and provide instructions to students as they enter the activity area.</td>
</tr>
<tr>
<td>Each group assigns a student to be a thrower, a defender, and a receiver.</td>
<td>Monitor activity.</td>
</tr>
<tr>
<td>Defender attempts to intercept or block passes.</td>
<td></td>
</tr>
<tr>
<td>Students rotate positions after several throws.</td>
<td></td>
</tr>
<tr>
<td>Make sure that groups are spaced far apart to avoid collisions.</td>
<td></td>
</tr>
</tbody>
</table>

**FLOAD**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions are provided in the FLOAD section.</td>
<td></td>
</tr>
</tbody>
</table>

## Flag Football Lead-Up Game: Ultimate Football

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3-5.</td>
<td>Set up and direct students to activity area.</td>
</tr>
<tr>
<td>Object of game: to move football up field and complete a pass beyond goal line for a touchdown. (see diagram below)</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Game begins with 2 teams lined up at center of field 5-10 yards apart.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Students spread out on field to create space.</td>
<td>Provide positive feedback on effort, implementation, and improvement.</td>
</tr>
<tr>
<td>Each student finds someone to cover and plays defense against him or her throughout game.</td>
<td></td>
</tr>
<tr>
<td>Football is moved using overhand passes.</td>
<td></td>
</tr>
<tr>
<td>Students with football must be stationary to pass and students without football run to get open to receive a pass.</td>
<td></td>
</tr>
<tr>
<td>Football is turned over if a pass is incomplete.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s is in effect:</td>
<td></td>
</tr>
<tr>
<td>Defender must be 3 feet away from passer.</td>
<td></td>
</tr>
<tr>
<td>3 passes must be completed before a touchdown can be scored.</td>
<td></td>
</tr>
<tr>
<td>Receiver can catch the ball and take 3 steps to stop and pass.</td>
<td></td>
</tr>
<tr>
<td>Touchdown is 1 point.</td>
<td></td>
</tr>
<tr>
<td>After a touchdown the football is put in play at goal line and other team gets a free first pass to move it in other direction.</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
<table>
<thead>
<tr>
<th>COOL DOWN/CLOSURE</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instruct students to return equipment.</td>
<td>✓ Assist with equipment collection.</td>
</tr>
<tr>
<td></td>
<td>Lead class in cool down exercises.</td>
<td>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td></td>
<td>Ask students to identify the purpose of doing of FLOW.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell your parents and friends about FLOW and demonstrate some of the station activities.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Lesson Outcomes</th>
<th>Equipment</th>
<th>Before Class Set Up</th>
</tr>
</thead>
</table>
| - Demonstrate the proper footwork for throwing a long pass.  
  - Demonstrate previously taught skills: throwing, catching, flag pulling, defending, and leading the receiver with a pass.  
  - Execute the long pass throwing technique.  
  - Catch a ball while running a long pattern. | - 6 cones per field of play  
- 1 football per 2 students | - Set up cones for the Health-Related Physical Activity, marking an activity space about the size of a basketball court. |

### Instant Activity

**Sharp Cut Drill**

**Lesson Content**
- Students quickly form pairs, 1 football per pair.  
- Student with ball throws as receiver runs 10 yards and makes sharp cuts to right or left at a 90-degree angle.  
- Thrower and receiver alternate roles after each pass.  
- Make sure that pairs are spaced far apart to avoid collision.

**Role of Assistant**
- Issue equipment to students as they enter area.  
- Lead and direct student activity.

**Hyper Space**

**Lesson Content**
- Divide class into 2 teams on two sides of the area with a dividing midline and sidelines/end lines.  
- The object is to get to the other side without being tagged.  
- If student is tagged they must go to their sideline, do 3 exercises and then return to their side to start again.  
- Students keep score of how many times they made it across.

**Role of Assistant**
- Assist class with organization and implementation of activity.  
- Provide positive feedback on effort, success, and improvement.  
- Monitor and provide feedback on defending skills.

### Health Related Physical Activity

**Long Throw Skill Demonstration**

**Lesson Content**
- Students quickly form a semi-circle around demonstration area.  
- Select a student to participate in demonstration.  
- Quickly review defending skill from previous lesson.  
- Demonstrate main points of a long throw.  
- After the demonstration, students practice a long throw by practicing the motions without football.  
- Long Throw: Stand sideways towards target with non-throwing shoulder facing target, if right handed quickly step L → R → L and throw, Push off right foot and throw ball, if left handed, quickly step R → L → R and throw, Push off left foot and throw ball, Throwing arm extends overhead, Follow through with throwing motion until hand is pointed toward target.

**Role of Assistant**
- Help with discipline and cooperation.  
- Help students with listening, verbal cues, and following directions.  
- Help demonstrate skills.

**Activity #1**

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

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

ACTIVITY #2
Long Distance Throwing Skill Practice
(6 minutes)

LESSON CONTENT
- Demonstrate activity.
- Students find a partner. Each pair assigns a thrower and receiver.
- Set up a line for throwers. All throwers must be spread out on line with all passes going in same direction.
- Receiver runs straight out for a pass. Distance between thrower and receiver is determined by activity space. Passes should be 25 yards or less.
- Thrower throws football leading his or her partner.
- Receiver returns to throwing line and switches role with partner.

ROLE OF ASSISTANT
- Assist class with organization and implementation of drill. Possible to use grids for this.
- Provide positive feedback on effort, implementation, and improvement.

CHALLENGE: How many passes in a row can be completed in 30 seconds? Repeat to improve score.

ACTIVITY #3
Flag Football Lead-Up Game: Ultimate Football
(15 minutes)

LESSON CONTENT
- Students form groups of 4.
- Object of game: to move football up field and complete a pass beyond goal line for a touchdown.
- Game begins with 2 teams lined up at center of field 5-10 yards apart.
- Students spread out on field to create space.
- Each student finds someone to cover and plays defense against him or her throughout game.
- Football is moved using overhand passes.
- Students with football must be stationary to pass and students without football run to get open to receive a pass.
- Football is turned over if a pass is incomplete.
- Principle of 3’s is in effect:
  - Defender must be 3 feet away from passer.
  - 3 passes must be completed before a touchdown can be scored.
  - Receiver can catch the ball and take 3 steps to stop and pass.
- Touchdown is 1 point.
- After a touchdown the football is put in play at goal line and other team gets a free first pass to move it in other direction.

ROLE OF ASSISTANT
- Set up activity area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback on effort, implementation, and improvement.

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

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment</td>
<td>✓ Assist with equipment return.</td>
</tr>
<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>✓ Move among students to help with exercises.</td>
</tr>
<tr>
<td><em>Why is the long pass important?</em></td>
<td>✓ Monitor student responses and provide feedback.</td>
</tr>
<tr>
<td><em>What are 3 skills needed for throwing a long pass?</em></td>
<td></td>
</tr>
<tr>
<td><em>Name 2 skills needed for catching a long pass.</em></td>
<td></td>
</tr>
<tr>
<td><em>When you go home today, find some friends to throw the football with.</em></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**

Flag Football  
7th Grade  
Lesson 6
<table>
<thead>
<tr>
<th>Flag Football</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.*
### LEsson outcomes
- Demonstrate how to tuck a football when running.
- Participate in a cooperation activity.

### Equipment
- 1 cone per student
- 1 flag belt per student
- 1 football per 2 students

### Before Class Set Up
- Set up 2 cones 5 yards apart for drill.
- Have flags ready to be distributed.
- Have footballs ready for Instant Activity.
- 1 football field for every 8-10 students

---

#### PassiNg Plays with Defender  
(5 minutes)

**Lesson Content**
- Students form groups of 3.
- Each group selects a thrower, receiver, and receiver defender.
- Thrower calls a passing play for receiver.
- Defender stays as close as possible to receiver during the play, attempting to block or intercept pass.
- After each play thrower rotates to receiver, receiver to defender, and defender to thrower.

**Role of Assistant**
- Issue equipment to students as they enter area.
- Lead and direct student activity.

#### Box Tag  
(5 minutes)

**Lesson Content**
- Students form groups of 6. 4 hold hands or wrists in a square, facing each other.
- 1 student volunteers to be target. Remaining student stands outside square and is a tagger.
- 4 students in square cooperate to protect target by moving and shifting. Target cannot be legally tagged on hands or arms or from across triangle.

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

#### Tucking The Football Skill Demonstration  
(3-5 minutes)

**Lesson Content**
- Students sit or stand in a semi-circle.
- Select a student to participate in demonstration.
- Review long throw technique from previous class.
- Demonstrate main points of the running skill.
- After demonstration, students quickly pair up, 1 football per pair, and practice throwing, catching, and tucking the football skill.

**Role of Assistant**
- Help with discipline and cooperation.
- Help students with listening, verbal cues, following directions.
- Help demonstrate skills.

---

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### Football Running Drill (5 minutes)

**LESSON CONTENT**
- Demonstrate drill (see diagram below).
- Students pair up and stand next to a pair of cones (set 5 yards apart).
- 1 student is a runner and partner is a defender.
- Runner starts 10 yards back from defender and attempts to run past defender without losing his or her flags. Runner must stay within bounds of cones.
- Runner uses tucking skill to protect football under his or her arm and tries to avoid defender as he or she advances.
- Runner gets 2 attempts to make it past defender before rotating roles.

**ROLE OF ASSISTANT**
- Assist class with organization and implementation of drill.
- Provide positive feedback on effort and improvement.

### Transition

**LESSON CONTENT**
- Pairs from previous activity find other pairs to form groups of 8 or 10.

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

### Flag Football Lead-Up Game: Ultimate Football (15 minutes)

**LESSON CONTENT**
- Students form groups of 4-5.
- Object of game: to move football up field and complete a pass beyond goal line for a touchdown.
- Game begins with 2 teams lined up at center of field 5-10 yards apart.
- Students spread out on field to create space.
- Each student finds someone to cover and plays defense against him or her throughout game.
- Football is moved using overhand passes.
- Students with football must be stationary to pass and students without football run to get open to receive a pass.
- Football is turned over if a pass is incomplete.
- Principle of 3’s is in effect:
  - Defender must be 3 feet away from passer.
  - 3 passes must be completed before a touchdown can be scored.
  - Receiver can catch the ball and take 3 steps to stop and pass.
- Touchdown is 1 point.
- After a touchdown the football is put in play at goal line and other team gets a free first pass to move it in other direction.

**ROLE OF ASSISTANT**
- Set up activity area.
- Distribute equipment.
- Explain activity as needed.
- Provide positive feedback on effort, implementation, and improvement.
Flag Football

<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
<th>(2-3 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Collect equipment</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>Why is it important to tuck the ball under your arm?</td>
<td></td>
</tr>
<tr>
<td>What skills do you need to pull the flags of someone trying to run past you?</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.
## Flag Football 7th Grade: Lesson 8

**LESSON OUTCOMES**
- Demonstrate the basic skill of tossing a football underhand.
- Demonstrate previously learned skills in game and drill settings: throwing, catching, flag pulling, leading the receivers with a pass, defending another player, proper footwork when throwing a long pass, and tucking the ball in when running.
- Understand rules of a passing game.
- Participate in a cooperative activity.

**EQUIPMENT**
- 1 cone per student pair
- 4 cones per 8-10 students
- Noodles
- 1 football per 2 students
- 1 flag belt per student

**BEFORE CLASS SET UP**
- Set up 25 x 25 yard square for tag game.
- Set up fields for Hawaiian football.
- Organize equipment to be used.

---

### INSTANT ACTIVITY

#### Passing Plays with Defender (5 minutes)

**LESSON CONTENT**
- Students form groups of 3.
- Each group selects a thrower, receiver, and receiver defender.
- Thrower calls a passing play for receiver.
- Defender stays as close as possible to receiver during the play, attempting to block or intercept the pass.
- After each play thrower rotates to receiver, receiver to defender, and defender to thrower.

**ROLE OF ASSISTANT**
- Issue equipment to students as they enter the area.
- Lead and direct student activity.

### HEALTH RELATED PHYSICAL ACTIVITY

#### French Fry Tag (5 minutes)

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

**ROLE OF ASSISTANT**
- Set up square with cones.
- Assist with organization of groups.
- Explain activity as needed.
- Distribute noodles.

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

**Tossing the Football Skill Demonstration**

(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Select a student to participate in demonstration.</td>
<td></td>
</tr>
<tr>
<td>■ Review running skill from previous class.</td>
<td></td>
</tr>
<tr>
<td>■ An underhand backward toss is usually used after a pass is completed. In football you can only have one forward pass but multiple backward tosses.</td>
<td></td>
</tr>
<tr>
<td>■ Demonstrate main points to underhand tossing skill.</td>
<td></td>
</tr>
<tr>
<td>✛ Underhand Tossing Skill: Use both hands to toss football, Step in direction football is being tossed, Follow through with throw.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2

**Tossing and Run Drill**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Pairs run around track or running course set up in activity space.</td>
<td>Assist class with organization and implementation of drill.</td>
</tr>
<tr>
<td>■ As pairs run around course, they toss a football back and forth to each other using underhand toss.</td>
<td>Provide positive feedback on effort and improvement.</td>
</tr>
<tr>
<td>■ Students must continue to run as they pass and catch ball.</td>
<td></td>
</tr>
<tr>
<td>■ Each toss must be slightly backwards. Receiver needs to lag slightly behind tosser.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #3

**Flag Football Lead-Up Game: Arena Football**

(13-16 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate game during explanation.</td>
<td>✓ Set up area.</td>
</tr>
<tr>
<td>■ Students form teams of 4 (2 teams of 4 play in grid area).</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>■ Play starts in center of field.</td>
<td>✓ Explain activity as needed.</td>
</tr>
<tr>
<td>■ Each team has 1 quarterback and 3 receivers.</td>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>■ Team on defense must use 1-on-1 coverage.</td>
<td>✓ Congratulate on improvement.</td>
</tr>
<tr>
<td>■ Object of game: to score points by moving football past opponent’s goal line.</td>
<td></td>
</tr>
<tr>
<td>■ Student defending quarterback must count to “7 alligators” before approaching.</td>
<td></td>
</tr>
<tr>
<td>■ Quarterback cannot run past line of scrimmage (demo this for students).</td>
<td></td>
</tr>
<tr>
<td>■ Teams get 4 downs to score.</td>
<td></td>
</tr>
<tr>
<td>■ After each offensive play there must be a new quarterback; students can’t quarterback twice in a row.</td>
<td></td>
</tr>
<tr>
<td>■ Points equal the number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 4 players caught a pass before a touchdown was scored, team gets 4 points.</td>
<td></td>
</tr>
<tr>
<td>■ If football is intercepted, interceptor may run until his or her flag is pulled.</td>
<td></td>
</tr>
<tr>
<td>■ If a team cannot score after 4 downs, ball goes to other team at center of the field.</td>
<td></td>
</tr>
<tr>
<td>■ There are no kickoffs or punts and all change of possessions begin at center of field.</td>
<td></td>
</tr>
</tbody>
</table>

✓ Set Up or Prep Duties ✛ Cues or Key Concepts ➜ Variation ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment</td>
<td>Assist with equipment return.</td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Move among students to help with exercises.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Give feedback on responses.</td>
</tr>
<tr>
<td>What are the keys to the underhand toss of a football?</td>
<td></td>
</tr>
<tr>
<td>When can you use an underhand toss?</td>
<td></td>
</tr>
<tr>
<td>Play football with friends after school today.</td>
<td></td>
</tr>
</tbody>
</table>

Cool Down/Closure
(2-3 minutes)

LESSON CONTENT

- Collect equipment
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the keys to the underhand toss of a football?
  - When can you use an underhand toss?
  - Play football with friends after school today.

ROLE OF ASSISTANT

- Assist with equipment return.
- Move among students to help with exercises.
- Give feedback on responses.

Italics indicate the teacher speaking directly to the student.
**Flag Football 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>■ Demonstrate how to pass to a covered receiver.</td>
<td>■ 1 cone per 3 students</td>
<td>✓ For Mosquito tag, set up a square 25 x 25 yards in activity area.</td>
</tr>
<tr>
<td>■ Demonstrate how to get open for a pass.</td>
<td>■ 6 cones per field</td>
<td>✓ Set up enough football fields to accommodate 8 students per field.</td>
</tr>
<tr>
<td>■ Demonstrate how to cover a receiver closely.</td>
<td>■ 1 flag belt per student</td>
<td></td>
</tr>
<tr>
<td>■ Participate in a modified flag football game.</td>
<td>■ 1 football per 3 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ 3 noodles</td>
<td></td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Throw and Catch with Defender**

(5-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Instruct students to form groups of 3, 1 football per group, as they enter activity area.</td>
<td>✓ Issue equipment and provide instructions to students as they enter the activity area.</td>
</tr>
<tr>
<td>■ Each group assigns a student to be a thrower, a defender, and a receiver.</td>
<td>■ Monitor activity.</td>
</tr>
<tr>
<td>■ Defender attempts to intercept or block passes.</td>
<td></td>
</tr>
<tr>
<td>■ Students rotate positions after several throws.</td>
<td></td>
</tr>
<tr>
<td>■ Make sure that groups are spaced far apart to avoid collisions.</td>
<td></td>
</tr>
</tbody>
</table>

**Mosquito Tag**

(5-7 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 the class. They do that by tagging other students below shoulders with noodles.</td>
<td>■ Assist with organization of groups.</td>
</tr>
<tr>
<td>■ 4 cones form a 25 x 25 yard square.</td>
<td>■ Explain activity as needed.</td>
</tr>
<tr>
<td>■ Demonstrate main rules of game.</td>
<td>✓ Distribute noodles.</td>
</tr>
<tr>
<td>■ 2-3 students with noodles are “it.”</td>
<td></td>
</tr>
<tr>
<td>■ If tagged, student must sit or kneel down with both hands above head.</td>
<td></td>
</tr>
<tr>
<td>■ A tagged student returns to game when given a high 10 by another student, and yells “OFF” or any sort of mosquito repellant.</td>
<td></td>
</tr>
<tr>
<td>■ To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on the count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodle to someone else and game starts again.</td>
<td></td>
</tr>
<tr>
<td>■ If claps are not in unison, mosquitoes can try to tag the line so they cannot clap again.</td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
# Coverage Drill (5-10 minutes)

**LESSON CONTENT**
- Demonstrate covering a receiver. (see diagram below)
- Students form groups of 3 and repeat throwing and receiving drill from Instant Activity.

**ROLE OF ASSISTANT**
- Distribute footballs.
- Explain activity as needed.
- Provide positive feedback.

# Flag Football Lead-Up Game: Arena Football (13-16 minutes)

**LESSON CONTENT**
- Demonstrate game during explanation.
- Students form teams of 4 (2 teams of 4 play in grid area).
- Play starts in center of field.
- Each team has 1 quarterback and 3 receivers.
- Team on defense must use 1-on-1 coverage.
- Object of game: to score points by moving football past opponent’s goal line.
- Student defending quarterback must count to “7 alligators” before approaching.
- Quarterback cannot run past line of scrimmage (demo this for students).
- Teams get 4 downs to score.
- After each offensive play there must be a new quarterback; students can’t quarterback twice in a row.
- Points equal the number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 4 players caught a pass before a touchdown was scored, team gets 4 points.
- If football is intercepted, interceptor may run until his or her flag is pulled.
- If a team cannot score after 4 downs, ball goes to other team at center of the field.
- There are no kickoffs or punts and all change of possessions begin at center of field.

**ROLE OF ASSISTANT**
- Set up area that is approximately the size of 2 basketball courts.
- Distribute footballs and flags.
- Explain activity as needed.
- Provide positive feedback.

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## Cool Down/Closure

(5 minutes)

<table>
<thead>
<tr>
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<tbody>
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<td>✓ Assist with equipment return.</td>
</tr>
<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>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td>▶ What was difficult about playing arena football?</td>
<td>■ Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>▶ How can your team improve?</td>
<td></td>
</tr>
<tr>
<td>▶ Find some friends to play arena football after school today.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
## Flag Football 7th Grade: Lesson 10

### Lesson Outcomes
- Participate in FLOW circuit activity.
- Participate in an activity that fosters student cooperation skills.

### Equipment
- FLOW
- Footballs
- 1 flag per student
- 6 cones per field

### Before Class Set Up
- Set up FLOW.
- Set up fields of play for Arena Football using cones as markers (the field should be about a size of a basketball court).

### Instant Activity
#### Throw and Catch Practice
(5-10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and practice throwing and catching.</td>
<td>Issue equipment to students as they enter area.</td>
</tr>
<tr>
<td>Students must be spaced properly to avoid collision.</td>
<td>Lead and direct student activity</td>
</tr>
</tbody>
</table>

### Health Related Physical Activity
#### FLOW
(15-20 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>See FLOW section for set up and instructions.</td>
<td>Assist with organization of groups.</td>
</tr>
<tr>
<td></td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td></td>
<td>Set up and adjust equipment as needed.</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of FLOW, students at each station form groups of 4.</td>
<td>Assist with organization.</td>
</tr>
</tbody>
</table>

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## Flag Football Lead-Up Game: Arena Football
(13-16 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate game.</td>
<td>✓ Set up area that is approximately the size of 2 basketball courts.</td>
</tr>
<tr>
<td>- Students form teams of 4 (2 teams of 4 play in grid area).</td>
<td>✓ Distribute footballs and flags.</td>
</tr>
<tr>
<td>- Play starts in center of field.</td>
<td>✓ Explain activity as needed.</td>
</tr>
<tr>
<td>- Each team has 1 quarterback and 3 receivers.</td>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>- Team on defense must use 1-on-1 coverage.</td>
<td></td>
</tr>
<tr>
<td>- Object of game: to score points by moving football past opponent’s goal line.</td>
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</tr>
<tr>
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<tr>
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<td>- After each offensive play there must be a new quarterback; students can’t quarterback twice in a row.</td>
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<td>- Points equal the number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 4 players caught a pass before a touchdown was scored, team gets 4 points.</td>
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<td>- If a team cannot score after 4 downs, ball goes to other team at center of the field.</td>
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</tr>
<tr>
<td>- There are no kickoffs or punts and all change of possessions begin at center of field.</td>
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</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return equipment.</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>- Lead class in cool down exercises.</td>
<td>✓ Move among students to help with exercises.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- What are your best skills in football?</td>
<td></td>
</tr>
<tr>
<td>- What can you do to improve in weaker areas?</td>
<td></td>
</tr>
<tr>
<td>- Find friends to play football with after school today.</td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
### Volleyball 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 forearm pass skill.  
• Control and pass volleyball while stationary and moving.  
• Work cooperatively in small groups. | • 1 volleyball for every 2 students  
• 6 or more cones | ✔ Volleyballs spread out around activity area in hoops or various containers. |

#### Instant Activity

**Forearm Pass**  
(5 minutes)

**Lesson Content**

- Students find partners, 1 volleyball per pair, and stand 5-10 feet apart.  
- Forearm passes are used to pass volleyball back and forth.  
- Partners try to have as many consecutive passes as possible.

**Role of Assistant**

- Assist students with equipment and organization.  
- Offer feedback on form.

#### Activity #1

**Circle Walk**  
(5 minutes)

**Lesson Content**

- Students form groups of 6 and 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.  
- Continue for about 3 minutes.

**Role of Assistant**

- Group students and help with organization.  
- Congratulate excellence and effort.  
- Give feedback on push-up form and level of participation.

**Forearm Pass**  
(4 Minutes)

**Lesson Content**

- Forearm Pass: Sit in chair, Arms straight, Interlock hands, Contact, Follow through (have students stand up as they follow through).  
- Have all students shadow practice each cue as you say it. Skill becomes more fluid as you call out cues more rapidly.

**Role of Assistant**

- Assist teacher with class management and cooperation.  
- Demonstrate as needed.

---

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

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #2
**Keep ‘em Movin’**
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 volleyball per pair, and stand facing each other 5-10 feet apart.</td>
<td>✓ Help with organization and equipment.</td>
</tr>
<tr>
<td>On your signal, partners use forearm pass to keep volleyball in continuous motion.</td>
<td>■ Move among pairs offering feedback as to form, movement, and volleyball management.</td>
</tr>
<tr>
<td>Challenge: How many good passes can be completed in 30 seconds? Partners compare with other pairs. Can scores be better?</td>
<td>■ Help with organization and equipment.</td>
</tr>
</tbody>
</table>

### ACTIVITY #3
**Forearm Pass – Shuffle Off**
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pair up, 1 volleyball per pair, and stand 10 feet apart.</td>
<td>■ Help with tosses being correct height.</td>
</tr>
<tr>
<td>1 student (P1) tosses volleyball at least 10 feet in air to partner (P2), who returns it with a forearm pass.</td>
<td>■ Demonstrate toss as needed.</td>
</tr>
<tr>
<td>After first successful attempt, P1 tosses volleyball 10 feet high to left or right of P2. This will require P2 to use a shuffle step or slide to move into proper position to contact volleyball. P2 forearm passes volleyball to P1.</td>
<td>■ Provide feedback with forearm passing skill and with body position.</td>
</tr>
<tr>
<td>P1 tosses 5 volleyballs, and then partners exchange tasks.</td>
<td>■ Move to students having problems and give 1 on 1 attention, as possible.</td>
</tr>
<tr>
<td>Challenge: P1 and P2 forearm pass back and forth, even though passes may be off-target. This is what is desired.</td>
<td>■ Assist students putting away extra balls from previous activity.</td>
</tr>
<tr>
<td>→ Variation: P1 makes a good toss (high and to 1 side), and if P2 misses P1 gets a point. If P1 makes a good toss and P2 passes back successfully then P2 gets a point. Any other situations result in no point. All bad tosses are repeated with no points. How many points can be scored in 5 tosses? Switch roles.</td>
<td>■ Assist students with understanding the activity.</td>
</tr>
</tbody>
</table>

### ACTIVITY #4
**Passing Lane**
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join 2 pairs together to form groups of 4, 1 volleyball per group. Have one student from group put away extra ball.</td>
<td>■ Assist students putting away extra balls from previous activity.</td>
</tr>
<tr>
<td>Set up 2 lines facing each other with 2 students in each line. The first student in first line has volleyball and is 5-10 feet in front of first student in second line.</td>
<td>■ Assist students with understanding the activity.</td>
</tr>
<tr>
<td>Student with volleyball tosses it to first student in second line, who passes volleyball to second student in first line, and so on, back and forth.</td>
<td>■ Assure compliance to rules of the game if goal number is used.</td>
</tr>
<tr>
<td>After students make contact with volleyball, they run to end of their line.</td>
<td>■ Move among groups to maintain on-task behaviors.</td>
</tr>
<tr>
<td>Challenge: Count number of consecutive passes in 30 seconds.</td>
<td>■ Assist students putting away extra balls from previous activity.</td>
</tr>
<tr>
<td>Challenge: Have a goal number to “hit” for consecutive passes. If this goal is met, these groups get to play freely while rest of class is involved in cool down.</td>
<td>■ Assist students with understanding the activity.</td>
</tr>
<tr>
<td>→ Variation: Passer passes to self, and then passes the volleyball to the student in line. Each time, the passer contacts the volleyball twice before sending it to the next student in line.</td>
<td>■ Assure compliance to rules of the game if goal number is used.</td>
</tr>
</tbody>
</table>

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

**COOL DOWN/CLOSURE**

**LESSON CONTENT**

- Maintaining groups of 4, students stand in a square.
- Students shadow a forearm pass with student across from them. Give feedback as to form, body management.
- Students face student to their sides. Repeat process.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - How important is body position to completing a good forearm pass?
  - What happens if the arms are not rigid and do not provide a solid surface for contact?
  - *Find a partner at home and practice forearm passes.*

**ROLE OF ASSISTANT**

- Help with equipment return.
- Supervise students while shadowing.
- Compliment good interaction and good cooperation.

**LESSON CONTENT ROLE OF ASSISTANT**

<table>
<thead>
<tr>
<th>LEsson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining groups of 4, students stand in a square.</td>
<td>Help with equipment return.</td>
</tr>
<tr>
<td>Students shadow a forearm pass with student across from them. Give feedback as to form, body management.</td>
<td>Supervise students while shadowing.</td>
</tr>
<tr>
<td>Students face student to their sides. Repeat process.</td>
<td>Compliment good interaction and good cooperation.</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>How important is body position to completing a good forearm pass?</td>
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</tr>
<tr>
<td>What happens if the arms are not rigid and do not provide a solid surface for contact?</td>
<td></td>
</tr>
<tr>
<td><em>Find a partner at home and practice forearm passes.</em></td>
<td></td>
</tr>
</tbody>
</table>
### Volleyball 7th Grade : Lesson 2

#### LESSON OUTCOMES
- Demonstrate skill in body position and technique for overhead pass.
- Move in reaction to a served or passed volleyball on the court.
- Contact the volleyball with accuracy.

#### EQUIPMENT
- 1 volleyball for every 3 students
- Cones
- Volleyball/ badminton nets
- 10 pinnies

#### BEFORE CLASS SET UP
- HRPA: Set up 2 20 X 20 connected squares.
- 1 10 X 10 square nearby with 10 volleyballs inside.

### Forearm Pass
**LESSON CONTENT**
- Students form groups of 3, 1 volleyball per group, and gather in a triangle formation.
- Students use forearm pass to move volleyball around triangle continuously.
- Passes must be kept high enough for students to prepare properly for pass.
  - Challenge: If students are doing well with forearm pass, have them alternate between forearm and overhead passes.

**INSTANT ACTIVITY**
**5 minutes**

**ROLE OF ASSISTANT**
- Assist students with equipment and organization.
- Give feedback on form and technique.

### Setting Sit-Ups Activity #1
**LESSON CONTENT**
- Students form pairs, 1 volleyball per pair.
- 1 student lies on his or her back, knees slightly bent. This student is the setter.
- Setter’s partner, the tosser, stands 10 feet away and tosses volleyball while setter does a sit-up, catches volleyball, and tosses it back to tosser.
- Partners change places after 10 tosses.
  - Variation: Instead of catching volleyball, setter sets volleyball back to tosser.

**HEALTH RELATED PHYSICAL ACTIVITY**
**5 minutes**

**ROLE OF ASSISTANT**
- Assist students with understanding and organization.
- Maintain on-task behavior by moving among pairs.

### Two-Side Tag Activity #2
**LESSON CONTENT**
- Divide class into 2 groups, 1 group per field.
- Assign 4 “its” per field. “Its” wear pinnies and are at mid-field.
- Other students are in scatter formation around their fields.
- On your signal, “its” tag students.
- When tagged, a student goes over to area with volleyballs and performs 5 overhead passes to self, or other skills as designated by you. After completing, student sets down volleyball, and moves to other square and joins that game.
- Change “its” every 2 minutes.

**HEALTH RELATED PHYSICAL ACTIVITY**
**4 minutes**

**ROLE OF ASSISTANT**
- Set up 2 connected, square playing fields and 1 square area for volleyballs.
- Equipment needed: 10 cones, 10 pinnies, and 10 volleyballs.
- Assign “its” and give them pinnies.
- Explain activity to those having trouble with understanding.
- Move around whole area to make sure students are following the rules and playing appropriately.

---

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

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

**Role of Assistant**
- Assist teacher with student compliance.

**Lesson Content**
- Overhead Pass: Body position and knees, Hands and arms, Follow through.
- Have students shadow skill after you demonstrate.
- Have all students shadow practice each cue as you say it, working through cycle. Skill becomes more fluid as you call out cues more rapidly.

### Hit ‘N Run

**Role of Assistant**
- Help with equipment and organization.
- Assist those with understanding and/or movement pattern issues.

**Lesson Content**
- Students form groups of 6, 1 volleyball per group. Each group forms 2 lines of 3, which are facing each other.
- Lines are 5-6 feet apart.
- First student in 1 line has volleyball and tosses to first student in other line.
- As soon as student releases toss, he or she runs to end of other line.
- When student receives toss/pass, he or she immediately overhead passes volleyball to next student in other line and runs to end of other line.
- Pattern repeats. Action should be continuous and vigorous.
- Challenge: How many good passes in a row can each group make?
- Variation: If students are having trouble with movement pattern, have them go to end of their own line after contact or have them just catch the ball or perform a bump set.
- Variation: If students gain mastery of tossing volleyball and moving, allow them to use either forearm pass or overhead pass to move volleyball.

### Net Zone 3 vs. 3

**Role of Assistant**
- Help with court set-up and implementation of game.
- Court set-up: 2 rectangles with area in middle designated “net zone.”
- Assist teams with rules and game play.
- Move among groups to provide feedback and help.

**Lesson Content**
- Students form groups of 6 per court, 1 volleyball per group, and establish a “net zone” using cones.
- Object of game: to score points using forearm pass.
- Depending on skill level, volleyball may be put into play with underhand serve or toss from back of “net zone area.”
- Point scored if volleyball is out of bounds, volleyball is misplayed, lands in court untouched or lands in “net zone.”
- All hits must be upward with an arc, or point is lost.
- Play 5 minutes, and then move high point teams to next court up and lower scorers to next court down.

### Cool Down/Closure

**Role of Assistant**
- Help with equipment retrieval.
- Supervise students during Think, Pair, Share, and offer help if needed for cues.
- Acknowledge proper form on shadow drill of cues.

**Lesson Content**
- At end of game, have 3 students gather cones and volleyballs and return to equipment area.
- Other students gather in middle of area with you.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - Call out cues, not necessarily in order, and all students shadow movement or position.
  - Challenge all students to go home today and teach 1 person the proper form for the overhead pass.

**Notes**
- Italics indicate the teacher speaking directly to the student.
- ✓ Set Up or Prep Duties  ➔ Cues or Key Concepts  ➤ Variation  ★ Challenge
### Volleyball 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 proper body position and technique with under-hand and overhand serves.</td>
<td>1 volleyball for every 2 students</td>
<td>✓ Have FLOW equipment ready for distribution.</td>
</tr>
<tr>
<td>Exhibit correct body position and movement in response to serves, tosses, and passes.</td>
<td>Volleyball/ Badminton nets</td>
<td>✓ Set up nets.</td>
</tr>
<tr>
<td>Develop fitness through participation in FLOW activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Serve and Pass

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon entering activity area, every other student gets a volleyball and goes to 1 side of courts. Students without volleyballs go to other side of courts. Try to have an even number of students per court.</td>
<td>Explain Instant Activity as students enter area.</td>
</tr>
<tr>
<td>Students with volleyballs serve and follow volleyball to other side of net. Receiver uses forearm pass-to-pass volleyball to self, then catches volleyball and runs to other side of net.</td>
<td>Reassign students if 1 court has too many students or not enough.</td>
</tr>
<tr>
<td>Roles are then reversed. Continue.</td>
<td>Congratulate students on effort and successes.</td>
</tr>
</tbody>
</table>

#### FLOW

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do FLOW stations (see FLOW section)</td>
<td>Help students set up FLOW, explaining where equipment goes.</td>
</tr>
<tr>
<td></td>
<td>Supervise FLOW stations as necessary.</td>
</tr>
<tr>
<td></td>
<td>Supervise students as they return FLOW equipment.</td>
</tr>
</tbody>
</table>

#### Underhand and Overhand Serve

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underhand Serve: Body position, Arm swing, Hand position, Follow through</td>
<td>Assist teacher with maintaining on-task behaviors.</td>
</tr>
<tr>
<td>Overhand Serve: Arm/Elbow, Hand, Toss, Step, Contact, Follow through.</td>
<td></td>
</tr>
<tr>
<td>All students shadow both serves in personal space.</td>
<td></td>
</tr>
</tbody>
</table>

**Instant Activity**

Serve and Pass

- Serve and Pass (5 minutes)
- Variation: For less movement between sides, have students remain on their side.

**Health Related Physical Activity**

FLOW (15 minutes)

- Students do FLOW stations (see FLOW section)
- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- Supervise students as they return FLOW equipment.

**Activity #1**

- Underhand Serve: Body position, Arm swing, Hand position, Follow through
- Overhand Serve: Arm/Elbow, Hand, Toss, Step, Contact, Follow through.
- All students shadow both serves in personal space.

**Equipment Before Class Set Up**

- 1 volleyball for every 2 students
- Volleyball/ Badminton nets
- Have FLOW equipment ready for distribution.
- Set up nets.
### Shower Volleyball

<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 nets, then divide into 2 teams per net (e.g., 4 nets = 8 teams). Each team needs 3 volleyballs; each court will have 6 volleyballs.</td>
<td>Help get students organized and on task.</td>
</tr>
<tr>
<td>Object of game: For a team to serve volleyballs over a net without opposition catching serves before they hit the ground.</td>
<td>Assist with misunderstanding of rules or scoring.</td>
</tr>
<tr>
<td>Begin game with students serving all 6 volleyballs simultaneously. You will signal serve. All serves must be started behind end line.</td>
<td>Adjust teams if problems occur.</td>
</tr>
<tr>
<td>If a serve clears the net, opposing team catches it, runs behind their end line, and immediately serves it back over the net.</td>
<td></td>
</tr>
<tr>
<td>Points scored: Good serve-no catch – Serving team gets a point.</td>
<td></td>
</tr>
<tr>
<td>Points scored: Bad serve – receiving team gets a point.</td>
<td></td>
</tr>
<tr>
<td>When teams are proficient with 3 volleyballs, add more.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment and join you in middle of activity area in personal space.</td>
<td>Help students return equipment.</td>
</tr>
<tr>
<td>Students perform exercise of choice. Could be stretching, jumping jacks, jogging in place, whatever they choose, as long as they are active.</td>
<td>Move among students during free exercise time.</td>
</tr>
<tr>
<td>During this time, move among students congratulating those who are choosing very active exercises and exhorting those who have chosen less active exercises.</td>
<td>Commend good effort, creativity and continued cooperation with class.</td>
</tr>
<tr>
<td>Ask individual students if anyone in their family exercises regularly, and if so, what do they do? Promote exercise as a way to do something together.</td>
<td></td>
</tr>
</tbody>
</table>
### Volleyball 7th Grade: Lesson 4

#### Instant Activity

**Passing** (5 minutes)

**LESSON CONTENT**
- Upon entering activity area, students form pairs, 1 volleyball per pair.
- Standing about 10 feet apart, pairs begin forearm passing to warm up.
- After a couple of minutes warming up, pairs begin using overhead passes.
- Pairs should alternate between forearm and overhead passes.

**ROLE OF ASSISTANT**
- Assist with equipment needs.
- Move among students giving feedback and modeling as necessary.

**Challenge:** Count how many forearm passes each pair can achieve in a row. How many overhead passes? How many combinations?

#### Volleyball-Pass Tag (6-8 minutes)

**LESSON CONTENT**
- Students form pairs, 1 volleyball per pair, and stand 10 feet apart.
- Pairs spread out all over activity area.
- On your signal, pairs begin to forearm pass, trying to keep motion continuous.
- On your next signal, students with volleyballs become “it” and chase partner.
- If tagged, a student does 5 push-ups and pair resumes passing volleyball.
- On your next signal, student with volleyball becomes “it.” And so on.

**ROLE OF ASSISTANT**
- Help students form pairs.
- Distribute equipment.
- Remain vigilant about safety since students will be moving and running freely around area.

#### Transition

**LESSON CONTENT**
- Put 2 pairs together for lead up game. Since only 1 volleyball is required, 1 student from 1 pair returns extra volleyball.

**ROLE OF ASSISTANT**

---

**LESSON OUTCOMES**
- Combine skills of forearm passing and overhead passing.
- React to served volleyball with proper body movement.
- Work cooperatively with teachers, staff, and peers to improve skills.

**EQUIPMENT**
- 1 volleyball for every 2 students
- Volleyball/ Badminton nets

**BEFORE CLASS SET UP**
- Have courts ready for play.
- Set up “net zone” for large classes.

*Italics indicate the teacher speaking directly to the student.*
### Score Volleyball
**Lesson 4**

**Activity #1**

**Lesson Content**
- Students form teams of 4 with 1 volleyball per team and 3 teams per net. Use “net zone” if classes are too large.
- Object of game: To score more points by contacting volleyball 3 times on a side, and to move to top court.
- Game and each succeeding point begin with a serve. Team scoring most points in a rally wins the serve. If both teams have equal points, team that didn’t lose rally serves.
- A team is allowed 3 hits per side; 1 player cannot make consecutive hits.
- There is no point scored for hitting volleyball less than 3 times per side.
- 1 point is scored each time a team contacts volleyball 3 times on their side of net, and on third hit, volleyball goes over net inside lines.
- Play for 3 minutes, and then move high point teams up 1 one position on net (or to next net), and lower scoring teams down 1 position on net (or to next net). Make sure that teams on “net zone” courts get a chance to play on nets.

**Role of Assistant**
- Help with set up of area, if needed.
- Help with “net zone” area, if needed.
- Assist those groups having difficulty understanding the game.
- Help with timing games, if needed.

---

**Activity #2**

**Lesson Content**
- Students will combine skills of serve and forearm pass. This is the beginning of the 3 hit progression.
- Demonstrate serve and forearm pass for students. If there are students capable of demonstration, use them.
- Students demonstrate serve and forearm pass.

**Role of Assistant**
- Be available to keep students on-task.

---

### Serve ‘em Up

**Lesson 4**

**Activity #3**

**Lesson Content**
- Students form pairs, 1 volleyball per pair, with 1 partner on each side of net. If class is large, use “net zone” marked by cones.
- Pairs start 10 feet apart and student with volleyball serves it to partner who forearm passes it in air to self. If this is successful, both take a step back. If 1 student is successful, he or she takes a step back. Any mis-hits, and that student returns to starting position.

**Role of Assistant**
- Assist teacher with grouping and organization.
- Split area with teacher and move among student offering feedback.

---

### Transition

**Lesson 4**

**Activity #4**

**Lesson Content**
- Students form teams of 6, 1 volleyball per team, and 2 teams per court. Use “net zone” courts, if necessary.
- Object of game: to be first team to get all of its players to cross under net to the other side.
- Game begins with a serve over net.
- Teams will use forearm pass and/or overhead pass to pass volleyball to a teammate or over net. A team is allowed 3 hits per side. If all 3 students hit good passes, and volleyball goes over net successfully, then all 3 run under net to tosser’s side of net. Anyone who passes volleyball successfully runs under net to opposite side and remains.

**Role of Assistant**
- Help students with groupings and forming teams.
- Explain rules and activity as needed.
- Take half of the nets and supervise them.
- Congratulate good effort and cooperation.

---

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have students who ended with equipment return it to equipment area.</td>
<td>- Help with equipment return.</td>
</tr>
<tr>
<td>- Other students are to report to you in middle of activity area in semi-circle in front of you.</td>
<td>- After getting equipment in, help with stretches.</td>
</tr>
<tr>
<td>- Lead stretches.</td>
<td></td>
</tr>
<tr>
<td>- Challenge students to go home and ask a friend or family member to play a game of volleyball with them. If no one knows how to play volleyball, then the student teaches the basic skills to that student and plans a game for tomorrow.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Volleyball**

<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>

7th Grade  | Lesson 4
Volleyball

7th Grade Lesson 4

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

### LESSON OUTCOMES
- Demonstrate ability to move toward a contacted volleyball.
- Apply previous skill knowledge to activities.
- Contact volleyball with accuracy.

### EQUIPMENT
- 1 volleyball for every 2 students
- Volleyball/ Badminton nets
- 1 jump rope for every 2 students

### BEFORE CLASS SET UP
- Get nets ready for class.
- Have cones for “net zone” area available.

### INSTANT ACTIVITY

#### Passing
(5 minutes)

**LESSON CONTENT**
- Upon entering activity area, students form pairs, 1 volleyball per pair.
- Pairs stand 10 feet apart facing each other.
- Pairs use forearm pass and overhead pass alternately to pass volleyball, attempting to keep it in constant motion.

**ROLE OF ASSISTANT**
- Assist students with equipment and organization.

#### Jump Rope
(8 minutes)

**LESSON CONTENT**
- Have pairs remain together, or have them find new partners. To begin activity, 1 student has volleyball and partner has rope.
- On your signal, students with ropes jump in comfortable style for them while students with volleyballs forearm pass.
- On your next signal, students with ropes jump backward while students with volleyballs overhead pass.
- On your next signal, pairs change roles.
- On your next signal, students begin again.
- Repeat this process for 2 or 3 rounds.

**ROLE OF ASSISTANT**
- Help student with determining roles and skills needed.
- Move among students providing feedback and demonstrations as needed.
- Help those who get confused.

**Variation:** Students passing stay as still as possible while students jumping rope jump around passing students. This will cause students with volleyballs to concentrate on passing. Students jumping rope have the responsibility of staying far enough away from passers to maintain safety.

**HEALTH RELATED PHYSICAL ACTIVITY**

- Help student with determining roles and skills needed.
- Move among students providing feedback and demonstrations as needed.
- Help those who get confused.

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

---

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

**Volleyball**  7th Grade | Lesson 5
### Transition
**LESSON CONTENT**
- Group 2 pairs together to make a group of 4, 2 volleyballs per group.

**ROLE OF ASSISTANT**

### Rapid Fire
**LESSON CONTENT**
- 2 players from each group are on each side of net.
- Tosser tosses volleyball to passer on other side of net, who passes volleyball to setter.
- Setter catches volleyball and bounces it under the net (in the middle of net if using net zones) to catcher, who is positioned close to tosser.
- Catcher has 1 volleyball in reserve and gives it to tosser as soon as he or she tosses first volleyball to passer.
- Catcher must retrieve volleyballs hit errantly as quickly as possible.
- As soon as passer contacts volleyball, tosser releases another volleyball.
- Action should be continuous.
- After 5 contacts by passer, catcher and tosser switch and setter and passer switch.
- After 5 more contacts, change sides of net and responsibilities.

**ROLE OF ASSISTANT**
- Make sure all students are engaged, and active.
- Help those having difficulty with organization and running of game.
- Give feedback about cooperation, hustle, and good effort.

### Overhead Set
**LESSON CONTENT**
- To prepare for a hit or spike, volleyball must be placed in a position where contact can be made. This is done by means of a set.
- Demonstrate a proper set at net for a hit or spike, and have students perform skill in following drill.

**ROLE OF ASSISTANT**
- Keep students attentive by moving among them.

### Monkey in the Middle
**LESSON CONTENT**
- Students form groups of 3, 1 volleyball per group, and position themselves such that there is 15 feet between 2 outside students and student in middle (see diagram).
- Student in middle tries to intercept volleyball as 2 end students' forearm and overhead pass volleyball back and forth. Middle student may only approach student who is hitting the volleyball.
- Signal change of middle student every 20 seconds. If middle student gets volleyball, he or she gets a point.

**ROLE OF ASSISTANT**
- Move from group to group offering suggestions for improvement.
- Congratulate those who “get” the volleyball away from the outside students.

### Transition
**LESSON CONTENT**
- Have groups of 3 form groups of 6, 1 volleyball per group. Have 1 student return unnecessary equipment and have others set up “net zone” areas as needed.

**ROLE OF ASSISTANT**

*Italics indicate the teacher speaking directly to the student.*
ACTIVITY #4
Thunder Bumper
(10 minutes)

LESSON CONTENT

- Groups position themselves with 5 students on 1 side of area and 1 student on the other. If courts are used, there will need to be 1 court for each group. Can use “net zone” set up for this.
- Set up: server on 1 side of court, 4 passers in back of other side of court, and 1 setter in front middle of court (same side as passers).
- Server serves volleyball to 1 of 4 passers.
- Passer passes volleyball to setter.
- Setter sets volleyball to imaginary hitter.
- Passer retrieves volleyball and moves to server position. Setter moves to passer position, and server moves to passer position.
- Servers need to vary spot of serve. If skills are lower, have server use a toss to get volleyball over net.
- If students are not active enough, rotate them within court area. Students could rotate every fifth serve. This is so that students who shy from the volleyball must contact it.

ROLE OF ASSISTANT

- Help with set-up of “net zone” as needed.
- Assist groups with understanding of game, and spirit of game.
- Encourage cooperation and hustle.

Cool Down/Closure
(2 minutes)

LESSON CONTENT

- Students return volleyballs to equipment area and join you and rest of class at center area.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - What combination of skills was used in today’s activities?
  - Tell your partner what you did to increase the accuracy of your passes.
- Challenge students to go home and see how many times in a row they can pass the volleyball to themselves.

ROLE OF ASSISTANT

- Help with equipment return.
- Talk with students about questions, offer suggestions, and affirm responses.

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

### LESSON OUTCOMES
- Combine previously learned skills of serving, passing, and setting to play modified volleyball games.
- Work cooperatively with other students.
- Participate in FLOW activities.

### EQUIPMENT
- 1 volleyball for every 2 students
- Volleyball/ Badminton courts
- FLOW equipment
- Cones or markers

### BEFORE CLASS SET UP
- Have FLOW equipment ready.
- Set up nets and courts.
- Set up “net zone” areas, if possible.

### Instant Activity

#### Birthday Serves
(5 minutes)

**LESSON CONTENT**
- Upon entering area, students with birthdays from January to June go to far side of court area. Those with birthdays from July to December get a volleyball and go to back line of other side.
- Students serve volleyball to other side using underhand or overhead serve.
- Students on other side retrieve volleyball and do same thing from their side of court.
- All students should have ample opportunity to serve and receive volleyballs.

**ROLE OF ASSISTANT**
- Assist with organization and implementation.
- Compliment students on spirit of cooperation.
- Look to prevent possibilities of safety problems.

#### FLOW
(17 minutes)

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

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

### Activity #1

#### Forearm Pass and Overhead Pass (set)
(6 minutes)

**LESSON CONTENT**
- Students form groups of 3, 1 volleyball per group, and position themselves in a triangle formation.
- Tosser/Catcher has volleyball and tosses it to passer, who passes it to setter who sets volleyball to tosser/catcher who catches it. (See diagram below.)
- Rotate positions after setter sets 5 volleyballs.

**ROLE OF ASSISTANT**
- Assist with set up.
- Express gratitude to the students who show a cooperative spirit among their group.
- Model skills as needed.

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*Italics indicate the teacher speaking directly to the student.*
### Activity #2

#### 3 vs. 3 Net Zone
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6, 3 on each side of court, 1 volleyball per group. Have one student per group put away extra ball. Use “net zone” set-up for those without court.</td>
<td>Help students with organization.</td>
</tr>
<tr>
<td>Use 8 cones or markers for “net zone” set-up.</td>
<td>Move among groups offering positive feedback, as needed.</td>
</tr>
<tr>
<td>Object of game: to score points using a forearm pass or overhead set.</td>
<td>Assist with timing, team movement and communication, as needed.</td>
</tr>
<tr>
<td>Put volleyball into play with a forearm pass from mid court.</td>
<td></td>
</tr>
<tr>
<td>A point is scored if volleyball lands in an opponent’s area without being touched, volleyball is misplayed, volleyball is hit out of bounds, or if volleyball is too low over “net zone.”</td>
<td></td>
</tr>
<tr>
<td>Both teams rotate after each point.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Keep score for 1 minute. At end of time, team with higher score moves down to next court.</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>Return markers/cones and other equipment to the equipment area.</td>
<td>Help with equipment return.</td>
</tr>
<tr>
<td>Students exercise free-style in personal space.</td>
<td>Assist students with exercises.</td>
</tr>
<tr>
<td>Move among students providing positive feedback about choice of exercise, benefits of regular and vigorous exercise, and appreciating effort and exertion.</td>
<td>Congratulate effort and imagination in choices of exercises.</td>
</tr>
</tbody>
</table>

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

#### LESSON OUTCOMES
- Demonstrate basic skill of hitting (spike).
- Use previously acquired skills to participate in modified volleyball game.
- Work cooperatively with staff and students.

#### EQUIPMENT
- 1 volleyball for every 3 students
- Have volleyballs available.

#### BEFORE CLASS SET UP

### Instant Activity
**Triangle Passing**

#### LESSON CONTENT
- Students form groups of 3, 1 volleyball per group, and position themselves in triangle formation.
- Server stands 15 feet from passer and setter stands close to server.
- Server underhand serves to passer.
- Passer passes volleyball to setter who then sets it to server, who catches it.
- Repeat until setter has set 5 volleyballs and then rotate positions and restart.

#### ROLE OF ASSISTANT
- Assist with equipment and set up.
- After most students have arrived, move among groups helping to maintain on-task behavior.

### Health Related Physical Activity
**Cops and Robbers**

#### LESSON CONTENT
- Students can keep partners from previous activity.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm’s length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round. 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.
- Move around area, supporting student effort.
- Provide feedback in regard to form and cooperation.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Cops and Robbers, Continued

**Lesson Content**
- **Role of Assistant**
  - Variation: Students walk around activity area.
  - Variation: Call out an exercise and number of repetitions, all students stop, perform exercise, and then resume walking.
  - Call out another exercise and number of repetitions, students stop and do both exercises, in order. After 2 to 3 exercises students begin to jog.
  - Continue until 5 or more exercises are added.
  - Exercises can be volleyball related: calf-stretch, hamstring stretch, high-skip, groin stretch, stride lunges, triceps stretch, push-ups, squats, ski jumps, etc.
  - Alternate stretching, strength, and aerobic exercises.

### Transition

**Lesson Content**
- Students walk around activity area.
- Call out a number from 1-10. As students hear number they move as quickly as possible to form groups of that number.
- Congratulate students who grouped quickly. Have students begin walking again.
- Repeat activity 2-3 times and make 6 the last grouping number to form groups for next activity.

### Circle Up

**Lesson Content**
- Students form groups of 6, 1 volleyball per group, and position themselves in a circle formation with 1 student in center of the circle.
- Student in center has volleyball and begins with a set (overhead pass) to a student on outside of circle.
- Students outside of circle use a forearm pass to return volleyball.
- Desired result is continuous movement of volleyball back and forth.
- When volleyball is mis-hit, student in center is replaced. All students should have opportunity to be in center.

**Role of Assistant**
- Help with set up and organization of groups.
- Move among groups providing positive feedback about body position, contact, footwork, and follow through.
- Demonstrate as needed.

### Hitting (Spike)

**Lesson Content**
- Hit (Spike): Approach, Arm swing, Contact with open hand, Snap wrist, Follow through.
- Students should still be in circles from previous activity as they shadow skill as you call out cues in order.
- Continue previous activity adding hitting (spike) into choices for outside students. They may now choose to use forearm pass or hit (spike) to return volleyball to center student.
- All hits (spikes) must be at a controlled speed and not a kill shot.
- Safety must be paramount here, as all students must watch volleyball and be aware of need to move.

**Role of Assistant**
- Offer feedback in regards to form, attention, and progress of skill attainment.
- Move among groups giving positive feedback on all facets of the skill, based on cue words.
### Fancy Feet
(9 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students maintain groups of 6, 1 volleyball per group. Groups position themselves such that they have 2 lines of 3 which face each other.</td>
<td>Assist students with organization.</td>
</tr>
<tr>
<td>Students pass volleyball from 1 line to next.</td>
<td>Move around groups and provide positive feedback.</td>
</tr>
<tr>
<td>After passing volleyball, students move to end of their own line.</td>
<td>Time groups as needed.</td>
</tr>
<tr>
<td>Challenge: How many consecutive hits can groups get in 30 seconds? 1 minute?</td>
<td>If game is changed or varied, help students understand.</td>
</tr>
<tr>
<td>Variation: Have students use overhead pass for 1 minute, then forearm pass, then alternate.</td>
<td></td>
</tr>
<tr>
<td>Variation: Have students run to end of other group’s line after contacting volleyball.</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 return volleyballs to equipment area.</td>
<td>Help with equipment retrieval.</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>Move through students, maintaining on-task behavior.</td>
</tr>
<tr>
<td>What other sports use an overhand serving motion or a hitting (spiking) motion? (Tennis, javelin throwing, baseball, any of the throwing sports.)</td>
<td></td>
</tr>
<tr>
<td>When you practiced hitting the volleyball in the circle drill, with which part of your hand did you contact the volleyball?</td>
<td></td>
</tr>
</tbody>
</table>

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

#### LESSON OUTCOMES
- Demonstrate skill acquisition through participation in class activities.
- Apply previous knowledge of skills to game-like situations.
- Combine skills to develop teamwork and use basic strategy.

#### EQUIPMENT
- 1 volleyball for every 2 students
- Nets and courts
- 1 hoop for every 3 students
- Cones for “net zone” set-up

#### BEFORE CLASS SET UP
- Mark 30 X 30 area for tag games.
- Place 14 hoops randomly around area.

#### INSTANT ACTIVITY
**Passing**
- **(5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form pairs, 1 volleyball per pair.</td>
<td>✓ Assist with equipment and organization.</td>
</tr>
<tr>
<td>Students warm up by hitting volleyball back and forth using forearm passes.</td>
<td>Move among pairs offering positive feedback, modeling as necessary.</td>
</tr>
<tr>
<td>Students alternate passing volleyball using forearm and overhead passes.</td>
<td></td>
</tr>
<tr>
<td>Students then use forearm passes, overhead passes, then hit (spike) volleyball.</td>
<td></td>
</tr>
<tr>
<td>Goal is to keep volleyball moving constantly. This means hits (spikes) must be played, as they would be in a game.</td>
<td></td>
</tr>
</tbody>
</table>

#### HEALTH RELATED PHYSICAL ACTIVITY
**Up Jack Tag Activity #1**
- **(8 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assign 1 “IT” for every 15 students. Each “IT” wears a pinnie.</td>
<td>✓ Mark off activity area if needed.</td>
</tr>
<tr>
<td>Other students are scattered within game area. You may need a 30 X 30 area for large classes.</td>
<td>Assist with choice of “IT” and pass out pinnies.</td>
</tr>
<tr>
<td>On your signal, “IT” tries to tag as many students as possible. If tagged, a student must leave the court and perform 10 jumping jacks before re-entering game.</td>
<td>If class is large, it may be better to split into 2 games, and create 2 play areas.</td>
</tr>
<tr>
<td>Students are only safe from being tagged if they assume the up position of a push-up when tagger approaches. If position is incorrect or “sagging,” “IT” can tag that student and he or she must go to side and do jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>“IT” is changed every 1-2 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
**Hoops on the Ground Activity #2**

**ROLE OF ASSISTANT**

- Place hoops in no order within the activity area.
- Check groups and hoops.

**LESSON CONTENT**

- Place 14 hoops around area and have students in scattered formation.
- On your signal, students move around area using motor skills you call out (walk, jog, skip, hop, slide, etc.).
- When you signal again, all students have 5 seconds to get to a hoop and place their whole bodies inside it.
- Take away 1 hoop and repeat. Continue until students cannot fit into hoops left.

---

**Pass, Set, Hit**

**ROLE OF ASSISTANT**

- Assist with skill order and performance.

**LESSON CONTENT**

- Use this activity to develop coordination in a 3 contact offense.
- Students concentrate on body position when contacting volleyball.
- Have 3 students demonstrate a forearm pass, overhead pass, and hit (spike) combination.

---

**Brush-Up Play**

**ROLE OF ASSISTANT**

- Assist with all student organization and understanding of this drill.
- Make sure the groups are staying true to the spirit of the drill while waiting for the slap of the volleyball by the tosser.

**LESSON CONTENT**

- Students form groups of 4, 1 volleyball per group. Divide 1 volleyball court into 3 sections with 3 groups per court.
- 1 group member, P1, is on 1 side of net with volleyball and remaining group members, P2, P3 and P4, spread out across backline.
- P1 slaps volleyball, P2 moves to middle back to receive toss from P1. P3 moves into front middle or setting position, and P3 moves right and close to setter. This will be the hitting (spiking) area. (See diagram below.)
- P2, the passer, passes volleyball to P3, the setter, who sets volleyball to P4, the hitter, who hits volleyball over net toward P1, the tosser. Repeat process until each student has had 3 contacts in that position then rotate.
4 vs. 4 Net Zone  
(10 minutes)

**LESSON CONTENT**
- Students form groups of 4 with 4 groups per court. There are 2 games on each court. This may be adjusted based on class size and facilities.
- Teams play a serve and pass game.
- If needed, serve can take place inside of back line.
- Volleyball must be hit 2 or 3 times before being returned to other side.
- Side out or point is scored if there is an unsuccessful serve, mis-hit, less than 2 hits per side, or more than 3, or volleyball passes out of bounds.
- Play continues for 4 minutes, then teams are rotated up if leading and down if behind. If game is tied, use “Rock, Paper, Scissors” to determine which team moves up or down.

**ROLE OF ASSISTANT**
- Help students with set up.
- Be available to answer questions about scoring.
- Compliment groups playing cooperatively and enjoying themselves.

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

**LESSON CONTENT**
- Have students bring in all equipment used during class. If students are not helping with that, they are to be around you in a semi-circle, always visible.
- Have students walk through approach, hit, and follow through for a hit (spike).
- All students should be shadowing skills.
- Challenge all students to teach someone at home tonight how to approach, contact and follow through on a hit (spike) and, if time allows, play a “net zone” game.

**ROLE OF ASSISTANT**
- Assist with equipment storage.
- Walk through students assuring on-task behaviors.
- Comment on students with good form, energy, attention, and/or cooperation.

**ACTIVITY #3**

**LESSON CONTENT ROLE OF ASSISTANT**

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

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

*Italics indicate the teacher speaking directly to the student.*
# Volleyball 7th Grade: Lesson 9

## Lesson Outcomes
- Demonstrate basic arm and body position for overhead pass, forearm pass, underhand serve, and overhand serve through participation in class activities.
- Work cooperatively as a team playing volleyball related games.
- Gain stronger volleyball skills through involvement with circuit training.

## Equipment
- 1 volleyball for every 3 students
- Cones for “net zone”
- Equipment for circuit
- Task Card
- Volleyball nets/Courts

## Before Class Set Up
- Have stations for circuit pre-set around gym area.
- Instant Activity needs to stay out of stations.
- Have courts/nets already set up if space allows. Otherwise, set nets up as soon as circuit is finished.

## Triangle Passing
**Lesson Content:**
- Students form groups of 3, 1 volleyball per group. Each group positions itself in triangle formation with each member 10 feet apart.
- 1 group member, P1, begins with volleyball. P1 tosses to another member of group, P2, who then passes volleyball to third member of group, P3. P3 then sets volleyball to P1, who hits it toward either P2 or P3. Demonstrate motions involved by using cues: Toss, Forearm pass, Overhead pass, Hit (spike).
- Students work toward consistency from pass to set to hit, attempt to control volleyball and not go for “hard” hit.
- After group has completed 5 attempts, they rotate positions and repeat.

**Role of Assistant:**
- Assist with equipment and organization.
- Move from group to group providing positive feedback and modeling as needed.
- Further explanation of rotation, as necessary.

## Volleyball Circuit
**Lesson Content:**
- Place 10 hoops around area for circuit stations, with equipment and a copy task cards at each.
- Have no more than 5-6 students at each hoop.
- There are 10 stations, so any students who have not found a hoop should come to you for assignment.
- Refer to task card for descriptions of activities.
- Students are rotated through stations every 2 minutes.

**Role of Assistant:**
- While teacher is getting class into groups and at stations, make sure equipment is correct and that task cards are present.
- Assist with skills needed at particular stations.
- Notice safety concerns and be especially attentive to those stations.
- If students are too challenged at a particular station, alter the activity to meet their skill level.

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 Italics indicate the teacher speaking directly to the student.
Volleyball 7th Grade Lesson 9

ACTIVITY #1

Score for All
(13 minutes)

LESSON CONTENT
- Students form teams of 3 with 2 teams and 1 volleyball per court. “Net Zone” is set up as needed.
- 1 team begins by serving from back court.
- A point is scored only if volleyball is forearm passed, set and then hit by other team. All 3 contacts must be legal. Hit (spike) has to hit floor in neutral area of net zone court to count.
- Each misplay signals rotation and new server.

ROLE OF ASSISTANT
- Help set up “net zone” courts.
- Explain activity or scoring to groups who appear to be having a problem.
- Commend good effort and teamwork.

COOL DOWN/CLOSURE
(2 minutes)

LESSON CONTENT
- At end of activity, students with equipment take it to storage area and stow it.
- Others pair off and do “mirror” exercises. These exercises are done with a pair facing each other and doing the same exercise together.
- Thank students for effort and cooperation in today’s lesson.

ROLE OF ASSISTANT
- Assist with equipment storage.
- Help students with mirroring exercises.
- Give positive feedback for those students performing in a positive and successful way.

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

### Lesson Outcomes
- Apply previous knowledge of volleyball skills to game-like situations.
- Contact volleyball with consistency and accuracy.
- Respond appropriately to teacher, staff, and peers.

### Equipment
- 1 volleyball for every 3 students
- Volleyball nets/Courts
- Cones/Markers (60)
- Hula Hoops (50)

### Before Class Set Up
- HRPA: Circle 10 cones with 1 in center.
- Skill Development Drill: 5 hoops on 1 side of each court or “net zone” area.

### Lesson Content
#### Triangle Passing
(5 minutes)
- See diagram below.
- Students form groups of 3, 2 volleyballs per group. Each group positions itself in a triangle formation.
- Activity begins with P2 and P3 having volleyballs.
- P2 tosses to P1, P1 forearm passes to P2, P2 sets volleyball to P1, P1 hits (spikes) volleyball to P2.
- P3 tosses to P1, P1 forearm passes to P3, P3 sets volleyball to P1, P1 hits (spikes) volleyball to P3.
- Rotate positions and continue.

#### Cone Drill
(10 minutes)
- Students form groups of 12 with 13 cones/markers per group.
- Set up large circle (10 giant steps from center cone outward) with cones/markers having 1 cone in the middle of circle.
- 1 student stands at each cone around outside of circle.
- On your signal, students run from their cones to inside cone, touch it, and then return to their cones. Repeat to secure safety and correct movements.
- On your next signal, students run to middle, touch cone and then move to next outside cone to their right, back to middle cone, and so on, until they are back at their first cones. Signal each move.
- Variation: Use different methods of movement (e.g., skip, jog, slide, hop).

### Role of Assistant
- Help set up equipment.
- Move among groups and give positive feedback and model skills, if necessary.
- Help students with set-up, if needed.
- Help those confused or not understanding activity.
- Focus on areas of concern for safety.
- Move constantly from group to group offering reinforcement in relation to skill, speed and cooperation.

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**Italics indicate the teacher speaking directly to the student.**
### Circle of Power

**Lesson Content**
- Students form groups of 6 (split groups from previous activity), 1 to 2 volleyballs per group. Each group positions itself in a circle formation.
- Groups use forearm passes and overhead passes to keep volleyball moving for 30 seconds.
- Challenge: Count number of consecutive, good passes. Compare with other groups.
- Variation: Add a second volleyball. See how many good hits each team can get in 1 minute.

**Role of Assistant**
- Help split groups into groups of 6.
- Have equipment ready and nearby.
- Time activity as necessary.

### Hula Hoop Targets

**Lesson Content**
- See diagram below.
- Students form groups of 12 and partners are chosen within each group. Partners position themselves on each side of net, 1 volleyball per pair.
- Partners without volleyballs positions themselves on side of the net with 6 hoops while partners with volleyballs positions themselves on other side of the net.
- Object of game: to serve volleyball into hoop, using underhand or overhand serve. If volleyball lands in hoop before hitting ground, server gets a point.
- Server serves 5 times then partners change places.
- Variation: After using serve to move volleyball, have students use a forearm pass, self-set, and hit (spike) to hoop.

**Role of Assistant**
- Use “net zone” courts if nets are not available.
- Try to get each group on a net at some point in game.
- Help with organization.
- Support teamwork among all students, as there are no teams.

### Continuous Volleyball

**Lesson Content**
- See diagram below.
- Students form groups of 18 and then subdivide into groups of 6. 1 subgroup is off court with 1 volleyball while other 2 subgroups are on court with 1 volleyball.
- For 2 subgroups on court, each should be on 1 side of net. These 2 subgroups play to 5 points. Subgroup leading stays on court and subgroup behind goes to side.
- Subgroup that starts off court gets into a circle and passes volleyball around until time to go on court.
- Movement on and off court should be fast to allow for as much game time as possible.
- After 3 minutes, change courts. Make sure teams that have been at net zone area have access to court and net at least once during games.

**Role of Assistant**
- Use “net zone” courts if nets are not available.
- Try to get each group on a net at some point in game.
- Help with organization.
- Support teamwork among all students, as there are no teams.

---

**Volleyball 7th Grade Lesson 10**

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

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

**LESSON CONTENT**
- Have students gather all equipment not already put away and secure in equipment area.
- Students gather around you in a semi-circle, stretching legs and shoulders.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - What are the names of the basic skills in the game of volleyball? (Forearm pass, overhead pass/set, underhand serve, overhand serve, hit (spike), block, etc.).
- Congratulate students upon completing the volleyball unit of instruction.

**ROLE OF ASSISTANT**
- Be available to help with equipment return.
- Move among students to keep them on-task.
Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

* Italic indicates the teacher speaking directly to the student.
OVERHEAD PASS
Pass to self or partner
JUMP ROPE
FOREARM PASS
Pass to self or partner
FOREARM/OVERHEAD PASS

With partner, alternate between forearm and overhead passes
PUSH-UP HOCKEY

Pairs with a ball in between. Begin in the “up” position of a push up. On go, try to push the ball with one hand through your partner’s arms. If successful, 1 point.
SERVE TO HOOP

Pairs with 1 ball, 1 person at hoop, 1 with ball 20 feet away. Serve ball to hoop. If in, 1 point.
OVERHEAD PASS TO PARTNER

Pairs with 1 ball. Use overhead pass and keep ball moving continuously.
ZIG-ZAG JUMPS

1 long jump rope per pair, rope laid out straight. Jump side to side over rope.
HIT AND RUN

1 ball per group. Make even lines facing each other 20 feet apart. Use overhead and/or forearm passes to keep ball going. Move to end of other line after hitting ball.
HIT/SPIKE TO THE FLOOR

Pairs with 1 ball. Hit/Spike ball into floor toward partner. Partner catches, and returns in same way.
# Swimming 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>■ Become comfortable in the water.</td>
<td>■ Goggles  ■ Kick boards</td>
<td>✔️ Have kickboards out on deck readily available.</td>
</tr>
<tr>
<td>■ Learn how to breathe with face in the water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Learn how to float on front and back.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Bobbing
**Lesson Content**
- Students get into water as soon as they are out of locker room
- Students are in depth of water they are comfortable with
- Students should inhale above water and exhale below water
- Students submerge body and head under water and exhale air before re-emerging
- Students repeat this until teacher transitions to next activity
  - Challenge: Tread water while passing a weighted object between groups of 3-4

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Kicking holding wall / Breathing
**Lesson Content**
- Students hold onto wall and kick on stomach using the flutter kick
  - Legs together toes pointed
  - Legs move in an up and down motion
  - Heels just breaking the surface without bending the knees
- Students then progress to putting faces in the water while kicking
- Students progress to blowing bubbles while have faces fully submerged
  - Challenge: Students swim 300 yds circling in one lane: 100 yds swim, 100 yds kick, 100 yd arm pull.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions).

### Whirl Pool
**Lesson Content**
- Students form a circle with entire class
- Students are instructed to move in a clockwise direction
- Students then have to reverse direction and move in a counter clockwise direction
- Comfort level dictates whether students are connected or unconnected during activity.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

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

*Italics indicate the teacher speaking directly to the student.*
Floating on stomach and back with and without kick  
(8 minutes)

**LESSON CONTENT**
- Students are in water level they are most comfortable
- Students float on stomachs (prone position)
  - Arms out in front
  - Body is relaxed
  - As you lower your head in the water the hips will rise
- Students float on back (supine position)
  - Arms at side
  - Body is relaxed
  - Head is back looking at ceiling (as head goes back hips will rise)
- Students then progress to pushing off the wall in the prone position
- Students then progress to pushing off the wall in the supine position
  - Challenge: Students move to deep end and practice water polo passing and catching with one hand. The activity is done in groups of 3-4.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)

Jelly Fish Tag  
(8 minutes)

**LESSON CONTENT**
- Teacher picks two or three taggers randomly
- Students that are non taggers go to the opposite side of the pool
- On teachers signal the non taggers try to cross to other side without being tagged
- If students are tagged they float and can make other non taggers jellyfish as well
- Once a majority of the students are jellyfish, the students that remain become the taggers and the game restarts.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback

Cool Down/Closure  
(3 minutes)

**LESSON CONTENT**
- Students return any equipment used during lesson
- Teacher reviews skill learned in lesson
  - What is one thing to remember when using a flutter kick?
  - What are some things to remember when floating on either your front or your back?

**COOL DOWN/CLOSURE**
- Observe and keep students on task.
- Give positive and corrective feedback

* Italics indicate the teacher speaking directly to the student.*
# Swimming 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>Learn proper technique for treading water.</td>
<td>Goggles</td>
<td>✔️ Have equipment on deck for activities.</td>
</tr>
<tr>
<td>Learn proper technique for gliding on front and back.</td>
<td>Noodles for each group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pool ball for each group.</td>
<td></td>
</tr>
</tbody>
</table>

## Jelly Fish Tag (5 minutes)

**LESSON CONTENT**
- Teacher picks two or three taggers randomly
- Students that are non taggers go to the opposite side of the pool
- On teachers signal the non taggers try to cross to other side without being tagged
- If students are tagged they float and can make other non taggers Jelly fish as well
- Once a majority of the students are jelly fish, the students that remain become the taggers and the game restarts.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- Challenge: Play “Sharks and Minnows” in the deep end

## Treading Water (8 minutes)

**LESSON CONTENT**
- Keeping body vertical with head up.
- Move arms and legs simultaneously in order to keep head above water.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- Variation: Use wall
- Challenge:
  - Practice open turn
  - Start to work on front crawl flip turn

## Gliding (Streamlining) (8 minutes)

**LESSON CONTENT**
- Pushing off on front and back with and without kick.
  - Body in line with Arms and head.
  - Arms in front of head
  - Legs are straight and toes are pointed

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- Challenge: Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.

## Fitness Progression Relay (7 minutes)

**LESSON CONTENT**
- Teacher will divide students into groups of four.
- Students will start off on a noodle.
- Students will kick across pool; do a wall push-up and a one jumping jack.
- Students will progress to more repetitions 1 per width of pool for the remaining time.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- Challenge: Give groups of 2 a weighted object (2-5 lbs) to hold while treading water

---

Italics indicate the teacher speaking directly to the student.
### Activity #3: Hot Potato

**Lesson Content (8 minutes)**
- Teacher divides students into groups of four.
- Students are treading water and passing a ball within group.
- When music is stopped, whoever has the ball must rotate to another group.
- **Challenge:** Use a 5 pound weighted object

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure

**Lesson Content (3 minutes)**
- Review elements of skill
  - What are elements of treading water?
  - What are elements of streamlining?

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

*Italics indicate the teacher speaking directly to the student.*
**Swimming  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>◼ Learn how to breathe properly while using the front crawl (freestyle).</td>
<td>◼ Goggles</td>
<td>✔ Have equipment on deck for activities.</td>
</tr>
<tr>
<td>☼ Learn reaching and throwing technique for safety.</td>
<td>◼ Kick boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◼ Noodle for every partner group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◼ Intertubes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>◼ Pull buoys</td>
<td></td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Biggest Splash**  (4 minutes)

**LESSON CONTENT**

◼ Students will jump in the pool off side or blocks.
◼ Students will move to the side of pool to tread water before climbing out to jump back in.

**ROLE OF ASSISTANT**

◼ Observe and keep students on task.
◼ Give positive and corrective feedback

**Pool Battleship**  (8 minutes)

**LESSON CONTENT**

◼ Teacher will divide students into four groups.
◼ Students will use a variety of pool equipment to build a raft to transport team across the pool.
◼ Teacher will give team a form of token for each successful lap.
◼ All students must be on the raft the entire duration of lap to be considered a successful lap.

* Challenge: Swim 200 yds. front crawl, head out of water, with a ball between the arms. Do not hold onto ball (called dribbling in water polo).

**ROLE OF ASSISTANT**

◼ Observe and keep students on task.
◼ Give positive and corrective feedback

**HEALTH RELATED PHYSICAL ACTIVITY**

**Freestyle breathing**  (8 minutes)

**LESSON CONTENT**

◼ Students will use wall or kick board.
◼ Students will use flutter kick and submerge their faces in the water as they kick across pool.
◼ Students will breath to the side when taking a breath.

* Challenge: Water polo pass and dribble between three students.

* Two (#1, 2) on one (#3) side of the pool the third on the opposite side. #1 has the ball and swims half way across and passes to #3 and takes #3’s place. #3 swims half way across, passes the rest of the way across the pool to #2, and takes #2’s place. #2 swims half way across, passes the rest of the way across the pool to #1, and takes #1’s place. This continues until the drill is halted.

**ROLE OF ASSISTANT**

◼ Observe and keep students on task.
◼ Give positive and corrective feedback
◼ More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)

* Italics indicate the teacher speaking directly to the student.

✔ Set Up or Prep Duties  ◼ Cues or Key Concepts  ➔ Variation  ★ Challenge
### Reaching and throwing activities (Safety Skills)

**ACTIVITY #2**

**LESSON CONTENT**
- Students will get into groups of three.
- Students will use safety equipment to pull partner to side of pool.
- Students will throw safety equipment to partner.
- Students will use arm or leg as a reaching assist holding on to gutter, ladder or anything stable from in the water.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback

**CHALLENGE:**
- Challenge: Rescuer swims across the pool to victim and presents a kickboard and the swims the other person back. Rescuer becomes victim.

### Sharks and Minnows

**ACTIVITY #3**

**LESSON CONTENT**
- Teacher picks two or three taggers (sharks) randomly.
- Students that are non taggers (minnows) go to the opposite side of the pool.
- On teachers signal the minnows try to cross to other side without being tagged.
- If students are tagged they become a shark and can make minnows sharks as well.
- Once a majority of the students are sharks, the students that remain become the sharks and the game restarts.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback

### Cool Down/Closure

**LESSON CONTENT**
- Review elements of skills
  - What are the elements of freestyle breathing?
  - What are the elements of reaching and throwing techniques?

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
### 7th Grade Lesson 4

#### LESSON OUTCOMES
- Learn the proper technique of the freestyle arms.

#### EQUIPMENT
- Goggles
- Two pool balls
- Kick boards for every swimmer.
- Various equipment distinguishable between four teams. (teacher discretion)

#### BEFORE CLASS SET UP
- Have equipment on deck for activities.

### Practice Freestyle breathing with kickboard

**3 minutes**

**LESSON CONTENT**
- Students will use kickboard or wall.
- Students will use flutter kick and submerge their faces in the water as they kick across pool.
- Students will breath to the side when taking a breath.
- **Challenge:** 50 yds swim, 50 yds kick, 50 yds arm pull only

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions)

### Three Catch

**10 minutes**

**LESSON CONTENT**
- Teacher will break the class into four equal teams.
- The students will have to each pick someone on the other team to defend.
- In order for a team to score a point they must have three successful (or consecutive) passes in a row. If the ball is touched or even tipped by the other team, the ball goes to them. (There is no stealing of the ball.)
- This is played until the teacher calls time. The students are to remain swimming the entire time.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

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

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

---

### Swimming

**7th Grade**  **Lesson 4**
**ACTIVITY #1**

**Freestyle arms**

**LESSON CONTENT**
- Students practice doing widths of this.
- Hand enters water in front of shoulder (index finger first)
- Pull down and through past your hip
- High Elbow recovery

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)

**Challenge:** Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.

**ACTIVITY #2**

**Pushing off on back swimming back on front freestyle**

**LESSON CONTENT**
- Students push off on their back in a streamline glide.
- Head is back
- Body is relaxed
- Students after gliding, stop and raise their body up and tread water for ten seconds
- Students then swim back to the wall using the entire freestyle swimming stroke

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)

**Challenge:** Students can perform this skill work on front crawl flip turn.

**ACTIVITY #3**

**Water Pirates**

**LESSON CONTENT**
- Teacher breaks the class into four groups
- The teams go to the four corners of the pool
- Designated equipment is placed in the center of the pool
- The teams then have to go and get their designated equipment and bring it back to their corner
- The other teams can steal from the other teams equipment as well. They need to swim it to the middle of the pool.
- When time is called the four teams count what they have and see who is the winner

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

**ACTIVITY #4**

**Cool Down/Closure**

**LESSON CONTENT**
- Review elements of skills
- What are the elements of the freestyle arms?
- What are the elements of the back glide?

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

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

## Lesson Outcomes
- Learn proper technique for the freestyle.

## Equipment
- Goggles
- Pool buoys for every student.
- 12 different diving items for each team.
- 2 Water pool balls.

## Before Class Set Up
- ✔️ Have equipment on deck for activities.

### Freestyle arms and breathing with a pull buoy (3 minutes)

#### Lesson Content
- Student will place buoy between thighs.
- Students will practice freestyle arm stroke while buoy stabilizes legs.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback

### Scavenger Hunt while Treading Water (10 minutes)

#### Lesson Content
- Teacher will divide class into 4 to 5 groups.
- Teacher will place a variety of diving toys at the bottom of the pool (anything that does not float).
- Each group will have a list of items to collect from the bottom of the pool.
- The team that collects the most items on their list in the allotted time wins.
- No student can retrieve more than 2 items.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback

### Put all of Freestyle together (8 minutes)

#### Lesson Content
- Arms.
  - Hand enters water in front of shoulder (index finger first)
  - Pull down and through past your hip
  - High Elbow recovery
  - Flutter kick
    - legs together toes pointed
    - legs move in an up and down motion
    - heels just breaking the surface without bending the knees
  - Students practice doing widths of this.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback
- More advanced students can be placed into another area to continue to refine the same skills (i.e., longer distances, more repetitions)

---

**Italics indicate the teacher speaking directly to the student.**
### Underwater Swimming
**Lesson Content**: (8 minutes)
- Students will glide under water then finish with any stoke and kick.
- After a few practice laps students will on the signal of the teacher push off wall and swim under water one width.
- Students progress from one to two widths, then to three widths, etc.
- If the student can only do one, two, or three widths then they continue doing that distance; practicing their breath hold and underwater swimming technique.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e., longer distances, more repetitions).

### Water Polo
**Lesson Content**: (8 minutes)
- Teacher will divide class into four groups.
- Two groups will face off on one half of the pool.
- Each team will try to score by getting the ball into the opposing teams net.
- The team with the most goals at the end of the allotted time wins.
- Teacher can rotate teams after a winner is declared.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure
**Lesson Content**: (3 minutes)
- Review elements of skills
  - What are the elements of the freestyle arms?
  - What are the elements of the flutter kick?

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

*Italics indicate the teacher speaking directly to the student.*
Swimming 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>Learn proper technique for the elementary backstroke kick.</td>
<td>Goggles</td>
<td>Have equipment on deck for activities.</td>
</tr>
<tr>
<td>Learn proper technique for the backstroke arms.</td>
<td>Pool Buoys for every student.</td>
<td></td>
</tr>
</tbody>
</table>

### Swimming Around the World (5 minutes)

**LESSON CONTENT**
- Students will get into water and start swimming around the edges of the pool.
- Students will swim freestyle on the lengths of the pool.
- Students will swim under water the widths of the pool.
- Students will swim in the clockwise direction.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Elementary Backstroke Kick (8 minutes)

**LESSON CONTENT**
- Students will float on back.
- Both legs bend at the knee and circle around in a whipping action.
- Draw heels downward to a point under and outside of the knee.
- In a whipping action bring feet back together in a whipping action.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e., longer distances, more repetitions).

### Swim Freeze (7 minutes)

**LESSON CONTENT**
- Teacher will choose two to three taggers.
- The taggers will stand in the middle of the pool.
- On the signal of the teacher the taggers will start to chase all other students.
- If a swimmer is tagged they must freeze and stand with their legs apart.
- A swimmer that has not been tagged can then swim through their legs to unfreeze them.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Backstroke arms

**LESSON CONTENT**
- Arms move continuously in constant opposition.
- One arm recovers while the other arm pulls.
- One hand enters the water just outside the shoulder above the head, little finger first.
- Roll the body to the side of the entry arm and at the same time the other arm is coming out of the water thumb first.
- The hand under water pulls through to hip while other is beginning the entry to the water

**CHALLENGE:** Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions).

### Frogs and Fish Tag

**LESSON CONTENT**
- Teacher divides class into two groups.
  - **Frogs** on their backs kicking elementary back kick.
  - **Fishes** on their fronts, using the flutter kick.
  - If a frog tags a fish the fish becomes a frog. (must use swimming action) and vice versa.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure

**LESSON CONTENT**
- Review elements of skills:
  - What are the elements of the elementary back kick?
  - What are the elements of the backstroke arms?

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

 дело подготавливают обучение и подготовку. На курсы в бассейн.
# Swimming 7th Grade: Lesson 7

## Lesson Outcomes
- Learn proper technique for the elementary backstroke arms.
- Learn proper technique for the progressions of diving.

## Equipment
- Goggles
- Water polo balls and goals

## Before Class Set Up
- Have equipment on deck for activities

### Instant Activity
**Practice elementary backstroke kick and backstroke arms** (5 minutes)

#### Lesson Content
- Students practice the skills they learned in the previous class until teacher calls time.
- Students will float on back.
- Both legs bend at the knee and circle around in a whipping action.
- Draw heels downward to a point under and outside of the knee.
- In a whipping action bring feet back together in a whipping action.
- Arms move continuously in constant opposition.
- One arm recovers while the other arm pulls.
- One hand enters the water just outside the shoulder above the head, little finger first.
- Roll the body to the side of the entry arm and at the same time the other arm is coming out of the water thumb first.
- The hand under water pulls through to hip while other is beginning the entry to the water.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions).

### Health Related Physical Activity
**Frogs and fishes** (7 minutes)

#### Lesson Content
- Teacher divides class into two groups.
- Frogs on their backs kicking elementary back kick.
- Fishes on their fronts, using the flutter kick.
- If a frog tags a fish the fish becomes a frog and vice versa.
- Challenge: Teams of 3-4 play underwater hockey.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback.
- No holding on to side (tread water). The purpose is to move an object (that does not float) without carrying or holding it to the opposite side underwater to score a point. No goalie and no contact.

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

### Activity #1

**Elementary backstroke arms**

**Lesson Content**
- Students will learn the skill and perform it going across the pool.
  - Hands come up along side of body.
  - Once hands reach the arm pit area, the arms are extended out to the side (Body forms a T).
  - The arms now come back to the side simultaneously propelling the body forward.
  - Challenge: Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.
  - Once accomplished, groups of six (two teams of three) move to deep end and play 3-pass water polo.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Activity #2

**Diving skill progressions**

**Lesson Content**
- Students learn skill progressions and practice at their own pace.
  - Kneeling position dive
    - On one knee with toes of opposite foot on edge of pool (kneeling foot used as pushing foot)
    - Arms extended over head
    - Focus on target in water (1 to 2 feet from the side)
    - Lean forward and push with kneeling leg into water
    - Straighten body as you enter water with legs straight
  - Compact Dive can be done in 3-5 ft water
    - One foot forward and one foot back
    - Crouch down (knees bent)
    - Arms extended over head. Focus on target in water (1 to 2 feet from the side)
    - Lean forward and push with back leg into water
    - Straighten body as you enter water with legs straight
  - Standing dive in water at least 7 ft deep.
    - Toes on edge of pool, spotter on side of diver
    - Arms extended over head and spotter places one arm in front of diver’s chest
    - Diver leans forward lifting on leg straight backward. Spotter grabs upward leg and keeps other arm in front of diver’s chest to control forward motion.
    - Diver continues in this position falling into the water head first.
    - Once the one leg dive is mastered, they can start to have both legs come up (starting at step three) without the spotter. The dive is still started by lifting the one leg upward, but at the last moment after push off, the leg that did the push-off is kicked up to meet the other leg.
    - After that the diver can progress to walking up the pool and doing the same progressions. This gives the diver a little forward momentum, which aids in getting both legs up in the air.
  - Challenge: Students can dive in and work on holding a tight streamline position. Once they have a good handle on that they can dive and swim the length of the pool.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

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

- ✔ Set Up or Prep Duties
- ✔ Cues or Key Concepts
- ➜ Variation
- ⭐ Challenge
### Water Polo
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher will divide class into four groups.</td>
<td>- Observe and keep students on task.</td>
</tr>
<tr>
<td>- Two groups will face off on one half of the pool.</td>
<td>- Give positive and corrective feedback</td>
</tr>
<tr>
<td>- Each team will try to score by getting the ball into the opposing teams net.</td>
<td></td>
</tr>
<tr>
<td>- The team with the most goals at the end of the allotted time wins.</td>
<td></td>
</tr>
<tr>
<td>- Teacher can rotate teams after a winner is declared</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>- Review elements of skills:</td>
<td>- Observe and keep students on task.</td>
</tr>
<tr>
<td>- What are the elements of the elementary backstroke arms?</td>
<td>- Give positive and corrective feedback</td>
</tr>
<tr>
<td>- What are some of the elements of the kneeling dive?</td>
<td></td>
</tr>
<tr>
<td>- What are some of the elements of the compact dive?</td>
<td></td>
</tr>
<tr>
<td>- What are some of the elements of the standing dive?</td>
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</tr>
</tbody>
</table>

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

LESSON OUTCOMES
- Learn proper technique for the breast stroke kick.
- Learn proper technique for diving of the diving block.

EQUIPMENT
- Goggles
- Kick boards
- Diving rings and diving sticks

BEFORE CLASS SET UP
- Have equipment on deck for activities

Practice kneeling, compact, and standing diving skill progressions (5 minutes)

LESSON CONTENT
- Students Practice skill progressions and work at their own pace
- Kneeling position dive
  - On one knee with toes of opposite foot on edge of pool (kneeling foot used as pushing foot)
  - Arms extended over head
  - Focus on target in water (1 to 2 feet from the side)
  - Lean forward and push with kneeling leg into water
  - Straighten body as you enter water with legs straight
- Compact Dive
  - One foot forward and one foot back
  - Crouch down (knees bent)
  - Arms extended over head
  - Focus on target in water (1 to 2 feet from the side)
  - Lean forward and push with back leg into water
  - Straighten body as you enter water with legs straight

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback

Practice kneeling, compact, and standing diving skill progressions (continued) (5 minutes)

LESSON CONTENT
- Standing dive
  - Toes on edge of pool, spotter on side of diver
  - Arms extended over head and spotter places one arm in front of divers chest
  - Diver leans forward lifting on leg straight backward. Spotter grabs upward leg and keeps other arm in front of divers chest to control forward motion.
  - Diver continues in this position falling into the water head first.
  - Once the one leg is mastered, they can start to have both legs come up on part three without the spotter.
  - After that the diver can progress to walking up the pool and doing the same progressions. This gives the diver a little forward momentum which aids in getting both legs up in the air.
- Fitness circuit: Dive in, swim across pool, climb out, and do 5 sit-ups. Dive back in and swim back across the pool, get out and to 5 push ups. Dive back in and swim across the pool and do 5 pool-side arm presses. Continue circuit for remained of time. Additional activities can be added pool-side, but be sure to avoid activities where slippage can cause injury.

ROLE OF ASSISTANT
- More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)

Swimming 7th Grade | Lesson 8

 Italics indicate the teacher speaking directly to the student.

✓ Set Up or Prep Duties  ➝ Cues or Key Concepts  ➔ Variation  ★ Challenge
### HEALTH RELATED PHYSICAL ACTIVITY

#### Spiders and flies
(7 minutes)

**LESSON CONTENT**
- Teacher chooses two to three students to be taggers (spiders).
- All other students stand on one side of the pool.
- On the signal of the teacher the spiders will try to tag the students (flies).
- If a fly is tagged by the spiders they are now webs.
- The webs must stay planted on one foot while trying to tag flies.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

#### Dive from diving blocks
(8 minutes)

**LESSON CONTENT**
- Toes on edge of block about shoulder width apart.
- Arms extended overhead.
- Focus on target in water (1 to 2 feet from the side).
- Bend at knees and angle hands down towards the target.
- Lean forward and push with both legs into water. Bringing the legs and hips in line with the torso.
- Straighten body as you enter water with legs straight.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions).

#### Breaststroke Kick
(8 minutes)

**LESSON CONTENT**
- Bend at the hips and knees bring the heels up toward the butt (heels stay just under the surface).
- Toes are pointed out.
- With a continuous whipping action press the feet outward and backward until the feet and ankles touch.
- Challenge: Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions).

#### Dive for five
(8 minutes)

**LESSON CONTENT**
- Students practice proper diving technique while diving off of diving block to retrieve five objects from the bottom of the pool.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

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

**LESSON CONTENT**
- Review elements of skills:
  - What are the elements of the breaststroke kick?
  - What are some of the elements of diving off the diving blocks?

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
## Swimming 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>Learn proper technique for the elementary backstroke arms.</td>
<td>Goggles</td>
<td>✔ Have equipment on deck for activities</td>
</tr>
<tr>
<td>Learn proper life jacket safety.</td>
<td>Noodles for every student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kick boards for every student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life jacket for every student</td>
<td></td>
</tr>
</tbody>
</table>

### Breaststroke kick using kick boards

**INSTANT ACTIVITY**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student uses a kickboard while practicing skill.</td>
<td>Observe and keep students on task.</td>
</tr>
<tr>
<td>Bend at the hips and knees bring the heels up toward the butt (heels stay just under the surface).</td>
<td>Give positive and corrective feedback.</td>
</tr>
<tr>
<td>Toes are pointed out.</td>
<td>More advanced students can be placed into another area to continue to refine the same skills (ie. longer distances, more repetitions)</td>
</tr>
<tr>
<td>With a continuous whipping action press the feet outward and backward until the feet and ankles touch.</td>
<td></td>
</tr>
</tbody>
</table>

### Health Related Physical Activity

**Noodle Tag**

**LESSON CONTENT**

- Teacher chooses two to three taggers.
- Every student but the taggers are floating on a noodle.
- The taggers start to chase the other swimmers.
- If the taggers tag a noodle floater they must give up their noodle and then they are now a tagger.
- Games continue for allotted time. (Teacher can add more taggers).

**ROLE OF ASSISTANT**

- Observe and keep students on task.
- Give positive and corrective feedback.

Advanced swimmers: 100 yds each swim, kick, and arm pull

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

**Breaststroke arms**  
(8 minutes)

**LESSON CONTENT**
- Hands start out in front of body in the streamline position.
- Pull hands downward and outward with palms turned outward then bend elbows.
- Sweep hands downward and outward until they pass under the elbows with forearms vertical.
- Sweeping hands together squeezing the elbows and palms together.
- Extend the arms forward to a glide position.
- Rotate wrist until hands are palms down.

**CHALLENGE:** Students can perform this skill while moving across the width of the pool. They can even perform the whole stroke if they are capable.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions).

### ACTIVITY #2

**Life Jacket Safety**  
(8 minutes)

**LESSON CONTENT**
- For those students comfortable guided discoveries challenge.
- Teacher gives students five minutes to figure out how to put life jackets on while in the pool.
- Students will get into pool and teacher will hand students life jacket while treading water.
- After five minutes teacher describes how to put on life jacket while in the water.
- Students face the vest or jacket up and unzipped or fastened.
- Students hold on to vest or jacket while trying to sit on the inside back panel of the vest or jacket.
- While sitting on the vest or jacket, student slips one arm at a time through the arm holes.
- Student then pulls vest or jacket up over shoulders fastening or zipping vest or jacket.
- Swim 8 widths with life jacket on

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### ACTIVITY #3

**Ping pong Scramble**  
(8 minutes)

**LESSON CONTENT**
- Teacher divides class into two teams.
- Teams line up on opposite sides of the pool.
- Teacher then dumps a basket full of ping pong balls into the middle of the pool.
- At the signal of the teacher both teams scramble to collect as many balls as possible.
- No team member may collect more than one ball at a time.
- When all the balls have been collected, each team adds up the numbers on the balls and the team with highest score wins.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### COOL DOWN/CLOSURE

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

**LESSON CONTENT**
- Review elements of skills:
  - What are the elements of the breaststroke arms?
  - What are some of the elements of placing life jacket on while in the pool?

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

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

**LESSON OUTCOMES**
- Learn how to put on a snorkeling mask and clear a filled mask
- Learn how to use a snorkel properly
- Learn how to put on and use fins properly

**EQUIPMENT**
- Snorkeling masks for each student
- Snorkel for each student
- Fins for each student
- Dive rings, coins and anything that does not float (scavenger hunt)

**BEFORE CLASS SET UP**
- Have equipment on deck for activities

---

**Instant Activity**

**Practice putting breaststroke arms and kick together**

(4 minutes)

**LESSON CONTENT**
- Hands start out in front of body in the streamline position.
- Pull hands downward and outward with palms turned outward then bend elbows. 
- Sweep hands downward and outward until they pass under the elbows with forearms vertical.
- Sweeping hands together squeezing the elbows and palms together.
- Extend the arms forward to a glide position.
- Rotate wrist until hands are palms down.
- Bend at the hips and knees bring the heels up toward the butt (heels stay just under the surface).
- Toes are pointed out.
- With a continuous whipping action press the feet outward and backward until the feet and ankles touch.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback
- More advanced students can be placed into another area to continue to refine the same skills (i.e. longer distances, more repetitions)

---

**Activity #1**

**Practice fitting mask, snorkels, and fins**

(8 minutes)

**LESSON CONTENT**
- Students each receive a mask, snorkel, and fins.
- Students learn how to fit them properly (finding the proper size for them and adjusting the needed straps)
- Once this is complete students go into the water and explore

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback

---

**Sharks and whales**

(8 minutes)

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback

**LESSON CONTENT**
- Teacher divides class into two teams.
- Teacher names teams either “Sharks” or “Whales.”
- Teams line up in the middle of the pool about five or six feet apart facing each other.
- Teacher yells either “Sharks” or “Whales.”
- Teacher designates what direction each team retreats to for safety.
- If a shark catches a whale then the sharks is now a whale and vice versa.

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

**Swimming**  7th Grade  Lesson 10
**ACTIVITY #2**  
**Practice clearing a mask**  
(8 minutes)  
**LESSON CONTENT**  
- After exploration the teacher will demonstrate how to properly clear a mask if water would fill it:  
  - 1. Breathe out through your nose gently  
  - 2. Tilt bottom of mask out slightly so that the water can escape  
  - 3. Once mask has been cleared go back to breathing through mouth using snorkel  
- Have students practice this on their own at their own pace according to their comfort level  
**ROLE OF ASSISTANT**  
- Observe and keep students on task.  
- Give positive and corrective feedback  

**ACTIVITY #3**  
**Snorkel scavenger hunt**  
(8 minutes)  
**LESSON CONTENT**  
- Teacher divides class into two to three teams.  
- Teacher strews a variety of stuff at the bottom of the pool. (dive rings, coins and anything that does not float).  
- Make sure there are two or three of everything for each team.  
- The team that collects the most items on the list in the given time frame wins.  
- Challenge (when comfortable with snorkeling gear): underwater hockey with mask, fins and snorkel.  
**ROLE OF ASSISTANT**  
- Observe and keep students on task.  
- Give positive and corrective feedback  

**COOL DOWN/CLOSURE**  
**LESSON CONTENT**  
- Review elements of skills:  
  - What are things to remember when fitting mask, fins, and snorkels?  
  - What are some of the elements of clearing a filled mask?  
**ROLE OF ASSISTANT**  
- Observe and keep students on task.  
- Give positive and corrective feedback  

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

*Italics indicate the teacher speaking directly to the student.*
Appendix 1.

Physical Activity
Daily Lesson Plans
Components &
Glossary of Terms

UNIT PLAN
A series of lesson plans for each of the following activities: Basketball, Soccer, Team Handball, Frisbee, Track & Field, Softball, Dance, Cooperative Games, Fitness, Pickleball, and Volleyball. The lesson plans include:

- Outcome of the lessons describes what the students are expected to know and be able to do as a result of completing the lessons.
- Equipment needed to implement the lessons and activity set-up.
- Lessons contain a developmentally appropriate skill progression.
- The aim of each lesson is to maximize student MVPA.

LESSON PLAN
All lesson plans include the following Underlined components:

Unit: Identifies the set of lesson plans.
LESSON #: number of the lesson within the unit.
GRADE: Grade (6 TH, 7 TH, OR 8TH) for which the lesson was developed.
LESSON OUTCOME: related directly to the scope and sequence to attain the unit outcome.
SET UP: Arrangement of the activity area prepared prior to the start of class.
EQUIPMENT/MATERIALS/SUPPLIES: Needed for implementing the daily lesson. Task cards, poster, and signs would be considered part of the equipment.
ROLE OF ASSISTANT: General in scope and/or specific to the lesson for the day.
CONTENT: Considerations for the teacher and assistant to utilize, in the organization and implementation of the lesson activities.
ACTIVITY (TIME): Defined below and estimated time to carry out the activity.

ACTIVITIES
The following are components included in each lesson in which students are physically active and have a specific amount of time allocated for their implementation.

INSTANT ACTIVITIES: Low organizational activities in which students engage immediately upon entering the activity area. They act as incentives to get out of the locker room and get active. Instructions are simple, and could be written on a dry eraser board, poster, chalk board, viewed on an overhead projector, or provided by the teacher or assistant as students enter the class.

HEALTH-RELATED PHYSICAL ACTIVITY (HRPA): Students engage in gross motor activities such as tag game, walking or jogging circuit, cooperative activity, or individual or partner manipulative activities that are related to the major areas of health-related physical fitness (i.e., cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).

TRANSITION: The act of students receiving instruction and physically moving from one part of the activity area to another in order to participate in lesson implementation; the act of change to another subject or concept.
PE: HEALTHY Cool Down Quizzes

Try Something New!

A quick discussion for PE teachers and their students on trying new foods and activities from the HEALTHY Study

Teacher’s Note: Please share the following information with your students at the end of class, as they cool down. It should take 3-5 minutes maximum. You may go over all the points in one session (this will take longer), or choose a few points over several days.

There are 6 messages on becoming more physically active (fall semester) and high quality versus low quality foods (spring semester) in this guide. The HEALTHY Study recommends that you break up the facts over two-three days of the unit period (10 days).

You can use the “fun quiz” at the end of that session or at the beginning of the next session. Ask the whole group, verbally, and allow time for response. Encourage a wide range of exploration.

Duration (per session): 3-5 minutes
Delivery recommendation: two-three talking points on each message at the end of class, over 3 days (T-W-Th, or M-W-F depending on your class schedule) for each session.

Important Concepts for 7th grade Fall Semester:
■ Trying a New Activity
■ Try Being Active at Home

Important Concepts for 7th grade Spring Semester:
■ Trying a New Fruit
■ Trying New Ways to Eat Vegetables

Range of Potential Correct Answers:
■ Help your students understand the point of each session. There are no incorrect responses. All students should be encouraged to try something new by the end of the unit.
■ Please correct any misinformation, rumors or myths as soon as a student articulates it – give them the right information regarding the unit.
**Message 1: How many ways do you like to play?**

**Talking points**
- There are a lot of different ways to be active.
- Everybody has different likes and dislikes. Some people like to dance, others play football.

**Example**
“People love this sport in (far away location). You can be active in lots of different ways, and sometimes where you live helps shape what people do for fun and sports. Can you think of an activity that you and other kids do here that people somewhere else might not know about?”

**Fun Quiz**
- Did anyone try a new activity in the last month? What was it? How did you like it? Was there anything you didn’t like?

**Message 2: Has anyone tried a new sport lately?**

**Talking points**
- “Mixing up” your activities makes them fun.
- Some activities are part of where we live or our culture – but we can always try something new

**Example**
“When I was a kid, nobody ever called these sports a ‘sport.’ We’d never heard of them. But people invent new ways to play or compete all the time – humans need to move, and we like to be creative.”

**Fun Quiz**
- What’s the strangest sport you’ve ever hear of? How do you think people thought it up? Would you ever try it?

**Message 3: Trying new activities can be scary – but fun!**

**Talking points**
- Encourage class to try a new activity over the next week and make a note of what they liked and did not like about the activity.

**Example**
“I decided to try something new the other day. And guess what – it was really fun! Everybody needs to do a lot of different kinds of exercise to stay healthy – strong and flexible. That’s why we try so many things in PE – stretching, playing ball, running, and more.”

**Fun Quiz**
- Why should we try new activities?

**Message 4: How can you play at your house when the weather is bad?**

**Talking points**
- Hot, cold, or wet weather or safety concerns keep a lot of kids inside or close to home.
- Learning to play safely inside or in small spaces can help kids feel better – less stressed, stronger, healthier.
- Dancing, yoga, hopping, calisthenics, sit-ups, stretches, Tae-Bo (or other TV exercise) - there are lots of options.

**Example**
“It was raining the other day so I didn’t want to go outside. It’s not always easy to play outside, either because it’s too hot, too cold, or whatever. So I invited some friends over and we put on some music and just danced inside!”

**Fun Quiz**
- How can we get some exercise around the house?
- How many different ways can you think of?
### Message 5: Where are the best places to play at your house?

**Talking points**
- Homes and apartments have a variety of spaces –
  - Garage – can jump rope, bounce balls
  - Courtyard – jump rope, hopscotch, hackeysack, basketball
  - Room inside house – dance, stretch
- Explore creative options with your students.

**Example**
“One time when I was little, I tried jumping off my roof with an umbrella like a parachute. It didn’t work. Where are some places I could have played around my house, without breaking my leg?”

**Fun Quiz**
- What are some different ways to play, and places to play, around your house?
- Try at least one new space and tell the class about it next time.

### Message 6: What kinds of stealth play can you do, even when you’re watching TV on a rainy day?

**Talking points**
- Sitting for hours in front of the TV or computer makes you feel sluggish.
- Working in small increments of activity (during commercials, or every 15-20 minutes when using the computer or watching a DVD) is a good way to increase exercise and feel better.

**Example**
“I like to watch TV at night, or when it’s rainy or too cold outside. But I still exercise! I do sit-ups and jumping jacks during the commercials.

When I watch a movie, I set a timer to remind me to move every 20 minutes.”

**Fun Quiz**
- How can you sneak in some exercise when you watch TV? Or when you watch a movie?”

### Message 7: What kind of physical activities can be done outside the home? Where can you be active outdoors near your neighborhood?

**Talking points**
- What are the facilities needed for each of the activities you mentioned?

**Example**
“I like to go to the park and shoot hoops”
“I usually play football in my backyard or school yard.”
“Near my house there are jogging trails, biking pathways, and a soccer field.”

**Fun Quiz**
- You (and one or more of your friends and/or family members) visit one of these facilities in your neighborhood.

### Message 8: Are there any places where you can exercise indoors in your neighborhood?

**Talking points**
- What kind of equipment, fields, or courts do these places provide? Are they appropriate for you and your friends?

**Example**
“I use the gym near my house. Sometimes I find the equipment difficult to use and I need help.”

**Fun Quiz**
- Locate one indoor exercise facility in your neighborhood that you can use. If you are able to enter the facility with permission, look around to see what equipment is offered.”